

AGENDA FOR BOARD OF DIRECTORS
AUBURN SCHOOL DISTRICT NO. 408
Monday, July 13, 2009

I. TIME AND PLACE

1. 7 p.m. at the James P. Fugate Administration Building

II. ROLL CALL

1. Roll call of board members

III. PLEDGE OF ALLEGIANCE

IV. AUDIENCE PARTICIPATION

1. Written communications
2. Scheduled communications
3. Unscheduled communications
4. Community groups and organizations

V. SCHOOL PROGRAMS

1. CTE Career Choice and Marketing Education

VI. PERSONNEL

1. Certificated and classified personnel report
2. Request for travel
3. Ratification of agreement

VII. BUILDING PROGRAM

1. Authorization of award of contract

VII. FINANCE

1. Vouchers
2. Award of contract

VIII. DIRECTORS

1. Approval of minutes
2. Options for November 3, 2009, election
3. Evaluation of 2008-09 board objectives
4. Board objectives development criteria for 2009-10
5. Special board meeting
6. Legislative report
7. Discussion
8. Executive session

SCHOOL PROGRAMS

1. CTE Career Choice and Marketing Education--Second Reading

Robert Swaim, director of career and technical education and athletics, will provide an overview of the CTE Career Choice and Marketing Education curriculum for second reading and adoption.

Recommendation:

That the board approve the CTE Career Choice and Marketing Education curriculum for second reading and adoption.

Auburn School District #408 Career and Technical Education Curriculum

Business and Marketing

The signatures below indicate that the course curriculum for the instruction of **Business and Marketing Services Pathway Programs** has been reviewed and updated to meet industry, state and district standards and objectives.

The following representatives of the district hereby guarantee compliance with the assurances herein and have evidence of the requirements within the Washington State Program Standards for Career and Technical Education.

Board President, Janice Nelson

Assistant Superintendent PK-12 School Programs, Louanne Decker

Assistant Superintendent Student Learning & Technology, Rod Luke

Director Career and Technical Ed, Rob Swaim

Introduction

One of the primary reasons for program review in the Auburn School District is to improve student academic performance. The focus of program change is to align student academic performance with Washington State's student learning standards including: 1) Essential Academic Learning Requirements (EALRs) which articulate the State's expectations and learning standards to students and 2) Grade Level Expectations (GLEs) which define what students should know and be able to do at each grade level. The GLEs clearly describe evidences of learning and how students may demonstrate proficiency.

This review is supported by the Washington State Career and Technical Education Program available in industry. Among other projects, the implementation plan includes on-going training in the use of industry standards and Grade Level Expectations as well as the writing and sharing of curriculum frameworks for each course.

Following the CTE Program Standards document are two documents that supplement the program standards: OSPI Career and Technical Education Employability Skills based upon the Secretary's Commission on Achieving Necessary Skills (SCANS) through the Department of Labor and the Washington State Career and Technical Education Core Leadership Skills document. Both of

these documents are referenced in the CTE Program Standards as well as in the curriculum frameworks for each course in the Trades and Industry review.

This program change/curriculum review originated within the Career and Technical Education office of the Auburn School District as part of the Curriculum, Instruction, and Assessment Committee's Review Plan. The last curriculum review for Business and Marketing took place in the 2003-2004 school year.

Health and Human Services Related Education

CURRICULUM REVIEW MEMBERS

Business and Marketing Education Program

- Career Choices
- Marketing/DECA
- Sports & Entertainment:
Marketing & Management
- Store Operations 1 & 2 and Retail
Operations
- Store Operations 3 & 4:
Small Business Management

Lori Jacobs, InstructorAuburn High School
Crystal Wisness, InstructorAuburn High School
Derek Enz, Instructor Auburn Mountainview High School
Doug Aubert, InstructorAuburn Riverside High School
Colleen Rayburn, Instructor West Auburn High School

Kevin Kerr, Business Education Advisory Committee Chairperson
John Rottle, Marketing Education Advisory Committee Chairperson
Colleen Rayburn, Career Choices Education Advisory Committee Chairperson



SUPERINTENDENT OF PUBLIC INSTRUCTION

DR. TERRY BERGESON OLD CAPITOL BUILDING • PO BOX 47200 • OLYMPIA WA 98504-7200 • <http://www.k12.wa.us>

May 9, 2005

() Action Required
(X) Informational

MEMORANDUM NO. 023-05M Secondary Education Reform

TO: Educational Service District Superintendents
School District Superintendents
School Principals
School Career and Technical Education Directors

FROM: Dr. Terry Bergeson, State Superintendent of Public Instruction

RE: Career and Technical Education Program Standards

The purpose of the memorandum is to inform school districts of the completion of the program standards for Career and Technical Education (CTE). The legislature authorized the Office of Superintendent of Public Instruction (OSPI) to establish standards for CTE through WAC 28C.04.100. These standards were created to ensure high quality career and technical programs across the state. The completed standards are effective immediately and are available at <http://www.k12.wa.us/CareerTechEd/CTEstandards.aspx>.

This document is organized into two areas: Exploratory and Preparatory. Each of these areas is divided into two sections. The first section identifies what a student enrolled in an exploratory or preparatory course will be able to demonstrate. The second section identifies the characteristics of the exploratory or preparatory course. The document also includes the following 12 Washington Career and Technical Education Foundations:

1. Students will demonstrate occupationally specific skills and competencies including the application of related Essential Academic Learning Requirements and Grade Level Expectations using a contextual approach.

2. CTE programs are an integral part of the K-20 education system and are coordinated with other workforce development programs.
3. Students who participate in CTE programs develop and apply skills and knowledge needed to live, learn and work in an increasingly diverse society. These skills include an appreciation for all aspects of diversity, respectful interaction with diverse cultures, and recognition and elimination of harassment, bias, and stereotyping.
4. Leadership skills are integrated into the content of each course, and students are encouraged to participate in a career and technical student leadership organization related to the program pathway.
5. Employability skills are integrated into the content of each course, and students in CTE programs participate in some form of work-based learning.
6. CTE programs assist students with career planning and development, transitions, employment and post-secondary options.
7. CTE instructional equipment, facilities and environment are comparable to those used in the workplace.
8. The instructor holds a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned.
9. CTE instructors are provided time and resources to connect student learning with work, home, and community.
10. CTE programs are structured so that supervision, safety and the number of training stations determine the maximum number of students per classroom.

May 9, 2005

11. An advisory committee actively guides the relevance and continuous improvement of the program.
12. CTE programs are reviewed annually and the results are used for continuous program improvement.

During the summer and fall of 2005, Career and Technical Education staff from OSPI will be conducting a series of introduction workshops to groups around the state. The workshop locations will be posted on the OSPI website at the following link <http://www.k12.wa.us/CareerTechEd/CTEstandards.aspx>. If you have additional questions or comments regarding the Career and Technical Education Program Standards please contact the Director of Career and Technical Education, Rod Duckworth at (360) 725-6242, by email at rduckworth@ospi.wednet.edu, or TTY (360) 664-3631.

SECONDARY EDUCATION REFORM

Scott Poirier
Assistant Superintendent

Rod Duckworth
Career and Technical Education

TB:aem

[Attachment](#)

Program Standards

Career and Technical Education



Dr. Terry Bergeson
State Superintendent of
Public Instruction

May 2005

Program Standards

Career and Technical Education

Prepared by
Roderic Duckworth, State Director

Career and Technical Education
Office of Superintendent of Public Instruction

Dr. Terry Bergeson
Superintendent of Public Instruction

Mickey Lahmann
Assistant Superintendent, Curriculum and Instruction

May 2005

Office of Superintendent of Public Instruction
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200

For more information about the contents
of this document, please contact:
Phone: 360.725.6245

To order more copies of this document,
please call 1-888-59-LEARN (1-888-595-3276)
or visit our Web site at <http://www.k12.wa.us/publications>

Please refer to the document number below for quicker service:
05-0023

This document is available online at:
<http://www.k12.wa.us/>

This material is available in alternative format upon request.
Contact the Resource Center at (888) 595-3276, TTY (360) 664-3631.

CAREER AND TECHNICAL EDUCATION PROGRAM STANDARDS

Introduction

The Career and Technical Education (CTE) Program Standards are designed to empower students to live, learn and work as productive citizens in a global society. Career and Technical Education programs must meet standards established by the Office of Superintendent of Public Instruction. These CTE standards are designed to ensure high quality, consistent, and relevant CTE programs as essential components of educational and career pathways. These standards provide OSPI approval guidelines for CTE courses and guide the development and continuous improvement of CTE programs in local school districts.

Career and Technical Education is a planned program of courses and learning experiences that begin with the exploration of career options, supports basic academic and life skills, and enables achievement of high academic standards, leadership, options for high skill, high wage employment preparation, and advanced and continuing education. (RCW 28C.04.100)

Washington Career and Technical Education Foundations:

1. Students will demonstrate occupationally specific skills and competencies including the application of related Essential Academic Learning Requirements and Grade Level Expectations using a contextual approach.
2. CTE programs are an integral part of the K-20 education system and are coordinated with other workforce development programs.
3. Students who participate in CTE programs develop and apply skills and knowledge needed to live, learn and work in an increasingly diverse society. These skills include an appreciation for all aspects of diversity, respectful interaction with diverse cultures, and recognition and elimination of harassment, bias, and stereotyping.
4. Leadership skills are integrated into the content of each course. Students are encouraged to participate in a career and technical student leadership organization related to the program pathway.

5. Employability skills are integrated into the content of each course, and students in CTE programs participate in some form of work-based learning.
6. CTE programs assist students with career planning and development, transitions, employment and post-secondary options.
7. CTE instructional equipment, facilities and environment are comparable to those used in the workplace.
8. The instructor holds a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned.
9. CTE instructors are provided time and resources to connect student learning with work, home, and community.
10. CTE programs are structured so that supervision, safety and the number of training stations determine the maximum number of students per classroom.
11. An advisory committee actively guides the relevance and continuous improvement of the program.
12. CTE programs are reviewed annually and the results are used for continuous program improvement.

Exploratory and Preparatory Courses

The Career and Technical Education Standards document is organized into two areas; Exploratory and Preparatory. Each of these areas are divided into two sections. The first section identifies what a student enrolled in an exploratory or preparatory course will be able to demonstrate. The second section identifies the characteristics of the exploratory or preparatory course.

Glossary

Since many technical terms are included in the Standards, a Glossary of Terms is provided in an effort to enhance understanding and clarification.

CAREER AND TECHNICAL EDUCATION PROGRAM STANDARDS
EXPLORATORY COURSES

<p>All students enrolled in Career and Technical Education exploratory courses will:</p> <ol style="list-style-type: none"> 1. Demonstrate the application of Essential Academic Learning Requirements and Grade Level Expectations in the context of preparing for living, learning and working. 	<p>Characteristics of all Career and Technical Education Exploratory courses include:</p> <ol style="list-style-type: none"> 1.1 Application and contextualization of the related Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) including skills needed to meet state assessments.
<ol style="list-style-type: none"> 2. Demonstrate foundational and occupational specific skills required to meet current industry defined standards. 	<ol style="list-style-type: none"> 2.1 Current industry defined standards, as evidenced in the curriculum frameworks, endorsed by local program specific advisory committees, and approved by the CTE program supervisors at OSPI. 2.2 Curriculum related to balancing family, career, and community roles and responsibilities. 2.3 Extended learning into the community. Extended learning is managed and supervised by certified CTE teachers. 2.4 Certified CTE teachers with appropriate certification, knowledge, skills and occupational experience. <ol style="list-style-type: none"> 2.4a After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years. 2.5 Safe and appropriate environments that support CTE program standards. <ol style="list-style-type: none"> 2.5a Laboratories and equipment are appropriate to and support the OSPI approved curriculum framework and industry training procedures. 2.5b Facilities and equipment meet or exceed the related federal, state and county safety standards. 2.5c Learning and training stations are of sufficient quantity to assure safe and appropriate supervision, delivery of instruction and student skill development. 2.6 Curriculum is based on identified needs and is developed and maintained in consultation with program specific advisory committees.

<p>3. Demonstrate knowledge of career options within the related pathway.</p>	<p>3.1 Curriculum related to foundational knowledge and skills of a broad range of career options in a related pathway.</p> <p>3.1a These learning experiences include exploration of traditional and nontraditional careers in the pathway ranging from entry to professional level positions.</p>
<p>4. Demonstrate leadership skills and employability skills.</p>	<p>4.1 Leadership skill development for all students as a required and integral component.</p> <p>4.1a These leadership skills are identified in the Washington State CTE Core Leadership Skills document.</p> <p>4.1b These leadership skills are integrated in the approved curriculum framework and applied in real-world family, community, and business and industry applications.</p> <p>4.1c These skills are practiced at the highest professional level through aligned Washington State recognized Career and Technical Student Organizations (CTSO) programs and activities.</p> <p>4.2 State defined core employability skills as identified in the Washington State CTE Core Employability Skills document.</p>

CAREER AND TECHNICAL EDUCATION PROGRAM STANDARDS

PREPARATORY COURSES

Preparatory courses expand upon exploratory course characteristics in specific and complex ways.

<p>All students enrolled in Career & Technical Education Preparatory courses will:</p> <ol style="list-style-type: none"> 1. Demonstrate mastery of competencies including the application of EALRs and GLEs as required to meet industry defined standards needed for a specific career. 	<p>Characteristics of all Career and Technical Education Preparatory courses include:</p> <ol style="list-style-type: none"> 1.1 Current industry defined standards, as evidenced in the curriculum frameworks, endorsed by a local advisory committee, and approved by the CTE program supervisors at OSPI. <ol style="list-style-type: none"> 1.1a The level of competency is defined by industry standards. 1.1b In the absence of national or state standards, locally developed industry defined standards will be validated by program specific advisory committee. 1.2 Curriculum based on identified need, and developed and maintained in consultation with program specific advisory committees. 1.3 Safe and appropriate environments that support CTE standards. <ol style="list-style-type: none"> 1.3a Facilities and equipment meet or exceed the related federal, state and county safety standards. 1.3b Laboratories and equipment meet industry training standards and facility safety standards. 1.3c Learning and training stations are of sufficient quantity to assure safe and appropriate supervision, delivery of instruction and student skill development. 1.4 Certified CTE teachers with appropriate certification, knowledge, skills and occupational experience. <ol style="list-style-type: none"> 1.4a After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years. 1.5 Extended learning into the community. Extended learning is managed and supervised by certified CTE teachers. 1.6 assessment of student competency of knowledge and skills as determined by industry defined standards. 1.7 Instruction in all aspects of an industry associated with a specific CTE course. 1.8 Work-based learning opportunities as identified in the Washington State work-based learning document.
---	---

<p>2. Demonstrate leadership skills and employability skills.</p>	<p>2.1 Leadership skill development for all students as a required and integral component.</p> <p>2.1a These leadership skills are identified in the Washington State CTE Core Leadership Skills document.</p> <p>2.1b These leadership skills are integrated in the approved curriculum framework and applied in real-world family, community, and business and industry applications.</p> <p>2.1c These skills are practiced at the highest professional level through aligned Washington State recognized Career and Technical Student Organizations (CTSO) programs and activities.</p> <p>2.2 State defined core employability skills as identified in the Washington State CTE Core Employability Skills document.</p>
<p>3. Be employment ready and/or be prepared for post-secondary options.</p>	<p>3.1 Information about post-secondary education, training options, industry certifications, and employment.</p> <p>3.2 Articulation with apprenticeship programs and post-secondary education, where feasible.</p> <p>3.3 Opportunities for nontraditional and special populations to receive training.</p> <p>3.4 The utilization of data from student follow-up surveys to improve courses.</p> <p>3.5 The utilization of current national, state or regional labor market information to demonstrate occupational need.</p>

Glossary of Terms

Advisory Committee – A committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of these members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, delivery, evaluation and continuous improvement of Career and Technical Education programs. The committee meets on a regular basis and minutes are on file in the district. It is the local district's responsibility to effectively inform committee members of Washington State Career and Technical Education Program Standards and the Federal Perkins Act. (This definition is aligned with the Perkins Act 1998, Washington State RCW28C.04.100 and RCW 28A.150.500.

- **General Advisory Committee** – provides direction and guidance to administrators and governing boards for the entire Career and Technical Education program offered by a district or institution.
- **Program Specific Advisory Committee** – provides direction and guidance to administrators and governing boards for a specific Career and Technical Education program offered by a district or institution.

All Aspects of Industry – All aspects of the industry or industry sector a student is preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety issues and work environment issues, related to such industry or industry sector.

Apprenticeship – Relationships between an employer and employee during which the worker, or apprentice, learns an occupation in a registered program sponsored jointly by employers and labor unions or operated by a plant, employers, and employee associations. Training programs are required to

have a paid on-the-job work experience and related classroom instruction.

Career and Technical Education (CTE) – A planned program of courses and learning experiences that begins with exploration of career options, supports basic academic and life skills and enables achievement of high academic standards, leadership options for high skill, high wage employment preparation, and advanced and continuing education.

Career and Technical Student Organization (CTSO) – A Washington State recognized organization for individuals enrolled in a Career and Technical Education program that engages in CTE leadership skill development activities as an integral part of the instructional program. For additional information, please refer to the Washington CTE Core Leadership Skills document.

Career Cluster – A grouping of occupations and broad industries based on commonalities. The sixteen career clusters provide an organizing tool for schools, small learning communities, academies, and magnet schools.

Certified CTE Teacher – The teacher holds a CTE teaching certificate.

CTE Teaching Certificate – A document from OSPI designating CTE certification by V-Code.

Curriculum Framework – Curriculum frameworks identify the required components of a CTE course. The components are Performance Assessments, Industry Defined Standards, Essential Academic Learning Requirements and Grade Level Expectations, Thinking Skills, Leadership Skills, Employability Skills and Relevance to Work. An OSPI/CTE developed model curriculum framework delineates approved industry standards as well as suggested standards in other components.

Employability Skills – These skills are defined as the five SCANS (Secretaries Commission on Achieving Necessary Skills) competencies: Resources, Interpersonal, Information, Systems and Technology. For additional information, please refer to the Core Employability Skills document.

Employment – The work in which one is engaged.

Essential Academic Learning Requirements and Grade Level Expectations (EALRs and GLEs) – Statewide academic standards for reading, writing, communication, mathematics, science, history, geography, civics, economics, arts, and health & fitness. These standards represent the specific academic skills and knowledge students will be required to meet in the classroom.

Exploratory Courses – CTE courses in which students demonstrate the application of Essential Academic Learning Requirements and Grade Level Expectations in the context of preparing for living, learning and working; demonstrate foundational and occupational-specific skills required to meet current industry standards; explore and demonstrate knowledge of career options within the related pathway; and demonstrate leadership and employability skills.

Extended Learning – Learning and teaching activities related to career and technical education course or program competencies which occur beyond the scheduled school day and/or school year under the supervision of a certified CTE teacher. The extended learning is guided and managed by a written extended learning project agreement which has measurable learning objectives, a clear definition of the learning project, an outline of the project plan, and defines how the learning and project will be evaluated.

The agreement must be signed by the student, parent, teacher, and community member where appropriate.

Identified Need – For exploratory courses, identified need is determined by the local advisory board; for preparatory courses, advisory boards use regional, state, or national labor market data to identify need.

Industry Defined Standards – Standards that specify the knowledge, skills and competencies required to perform successfully in the workplace. These standards define the technical content of CTE courses as defined in the OSPI/CTE model curriculum frameworks. In the absence of industry defined skill standards developed at the national or state level, local advisory committee validation will be required.

Leadership Skills – The ability to preside, guide or manage self, others, activities or events with responsibility for the final outcome. All students will apply leadership skills in real-world, family, community, and business and industry applications. For further information, please see the Washington CTE Core Leadership Skills document.

Nontraditional Training and Employment – Occupations or fields of work in which individuals from one gender comprise less than 25 percent of the individuals employed in each occupation or field of work.

Occupational Specific Skills – Technical competencies unique to a specific occupation that are required for successful workplace performance.

Pathway – A sequence of courses and activities organized around an occupational theme that prepares students for both continuing education and employment.

Preparatory Courses – CTE courses in which students demonstrate mastery of competencies including the application of EALRs and GLEs as required to meet industry defined standards needed for a specific career; demonstrate leadership skills and employability skills; be employment ready and/or be prepared for postsecondary options.

Program – A sequence of related learning experiences that is based on identified nontraditional, state, and regional employment needs that prepare students for responsible roles in employment, family community and continuing education.

Special Populations – The term `special populations' means:

- individuals with disabilities;
- individuals from economically disadvantaged families, including foster children;
- individuals preparing for nontraditional training and employment;
- single parents, including single pregnant women;
- displaced homemakers; and
- individuals with other barriers to educational achievement, including individuals with limited English proficiency.

Student Leadership Development – An integral part of the CTE instructional program; the process that enables students to fully utilize the subject matter content they receive through the Career & Technical Education program. Leadership skills empower each student to assume responsible roles in family, community and business and industry environments. Through state recognized Career and Technical Student Organizations, students have leadership skill development opportunities available at the local, state, national and international levels.

Work-based Learning document – Please find this document on the CTE portion of the OSPI Web site.

Work-based Learning – A learning experience that connects knowledge and skills obtained in the classroom to those needed outside the classroom, and comprises a range of activities and instructional strategies designed to assist students in developing or fulfilling their education plans. For additional information, please refer to the OSPI Work-based Learning document.

Workplace – Anywhere work is done.

Washington State Career and Technical Education

Leadership Skills Standards

Preamble

Leadership skill development for all students is a required, integral part of all Career and Technical Education (CTE) instructional programs. Leadership can be defined as the ability to preside, guide, or manage self, others, activities, or events with responsibility for the final outcome. Integrating leadership skill development into CTE instructional programs enables students to fully utilize the subject matter content they receive. Leadership skills empower each student to assume responsible roles in the family, community, business and industry environments.

The purpose of this document is to provide Career and Technical Educators with a resource to assist them in assuring that leadership skill development is an integral part of every CTE program's curriculum. This document will also provide information on the resources available through Career and Technical Student Organizations (CTSOs). In the event that the program does not utilize programs and activities provided by a Washington State recognized CTSO, a local district must develop an equivalent model that meets or exceeds the CTSO standards. The leadership skills listed in this document should not be viewed as an all-inclusive list, but one that provides a basic core of skills common to all program areas that educators can integrate into and build

upon in the classroom. This leadership skills standards document includes three categories of leadership skill development:

- **Leadership: Individual Skills**
- **Leadership: Group Skills**
- **Leadership: Community and Career Skills**

When planning an individual course, districts may choose which of the core leadership skill(s) from each category above will be addressed in that course. Upon completion of a program (sequence of courses), students will be able to demonstrate knowledge and skills in all of the leadership competencies.

In Washington State, basic values and character traits as well as employability skills are related to, but differentiated from leadership skills. You may access the employability skills at www.k12.wa.us/careerteched.

Career and Technical Student Organization Programs and Activities

Students in Washington State have the opportunity to practice leadership skills on the highest professional level through the Career and Technical Student Organizations (CTSOs). Washington State recognizes six CTSOs: *DECA: An Association of Marketing Students*; *Future Business Leaders of America (FBLA)*; *Family, Career, and Community Leaders of America (FCCLA)*; *FFA (formerly known as the Future Farmers of America)*; *Skills USA-VICA*; and *Technology Students of America (TSA)*. Through CTSO organizations, students have leadership skill development opportunities available at the classroom, local, state, national and international levels. Integrating CTSO programs and activities into the curriculum provides students opportunities to participate in out-of-school

activities, as well. These would include various meetings, community service projects, and local, state, regional, national and international activities and conferences. These activities and events are opportunities to interact in a professional environment with a diverse group of peers while learning from professionals in industries related to the curriculum.

CTSO programs and activities integrated into the related CTE curriculum become co-curricular activities that *extend* a student's horizon. CTSO programs and activities give students an important opportunity to experience the application of foundational leadership skills learned in the classroom. CTSO programs and activities provide the opportunity for students to:

- Test their abilities with their peers in a variety of subject areas by completing a myriad of projects and preparations at the highest levels. These activities or competitive events are evaluated against criteria set at industry standards.
- Allow students the unique opportunity to better themselves by raising their own standards of achievement to the related industry standard.
- Advance and extend leadership skills beyond the classroom utilizing academic and technical skills, in an environment that will assist the student in connecting to their future career and educational goals.

The need for leadership skills in all aspects of life is clear and the CTSOs provide excellent models to deliver leadership skill development opportunities for students. A CTSO Resource Table is included in this document to assist CTE educators in identifying resources that can be used in addressing the identified core leadership skills.

WASHINGTON STATE CAREER AND TECHNICAL EDUCATION
Core Leadership Skills

The leadership skills listed in the three categories below are the core leadership skills that students should be able to demonstrate prior to their completion of a Career and Technical Education program. These core leadership skills are common to all of the recognized Washington Career and Technical Student Organizations. When planning an individual course, districts may choose which core leadership skills from each category will be addressed in that course. Upon completion of a program (sequence of courses), students will be able to demonstrate knowledge and skills in all of the leadership competencies. All students will apply leadership skills in real-world, family, community, and business and industry applications.

<u>Leadership: Individual Skills</u>	<u>Leadership: Group Skills</u>	<u>Leadership: Community and Career Skills</u>
<p>1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.</p> <p>1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders.</p> <p>1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.</p> <p>1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.</p> <p>1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals.</p> <p>1.6 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.</p>	<p>2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.</p> <p>2.2 The student will demonstrate knowledge of conflict resolution and challenge management.</p> <p>2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.</p> <p>2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.</p> <p>2.5 The student will demonstrate a working knowledge of parliamentary procedure.</p> <p>2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.</p> <p>2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.</p> <p>2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.</p>	<p>3.1 The student will analyze the roles and responsibilities of citizenship.</p> <p>3.2 The student will demonstrate social responsibility in family, community, and business and industry.</p> <p>3.3 The student will understand their role, participate in and evaluate community service and service learning activities.</p> <p>3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life.</p> <p>3.5 The student will understand and utilize organizational systems to advocate for issues on the local, state, and international level.</p> <p>3.6 The student will understand the importance of and utilize the components and structure of community-based organizations.</p> <p>3.7 The student will participate in the development of a program of work or strategic plan and will work to implement the organization's goals.</p>

Career and Technical Student Organization Resource Table

This table is designed to provide CTE educators with a resource to assist them in addressing the core leadership competencies in their CTE courses/programs. This list represents resources available from all of CTSO's recognized by OSPI. Those organizations would include DECA, FBLA, FCCLA, FFA, Skills-USA-VICA, and TSA.

CORE LEADERSHIP SKILL	DECA www.wadeca.org www.deca.org	FBLA www.wafbla.org www.fbla-pbl.org	FCCLA fccla@wsu.edu www.fcclainc.org	FFA www.waffa.wsu.edu/ www.ffa.org	Skills USA-VICA www.skillsusa.org www.waskillsusa.org	TSA www.wtsawb.org www.tsaweb.org
Leadership: Individual Skills						
1.1 The student will analyze, refine, and apply decision-making skills through classroom, community, family, and work-related experiences.	Marketing Essentials, 3 rd Edition references specific DECA Connections DECA's Leadership Education Action Program (LEAP); DECA's Merit Awards Program (MAP) DECA Guide, current edition DECA School-Based Enterprise Series Competitive Events Area, state, regional and international Conferences Leadership Development Academy Student Management Institute Western Region Officer Training Camp/Student Leadership Institute	Chapter Management Handbook Policy and Procedures Washington State Business Leadership Competitive Event Guidelines, specifically Community Service Project, Entrepreneurship, Emerging Business Issues	Power of One and Leaders at Work programs Star Event Competition Regional, State, and National Conferences Community Service Projects with the FCCLA model	Local Program Resource Guide (Current Edition) Connecting Career Development Event (Local, State, and National Level) Attendance at leadership specific conferences: Made for Excellence Advanced Leadership Development	Professional Development Program (PDP) Total Quality Curriculum SkillsUSA Championships Technical Standards Leadership Handbook Regional, State, & National Conferences & Contests	<u>Classroom:</u> TSA Competitive Events Guide Standards for Technological Literacy Correlation TSA Competitive Events correlation with WA State EALR's <u>Leadership:</u> TSA Leadership Activity Résumé TSA Awards and Recognition Programs <u>Competitions:</u> Local Regional State National <u>Conferences:</u> WTSA State Leadership Conference TSA National Leadership Conference

Career and Technical Student Organization Resource Table

This table is designed to provide CTE educators with a resource to assist them in addressing the core leadership competencies in their CTE courses/programs. This list represents resources available from all of CTSO's recognized by OSPI. Those organizations would include DECA, FBLA, FCCLA, FFA, Skills-USA-VICA, and TSA.

CORE LEADERSHIP SKILL	DECA www.wadeca.org www.deca.org	FBLA www.wafbla.org www.fbla-pbl.org	FCCLA fccla@wsu.edu www.fcclainc.org	FFA www.waffa.wsu.edu/ www.ffa.org	Skills USA-VICA www.skillsusa.org www.waskillsusa.org	TSA www.wtsawb.org www.tsaweb.org
Leadership: Individual Skills						
1.2 The student will identify and analyze the characteristics of family, community, business and industry leaders.	Marketing Essentials, 3 rd Edition references specific DECA Connections. DECA's Leadership Education Action Program (LEAP) DECA's Merit Awards Program (MAP) DECA Guide, current edition DECA School- Based Enterprise. Civic consciousness competitive event DECA Marketing Research Project	Washington State Business Leadership Competitive Event Guidelines, specifically Partnership with Business, American Enterprise, and Code of Ethics/Creed	Dynamic Leadership and Families First programs Regional, State, and National Conferences	Local Program Resource Guide (Current Edition) Connecting Career Development Event (Local, State, and National Level) Attendance at leadership specific conferences: Made for Excellence Advanced Leadership Development	Professional Development Program (PDP) Shadowing & Mentoring Regional, State, & National Conferences & Contests	<u>Leadership:</u> TSA Leadership Activity Résumé TSA Awards and Recognition Programs <u>Conferences:</u> WTSA State Leadership Conference TSA National Leadership Conference

Career and Technical Student Organization Resource Table

This table is designed to provide CTE educators with a resource to assist them in addressing the core leadership competencies in their CTE courses/programs. This list represents resources available from all of CTSO's recognized by OSPI. Those organizations would include DECA, FBLA, FCCLA, FFA, Skills-USA-VICA, and TSA.

CORE LEADERSHIP SKILL	DECA www.wadeca.org www.deca.org	FBLA www.wafbla.org www.fbla-pbl.org	FCCLA fccla@wsu.edu www.fcclainc.org	FFA www.waffa.wsu.edu/ www.ffa.org	Skills USA-VICA www.skillsusa.org www.waskillsusa.org	TSA www.wtsawb.org www.tsaweb.org
Leadership: Individual Skills						
1.3 The student demonstrates oral, interpersonal, written and electronic communication and presentation skills and understands how to apply those skills.	Marketing Essentials, 3 rd Edition references specific DECA Connections. DECA's Leadership Education Action Program (LEAP) DECA's Merit Awards Program (MAP) DECA Guide, current edition DECA School- Based Enterprise. Series Written Competitive Events Area, state, regional and international Conferences Competitive Excellence Program	Chapter Management Handbook Washington State Business Leadership Competitive Event Guidelines, specifically Job Interview, Multimedia Presentation, Public Speaking, and Business Plan	All national programs and organization activities, specifically the Interpersonal Communication and Applied Technology STAR Event.	Local Program Resource Guide (Current Edition) Connecting Career Development Event (Local, State, and National Level) Attendance at leadership specific conferences: Made for Excellence Advanced Leadership Development	Professional Development Program (PDP) SkillsUSA Championships Technical Standards Leadership Handbook Regional, State, & National Conferences & Contests	<u>Classroom:</u> TSA Competitive Events Guide Standards for Technological Literacy Correlation TSA Competitive Events correlation with WA State EALRs <u>Leadership:</u> TSA Leadership Activity Résumé TSA Awards and Recognition Programs <u>Competitions:</u> Local Regional State National <u>Conferences:</u> WTSA State Leadership Conference TSA National Leadership Conference

Career and Technical Student Organization Resource Table

This table is designed to provide CTE educators with a resource to assist them in addressing the core leadership competencies in their CTE courses/programs. This list represents resources available from all of CTSO's recognized by OSPI. Those organizations would include DECA, FBLA, FCCLA, FFA, Skills-USA-VICA, and TSA.

CORE LEADERSHIP SKILL	DECA www.wadeca.org www.deca.org	FBLA www.wafbla.org www.fbla-pbl.org	FCCLA fccla@wsu.edu www.fcclainc.org	FFA www.waffa.wsu.edu/ www.ffa.org	Skills USA-VICA www.skillsusa.org www.waskillsusa.org	TSA www.wtsawb.org www.tsaweb.org
Leadership: Individual Skills						
1.4 The student will apply leadership skills in real-world, family, community and business and industry applications.	Marketing Essentials, 3 rd Edition references specific DECA Connections. DECA's Leadership Education Action Program (LEAP) DECA Guide, current edition DECA School- Based Enterprise. DECA Competitive Events Area, state, regional and international Conferences	Chapter Management Handbook Washington State Business Leadership Competitive Event Guidelines, specifically Job Interview, Partnership with Business, Website Development Caucusing and Campaigning Guidelines	All activities that take place outside the classroom and school. Join Hands Day/Make a Difference Day Career Connection	Local Program Resource Guide (Current Edition) Connecting Career Development Event (Local, State, and National Level) Attendance at leadership specific conferences: Made for Excellence Advanced Leadership Development	Professional Development Program (PDP) SkillsUSA Championships Technical Standards—Leadership Contests Leadership Handbook Regional, State, & National Conferences & Contests	<u>Leadership:</u> TSA Leadership Activity Résumé TSA Awards and Recognition Programs <u>Conferences:</u> WTSA State Leadership Conference TSA National Leadership Conference

Career and Technical Student Organization Resource Table

This table is designed to provide CTE educators with a resource to assist them in addressing the core leadership competencies in their CTE courses/programs. This list represents resources available from all of CTSO's recognized by OSPI. Those organizations would include DECA, FBLA, FCCLA, FFA, Skills-USA-VICA, and TSA.

CORE LEADERSHIP SKILL	DECA www.wadeca.org www.deca.org	FBLA www.wafbla.org www.fbla-pbl.org	FCCLA fccla@wsu.edu www.fcclainc.org	FFA www.waffa.wsu.edu/ www.ffa.org	Skills USA-VICA www.skillsusa.org www.waskillsusa.org	TSA www.wtsawb.org www.tsaweb.org
Leadership: Individual Skills						
1.5 The student will be involved in activities that require applying theory, problem-solve, and use critical and creative thinking skills while understanding outcomes of related decisions.	Marketing Essentials, 3 rd Edition references specific DECA Connections. DECA's Leadership Education Action Program (LEAP) DECA's Merit Awards Program (MAP) DECA Guide, current edition DECA School- Based Enterprise. Virtual Business Challenge Area, state, regional and international Conferences DECA Marketing Research Events, Fashion Merchandising, Technical Sales Event	Chapter Management Handbook Washington State Business Leadership Competitive Event Guidelines, specifically Business Plan, Website Development, Emerging Business Issues Business Achievement Awards Program	All national programs correlate with class content and require use of these skills. Power of One Program Stop the Violence Program National Organization for Youth Safety (NOYS)	Local Program Resource Guide (Current Edition) Connecting Career Development Event (Local, State, and National Level) Attendance at leadership specific conferences: Made for Excellence Advanced Leadership Development	Professional Development Program (PDP) Total Quality Curriculum SkillsUSA Championships Technical Standards Leadership Handbook Regional, State, & National Conferences & Contests	<u>Classroom:</u> TSA Competitive Events Guide Standards for Technological Literacy Correlation TSA Competitive Events correlation with WA State EALRs <u>Leadership:</u> TSA Leadership Activity Résumé TSA Awards and Recognition Programs <u>Competitions:</u> Local Regional State National <u>Conferences:</u> WTSA State Leadership Conference TSA National Leadership Conference

Career and Technical Student Organization Resource Table

This table is designed to provide CTE educators with a resource to assist them in addressing the core leadership competencies in their CTE courses/programs. This list represents resources available from all of CTSO's recognized by OSPI. Those organizations would include DECA, FBLA, FCCLA, FFA, Skills-USA-VICA, and TSA.

CORE LEADERSHIP SKILL	DECA www.wadeca.org www.deca.org	FBLA www.wafbla.org www.fbla-pbl.org	FCCLA fccla@wsu.edu www.fcclainc.org	FFA www.waffa.wsu.edu/ www.ffa.org	Skills USA-VICA www.skillsusa.org www.waskillsusa.org	TSA www.wtsawb.org www.tsaweb.org
Leadership: Individual Skills						
1.6 The student will demonstrate self-advocacy skills by achieving planned, individual goals.	Marketing Essentials, 3 rd Edition references specific DECA Connections. DECA's Leadership Education Action Program (LEAP) DECA's Merit Awards Program (MAP) DECA Guide, current edition DECA Competitive Events Area, state, regional and international Conferences Leadership Development Academy Student Management Institute Western Region Officer Training Camp/Student Leadership Institute	Chapter Management Handbook Washington State Business Leadership Competitive Event Guidelines, specifically Job Interview, Future Business Leader Business Achievement Awards Program	Power of One and Leaders at Work programs STAR Events Competition	Local Program Resource Guide (Current Edition) Connecting Career Development Event (Local, State, and National Level) Attendance at leadership specific conferences: Made for Excellence Advanced Leadership Development	Professional Development Program (PDP) SkillsUSA Championships Technical Standards Leadership Handbook Regional, State, & National Conferences & Contests Serve as a chapter officer or state officer	<u>Leadership:</u> TSA Leadership Activity Résumé TSA Awards and Recognition Programs <u>Conferences:</u> WTSA State Leadership Conference TSA National Leadership Conference

Career and Technical Student Organization Resource Table

This table is designed to provide CTE educators with a resource to assist them in addressing the core leadership competencies in their CTE courses/programs. This list represents resources available from all of CTSO's recognized by OSPI. Those organizations would include DECA, FBLA, FCCLA, FFA, Skills-USA-VICA, and TSA.

CORE LEADERSHIP SKILL	DECA www.wadeca.org www.deca.org	FBLA www.wafbla.org www.fbla-pbl.org	FCCLA fccla@wsu.edu www.fcclainc.org	FFA www.waffa.wsu.edu/ www.ffa.org	Skills USA-VICA www.skillsusa.org www.waskillsusa.org	TSA www.wtsawb.org www.tsaweb.org
Leadership: Individual Skills						
1.7 The student conducts self in a professional manner in practical career applications, organizational forums and decision-making bodies.	Marketing Essentials, 3 rd Edition references specific DECA Connections. DECA's Leadership Education Action Program (LEAP) DECA Guide, current edition DECA Competitive Events Area, state, regional and international Conferences Leadership Development Academy Student Management Institute Western Region Officer Training Camp/Student Leadership Institute	Chapter Management Handbook FBLA Dress Code and Code of Conduct Washington State Business Leadership Competitive Event Guidelines, specifically Community Service, Job Interview, Who's Who in FBLA	All FCCLA organization activities and the Career Connection program. Chapter Officer State Officer Attending Leadership Meetings (Regional, State, and National) Job Interview Food Preparation & Services	Local Program Resource Guide (Current Edition) Connecting Career Development Event (Local, State, and National Level) Attendance at leadership specific conferences: Made for Excellence Advanced Leadership Development	Professional Development Program (PDP) SkillsUSA Championships Technical Standards Leadership Handbook Regional, State, & National Leadership Conferences Serve as a chapter officer or state officer Community Service Projects	<u>Classroom:</u> TSA Competitive Events Guide Standards for Technological Literacy Correlation TSA Competitive Events correlation with WA State EALRs <u>Leadership:</u> TSA Leadership Activity Résumé TSA Awards and Recognition Programs <u>Competitions:</u> Local Regional State National <u>Conferences:</u> WTSA State Leadership Conference TSA National Leadership Conference

Career and Technical Student Organization Resource Table

This table is designed to provide CTE educators with a resource to assist them in addressing the core leadership competencies in their CTE courses/programs. This list represents resources available from all of CTSO's recognized by OSPI. Those organizations would include DECA, FBLA, FCCLA, FFA, Skills-USA-VICA, and TSA.

CORE LEADERSHIP SKILL	DECA www.wadeca.org www.deca.org	FBLA www.wafbla.org www.fbla-pbl.org	FCCLA fccla@wsu.edu www.fcclainc.org	FFA www.waffa.wsu.edu/ www.ffa.org	Skills USA-VICA www.skillsusa.org www.waskillsusa.org	TSA www.wtsawb.org www.tsaweb.org
Leadership: Group Skills						
2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.	Marketing Essentials, 3 rd Edition references specific DECA Connections. DECA's Leadership Education Action Program (LEAP) DECA Guide, current edition DECA School- Based Enterprise. DECA Competitive Events specifically marketing Research Events, Management Team Decision-Making Events, Business Management and Entrepreneurship, Advertising Campaign, DECA Quiz bowl, Virtual Business Challenge Area, state, regional and international Conferences Leadership Development Academy Student Management Institute Western Region Officer Training Camp/Student Leadership Institute	Chapter Management Handbook Washington State Business Leadership Competitive Event Guidelines, specifically Entrepreneurship, Parliamentary Procedure Community Service Teambuilding Project Washington FBLA Program of Work	FCCLA activities and programs where students work on common goals in groups of two or more. STAR Events National Programs	Local Program Resource Guide (Current Edition) Connecting Career Development Event (Local, State, and National Level) Attendance at leadership specific conferences: Made for Excellence Advanced Leadership Development	Professional Development Program (PDP) SkillsUSA Championships Technical Standards Leadership Handbook Serve as a chapter officer or state officer Regional, State, & National Conferences & Contests	<u>Classroom:</u> TSA Competitive Events Guide Standards for Technological Literacy Correlation TSA Competitive Events correlation with WA State EALRs <u>Leadership:</u> TSA Leadership Activity Résumé TSA Awards and Recognition Programs <u>Competitions:</u> Local Regional State National <u>Conferences:</u> WTSA State Leadership Conference TSA National Leadership Conference

Career and Technical Student Organization Resource Table

This table is designed to provide CTE educators with a resource to assist them in addressing the core leadership competencies in their CTE courses/programs. This list represents resources available from all of CTSO's recognized by OSPI. Those organizations would include DECA, FBLA, FCCLA, FFA, Skills-USA-VICA, and TSA.

CORE LEADERSHIP SKILL	DECA www.wadeca.org www.deca.org	FBLA www.wafbla.org www.fbla-pbl.org	FCCLA fccla@wsu.edu www.fcclainc.org	FFA www.waffa.wsu.edu/ www.ffa.org	Skills USA-VICA www.skillsusa.org www.waskillsusa.org	TSA www.wtsawb.org www.tsaweb.org
Leadership: Group Skills						
2.2 The student will demonstrate knowledge of conflict resolution and challenge management.	Marketing Essentials, 3 rd Edition references specific DECA Connections. DECA's Leadership Education Action Program (LEAP) DECA Guide, current edition DECA School- Based Enterprise. Chapter Activities Program (CAP) Series and Team Competitive Events Area, state, regional and international Conferences Leadership Development Academy Student Management Institute Western Region Officer Training Camp/Student Leadership Institute	Washington State Business Leadership Competitive Event Guidelines, specifically Emerging Business Issues, Network Design, Entrepreneurship	Learned through the Dynamic Leadership program and practiced in all other group activities. Power of One Program STOP the Violence Program NOYS	Local Program Resource Guide (Current Edition) Connecting Career Development Event (Local, State, and National Level) Attendance at leadership specific conferences: Made for Excellence Advanced Leadership Development	Professional Development Program (PDP) SkillsUSA Championships Technical Standards Leadership Handbook Chapter Activities Regional, State, & National Conference Activities	<u>Leadership:</u> TSA Leadership Activity Résumé TSA Awards and Recognition Programs <u>Conferences:</u> WTSA State Leadership Conference TSA National Leadership Conference

Career and Technical Student Organization Resource Table

This table is designed to provide CTE educators with a resource to assist them in addressing the core leadership competencies in their CTE courses/programs. This list represents resources available from all of CTSO's recognized by OSPI. Those organizations would include DECA, FBLA, FCCLA, FFA, Skills-USA-VICA, and TSA.

CORE LEADERSHIP SKILL	DECA www.wadeca.org www.deca.org	FBLA www.wafbla.org www.fbla-pbl.org	FCCLA fccla@wsu.edu www.fcclainc.org	FFA www.waffa.wsu.edu/ www.ffa.org	Skills USA-VICA www.skillsusa.org www.waskillsusa.org	TSA www.wtsawb.org www.tsaweb.org
Leadership: Group Skills						
2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.	Marketing Essentials, 3 rd Edition references specific DECA Connections. DECA's Leadership Education Action Program (LEAP) DECA Guide, current edition DECA School- Based Enterprise. DECA Competitive Events Area, state, regional and international conferences Leadership Development Academy Student Management Institute Western Region Officer Training Camp/Student Leadership Institute	Chapter Management Handbook Washington State Business Leadership Competitive Event Guidelines, specifically Entrepreneurship, Emerging Business Issues FBLA Program of Work	Learned through the Dynamic Leadership program and practiced in all other group activities. Chapter Officer State Officer Youth Leadership Training	Local Program Resource Guide (Current Edition) Connecting Career Development Event (Local, State, and National Level) Attendance at leadership specific conferences: Made for Excellence Advanced Leadership Development	Professional Development Program (PDP) SkillsUSA Championships Technical Standards Leadership Handbook Chapter, Regional, State, & National Meetings & Conferences Serve as a chapter officer or state officer	<u>Classroom:</u> TSA Competitive Events Guide Standards for Technological Literacy Correlation TSA Competitive Events correlation with WA State EALRs <u>Leadership:</u> TSA Leadership Activity Résumé TSA Awards and Recognition Programs <u>Competitions:</u> Local Regional State National <u>Conferences:</u> WTSA State Leadership Conference TSA National Leadership Conference

Career and Technical Student Organization Resource Table

This table is designed to provide CTE educators with a resource to assist them in addressing the core leadership competencies in their CTE courses/programs. This list represents resources available from all of CTSO's recognized by OSPI. Those organizations would include DECA, FBLA, FCCLA, FFA, Skills-USA-VICA, and TSA.

CORE LEADERSHIP SKILL	DECA www.wadeca.org www.deca.org	FBLA www.wafbla.org www.fbla-pbl.org	FCCLA fccla@wsu.edu www.fcclainc.org	FFA www.waffa.wsu.edu/ www.ffa.org	Skills USA-VICA www.skillsusa.org www.waskillsusa.org	TSA www.wtsawb.org www.tsaweb.org
Leadership: Group Skills						
2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.	Marketing Essentials, 3 rd Edition references specific DECA Connections. DECA's Leadership Education Action Program (LEAP) DECA Guide, current edition DECA School- Based Enterprise. DECA Competitive Events Area, state, regional and international Conferences	Chapter Management Handbook Washington State Business Leadership Competitive Event Guidelines, specifically Creed, Community Service Project, and American Enterprise	Power of One, Leaders at Work, Families First, Community Service, FCCLA model Student Body, Financial Fitness programs.	Local Program Resource Guide (Current Edition) Connecting Career Development Event (Local, State, and National Level) Attendance at leadership specific conferences: Made for Excellence Advanced Leadership Development	Professional Development Program (PDP) SkillsUSA Championships Technical Standards Leadership Handbook Chapter, Regional, State, & National Meetings & Conferences Community Service Projects	<u>Classroom:</u> TSA Competitive Events Guide Standards for Technological Literacy Correlation TSA Competitive Events correlation with WA State EALRs <u>Leadership:</u> TSA Leadership Activity Résumé TSA Awards and Recognition Programs <u>Competitions:</u> Local Regional State National <u>Conferences:</u> WTSA State Leadership Conference TSA National Leadership Conference

Career and Technical Student Organization Resource Table

This table is designed to provide CTE educators with a resource to assist them in addressing the core leadership competencies in their CTE courses/programs. This list represents resources available from all of CTSO's recognized by OSPI. Those organizations would include DECA, FBLA, FCCLA, FFA, Skills-USA-VICA, and TSA.

CORE LEADERSHIP SKILL	DECA www.wadeca.org www.deca.org	FBLA www.wafbla.org www.fbla-pbl.org	FCCLA fccla@wsu.edu www.fcclainc.org	FFA www.waffa.wsu.edu/ www.ffa.org	Skills USA-VICA www.skillsusa.org www.waskillsusa.org	TSA www.wtsawb.org www.tsaweb.org
Leadership: Group Skills						
2.5 The student will demonstrate a working knowledge of parliamentary procedure.	Marketing Essentials, 3 rd Edition references specific DECA Connections. Chapter Activities Program (CAP) Guide for DECA Chapter Officers DECA Quiz bowl DECA's Leadership Education Action Program (LEAP) Officer Leadership Training DECA Guide, current edition	Chapter Management Handbook Washington State Business Leadership Competitive Event Guidelines, specifically Parliamentary Procedure FBLA local, regional, state, national meeting activities	FCCLA organization activities and Parliamentary Procedure STAR Event Chapter Meetings Regional, State, and National Leadership Programs Officer Training	Local Program Resource Guide (Current Edition) Connecting Career Development Event (Local, State, and National Level) Attendance at leadership specific conferences: Made for Excellence Advanced Leadership Development	Professional Development Program (PDP) SkillsUSA Championships Technical Standards—Chapter Business Procedure Contest Leadership Handbook Chapter, Regional, State, & National Meetings & Conferences	<u>Classroom:</u> TSA Competitive Events Guide Standards for Technological Literacy Correlation TSA Competitive Events correlation with WA State EALRs <u>Leadership:</u> TSA Leadership Activity Résumé TSA Awards and Recognition Programs <u>Competitions:</u> Local Regional State National <u>Conferences:</u> WTSA State Leadership Conference TSA National Leadership Conference

Career and Technical Student Organization Resource Table

This table is designed to provide CTE educators with a resource to assist them in addressing the core leadership competencies in their CTE courses/programs. This list represents resources available from all of CTSO's recognized by OSPI. Those organizations would include DECA, FBLA, FCCLA, FFA, Skills-USA-VICA, and TSA.

CORE LEADERSHIP SKILL	DECA www.wadeca.org www.deca.org	FBLA www.wafbla.org www.fbla-pbl.org	FCCLA fccla@wsu.edu www.fcclainc.org	FFA www.waffa.wsu.edu/ www.ffa.org	Skills USA-VICA www.skillsusa.org www.waskillsusa.org	TSA www.wtsawb.org www.tsaweb.org
Leadership: Group Skills						
2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.	Marketing Essentials, 3 rd Edition references specific DECA Connections. DECA's Leadership Education Action Program (LEAP) DECA Guide, current edition DECA School- Based Enterprise. Chapter Activities Program (CAP) DECA Competitive Events Area, state, regional and international Conferences	Chapter Management Handbook FBLA Program of Work Local, regional, state, and national program activities	Taking the role of leader in all FCCLA national program group activities. FCCLA Program of Work Member Quest	Local Program Resource Guide (Current Edition) Connecting Career Development Event (Local, State, and National Level) Attendance at leadership specific conferences: Made for Excellence Advanced Leadership Development	Professional Development Program (PDP) Leadership Handbook Chapter, Regional, State, & National Meetings & Conferences Serve as a committee member, chapter officer, or state officer Community Service Project	<u>Classroom:</u> TSA Competitive Events Guide Standards for Technological Literacy Correlation TSA Competitive Events correlation with WA State EALR's <u>Leadership:</u> TSA Leadership Activity Resume TSA Awards and Recognition Programs <u>Competitions:</u> Local Regional State National <u>Conferences:</u> WTSA State Leadership Conference TSA National Leadership Conference

Career and Technical Student Organization Resource Table

This table is designed to provide CTE educators with a resource to assist them in addressing the core leadership competencies in their CTE courses/programs. This list represents resources available from all of CTSO's recognized by OSPI. Those organizations would include DECA, FBLA, FCCLA, FFA, Skills-USA-VICA, and TSA.

CORE LEADERSHIP SKILL	DECA www.wadeca.org www.deca.org	FBLA www.wafbla.org www.fbla-pbl.org	FCCLA fccla@wsu.edu www.fcclainc.org	FFA www.waffa.wsu.edu/ www.ffa.org	Skills USA-VICA www.skillsusa.org www.waskillsusa.org	TSA www.wtsawb.org www.tsaweb.org
Leadership: Group Skills						
2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.	Marketing Essentials, 3 rd Edition references specific DECA Connections. DECA's Leadership Education Action Program (LEAP) DECA Guide, current edition DECA School- Based Enterprise. DECA Competitive Events Area, state, regional and international Conferences	Chapter Management Handbook Institute for Leaders State officer training/Executive Committee Local, regional, state and national program activities	FCCLA organization activities; ie., for meetings, travel, community activities	Local Program Resource Guide (Current Edition) Connecting Career Development Event (Local, State, and National Level) Attendance at leadership specific conferences: Made for Excellence Advanced Leadership Development	Professional Development Program (PDP) Leadership Handbook Serve as a chapter officer or state officer Regional, State, & National Meetings & Conferences SkillsUSA Championships Technical Standards	<u>Classroom:</u> TSA Competitive Events Guide Standards for Technological Literacy Correlation TSA Competitive Events correlation with WA State EALRs <u>Leadership:</u> TSA Leadership Activity Résumé TSA Awards and Recognition Programs <u>Competitions:</u> Local Regional State National <u>Conferences:</u> WTSA State Leadership Conference TSA National Leadership Conference

Career and Technical Student Organization Resource Table

This table is designed to provide CTE educators with a resource to assist them in addressing the core leadership competencies in their CTE courses/programs. This list represents resources available from all of CTSO's recognized by OSPI. Those organizations would include DECA, FBLA, FCCLA, FFA, Skills-USA-VICA, and TSA.

CORE LEADERSHIP SKILL	DECA www.wadeca.org www.deca.org	FBLA www.wafbla.org www.fbla-pbl.org	FCCLA fccla@wsu.edu www.fcclainc.org	FFA www.waffa.wsu.edu/ www.ffa.org	Skills USA-VICA www.skillsusa.org www.waskillsusa.org	TSA www.wtsawb.org www.tsaweb.org
Leadership: Group						
2.8 The student demonstrates the ability to incorporate and utilize the principles of group dynamics in a variety of settings.	Marketing Essentials, 3 rd Edition references specific DECA Connections. DECA's Leadership Education Action Program (LEAP) Chapter Activities Program (CAP) DECA Guide, current edition DECA School- Based Enterprise. DECA Competitive Events Leadership Development Academy Student Management Institute Western Region Officer Training Camp/Student Leadership Institute	Chapter Management Handbook Washington State Business Leadership Competitive Event Guidelines, specifically Community Service Teambuilding Project, Parliamentary Procedure, Gold Seal Award of Merit	Learned through Dynamic Leadership program and applied in all activities. STAR Events Group Competitions Regional, State and National Leadership Programs	Local Program Resource Guide (Current Edition) Connecting Career Development Event (Local, State, and National Level) Attendance at leadership specific conferences: Made for Excellence Advanced Leadership Development	Professional Development Program (PDP) Leadership Handbook Serve as a chapter officer or state officer Total Quality Curriculum Chapter, Regional, State, & National Meetings & Conferences SkillsUSA Championships Technical Standards	<u>Leadership:</u> TSA Leadership Activity Résumé TSA Awards and Recognition Programs <u>Conferences:</u> WTSA State Leadership Conference TSA National Leadership Conference

Career and Technical Student Organization Resource Table

This table is designed to provide CTE educators with a resource to assist them in addressing the core leadership competencies in their CTE courses/programs. This list represents resources available from all of CTSO's recognized by OSPI. Those organizations would include DECA, FBLA, FCCLA, FFA, Skills-USA-VICA, and TSA.

CORE LEADERSHIP SKILL	DECA www.wadeca.org www.deca.org	FBLA www.wafbla.org www.fbla-pbl.org	FCCLA fccla@wsu.edu www.fcclainc.org	FFA www.waffa.wsu.edu/ www.ffa.org	Skills USA-VICA www.skillsusa.org www.waskillsusa.org	TSA www.wtsawb.org www.tsaweb.org
Leadership: Community and Career Skills						
3.1 The student will analyze the roles and responsibilities of citizenship.	Marketing Essentials, 3 rd Edition references specific DECA Connections. DECA's Leadership Education Action Program (LEAP) Chapter Activities Program (CAP) DECA Guide, current edition DECA School- Based Enterprise. DECA Competitive Events specifically Civic Consciousness, Public Relations, Creative Marketing	Chapter Management Handbook. Washington State Business Leadership Competitive Event Guidelines, specifically Community Service, Partnership with Business. Caucusing/Campaigning Guidelines. March of Dimes or other service activities. Activity on the local, state and national levels.	Dynamic Leadership Community Service Project STOP the Violence Programs Join Hands Day/Make a Difference Day. NOYS	Local Program Resource Guide (Current Edition) Connecting Career Development Event (Local, State, and National Level) Attendance at leadership specific conferences: Made for Excellence Advanced Leadership Development	Professional Development Program (PDP) Leadership Handbook Serve as a chapter officer or state officer Community Service Projects	<u>Classroom:</u> TSA Competitive Events Guide Standards for Technological Literacy Correlation TSA Competitive Events correlation with WA State EALRs <u>Leadership:</u> TSA Leadership Activity Résumé TSA Awards and Recognition Programs <u>Competitions:</u> Local Regional State National <u>Conferences:</u> WTSA State Leadership Conference TSA National Leadership Conference

Career and Technical Student Organization Resource Table

This table is designed to provide CTE educators with a resource to assist them in addressing the core leadership competencies in their CTE courses/programs. This list represents resources available from all of CTSO's recognized by OSPI. Those organizations would include DECA, FBLA, FCCLA, FFA, Skills-USA-VICA, and TSA.

CORE LEADERSHIP SKILL	DECA www.wadeca.org www.deca.org	FBLA www.wafbla.org www.fbla-pbl.org	FCCLA fccla@wsu.edu www.fcclainc.org	FFA www.waffa.wsu.edu/ www.ffa.org	Skills USA-VICA www.skillsusa.org www.waskillsusa.org	TSA www.wtsawb.org www.tsaweb.org
Leadership: Community and Career Skills						
3.2 The student will demonstrate social responsibility in family, community, and business and industry.	Marketing Essentials, 3 rd Edition references specific DECA Connections. DECA's Leadership Education Action Program (LEAP) Chapter Activities Program (CAP) DECA Guide, current edition DECA Competitive Events specifically marketing research events and Creative Marketing	Chapter Management Handbook. Washington State Business Leadership Competitive Event Guidelines, specifically Community Service, Partnership with Business. Caucusing/Campaigning Guidelines. March of Dimes activities. Activity on the local, state and national levels.	Families First, Community Service, Career Connection Job Interview Food Preparation & Services Leaders at Work	Local Program Resource Guide (Current Edition) Connecting Career Development Event (Local, State, and National Level) Attendance at leadership specific conferences: Made for Excellence Advanced Leadership Development	Professional Development Program (PDP) Leadership Handbook Community Service Projects Regional, State, & National Meetings & Conferences	<u>Leadership:</u> TSA Leadership Activity Résumé TSA Awards and Recognition Programs <u>Conferences:</u> WTSA State Leadership Conference TSA National Leadership Conference

Career and Technical Student Organization Resource Table

This table is designed to provide CTE educators with a resource to assist them in addressing the core leadership competencies in their CTE courses/programs. This list represents resources available from all of CTSO's recognized by OSPI. Those organizations would include DECA, FBLA, FCCLA, FFA, Skills-USA-VICA, and TSA.

CORE LEADERSHIP SKILL	DECA www.wadeca.org www.deca.org	FBLA www.wafbla.org www.fbla-pbl.org	FCCLA fccla@wsu.edu www.fcclainc.org	FFA www.waffa.wsu.edu/ www.ffa.org	Skills USA-VICA www.skillsusa.org www.waskillsusa.org	TSA www.wtsawb.org www.tsaweb.org
Leadership: Community and Career Skills						
3.3 The student will demonstrate their understanding of their role and participate and evaluate in community service and service learning.	Marketing Essentials, 3 rd Edition references specific DECA Connections. DECA's Leadership Education Action Program (LEAP) Chapter Activities Program (CAP) DECA Guide, current edition DECA School- Based Enterprise. DECA Competitive Events specifically Civic Consciousness	Chapter Management Handbook. Washington State Business Leadership Competitive Event Guidelines, specifically Community Service, Partnership with Business. Caucusing/Campaigning Guidelines. March of Dimes activities. Activity on the local, state and national levels.	FCCLA Community Service program, Families First, Student Body, Financial Fitness, Focus on Children STAR Event STOP the Violence Join Hands Day/Make a Difference Day. NOYS	Local Program Resource Guide (Current Edition) Connecting Career Development Event (Local, State, and National Level) Attendance at leadership specific conferences: Made for Excellence Advanced Leadership Development	Professional Development Program (PDP) Leadership Handbook Serve as a chapter officer or state officer Community Service Projects	<u>Leadership:</u> TSA Leadership Activity Résumé TSA Awards and Recognition Programs <u>Conferences:</u> WTSA State Leadership Conference TSA National Leadership Conference

Career and Technical Student Organization Resource Table

This table is designed to provide CTE educators with a resource to assist them in addressing the core leadership competencies in their CTE courses/programs. This list represents resources available from all of CTSO's recognized by OSPI. Those organizations would include DECA, FBLA, FCCLA, FFA, Skills-USA-VICA, and TSA.

CORE LEADERSHIP SKILL	DECA www.wadeca.org www.deca.org	FBLA www.wafbla.org www.fbla-pbl.org	FCCLA fccla@wsu.edu www.fcclainc.org	FFA www.waffa.wsu.edu/ www.ffa.org	Skills USA-VICA www.skillsusa.org www.waskillsusa.org	TSA www.wtsawb.org www.tsaweb.org
Leadership: Community and Career Skills						
3.4 The student understands the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life situations.	Marketing Essentials, 3 rd Edition references specific DECA Connections. DECA's Leadership Education Action Program (LEAP) Chapter Activities Program (CAP) DECA Guide, current edition Area, state, regional and international Conferences Leadership Development Academy Student Management Institute Western Region Officer Training Camp/Student Leadership Institute	Chapter Management Handbook. Washington State Business Leadership Competitive Event Guidelines, specifically Future Business Leader, American Enterprise, Business Plan. Institute for Leaders.	Active membership in the FCCLA organization Regional, State, and National Conferences	Local Program Resource Guide (Current Edition) Connecting Career Development Event (Local, State, and National Level) Attendance at leadership specific conferences: Made for Excellence Advanced Leadership Development	Professional Development Program (PDP) Leadership Handbook Serve as a chapter officer or state officer Chapter, Regional, State, and National Meetings & Conferences Shadowing & Mentoring Community Service Projects SkillsUSA Championships Technical Standards	<u>Classroom:</u> TSA Competitive Events Guide Standards for Technological Literacy Correlation TSA Competitive Events correlation with WA State EALRs <u>Leadership:</u> TSA Leadership Activity Résumé TSA Awards and Recognition Programs <u>Competitions:</u> Local Regional State National <u>Conferences:</u> WTSA State Leadership Conference TSA National Leadership Conference

Career and Technical Student Organization Resource Table

This table is designed to provide CTE educators with a resource to assist them in addressing the core leadership competencies in their CTE courses/programs. This list represents resources available from all of CTSO's recognized by OSPI. Those organizations would include DECA, FBLA, FCCLA, FFA, Skills-USA-VICA, and TSA.

CORE LEADERSHIP SKILL	DECA www.wadeca.org www.deca.org	FBLA www.wafbla.org www.fbla-pbl.org	FCCLA fccla@wsu.edu www.fcclainc.org	FFA www.waffa.wsu.edu/ www.ffa.org	Skills USA-VICA www.skillsusa.org www.waskillsusa.org	TSA www.wtsawb.org www.tsaweb.org
Leadership: Community and Career Skills						
3.5 The student understands and utilizes organizational systems to advocate for issues on the local, state and international level.	Marketing Essentials, 3 rd Edition references specific DECA Connections. DECA's Leadership Education Action Program (LEAP) Chapter Activities Program (CAP) DECA Guide, current edition DECA Competitive Events Area, state, regional and international Conferences	Chapter Management Handbook. Institute for Leaders. Local, regional, state, and national advocacy.	Advocating through the FCCLA organization structure from local through national levels. NOYS FCCLA Week STOP the Violence FACTS	Local Program Resource Guide (Current Edition) Connecting Career Development Event (Local, State, and National Level) Attendance at leadership specific conferences: Made for Excellence Advanced Leadership Development	Professional Development Program (PDP) Leadership Handbook Total Quality Curriculum Serve as a chapter officer or state officer Regional, State, and National Meetings & Conferences	<u>Leadership:</u> TSA Leadership Activity Résumé TSA Awards and Recognition Programs <u>Conferences:</u> WTSA State Leadership Conference TSA National Leadership Conference

Career and Technical Student Organization Resource Table

This table is designed to provide CTE educators with a resource to assist them in addressing the core leadership competencies in their CTE courses/programs. This list represents resources available from all of CTSO's recognized by OSPI. Those organizations would include DECA, FBLA, FCCLA, FFA, Skills-USA-VICA, and TSA.

CORE LEADERSHIP SKILL	DECA www.wadeca.org www.deca.org	FBLA www.wafbla.org www.fbla-pbl.org	FCCLA fccla@wsu.edu www.fcclainc.org	FFA www.waffa.wsu.edu/ www.ffa.org	Skills USA-VICA www.skillsusa.org www.waskillsusa.org	TSA www.wtsawb.org www.tsaweb.org
Leadership: Community and Career Skills						
3.6 The student understands the importance of and utilizes the components and structure of community-based organizations.	Marketing Essentials, 3 rd Edition references specific DECA Connections. DECA's Leadership Education Action Program (LEAP) Chapter Activities Program (CAP) DECA Guide, current edition Area, state, regional and international Conferences	Chapter Management Handbook. Washington State Business Leadership Competitive Event Guidelines, specifically Community Service and Community Service Teambuilding Project, Economics.	Recognizing, understanding and participating in FCCLA traditions, organizational systems, and activities. FCCLA Creed FCCLA Chapter Handbook Chapter member activities	Local Program Resource Guide (Current Edition) Connecting Career Development Event (Local, State, and National Level) Attendance at leadership specific conferences: Made for Excellence Advanced Leadership Development	Professional Development Program (PDP) Leadership Handbook Serve on a chapter committee, as a chapter officer or state officer Community Service Projects Chapter, Regional, State, and National Meetings & Conferences	<u>Leadership:</u> TSA Leadership Activity Résumé TSA Awards and Recognition Programs <u>Conferences:</u> WTSA State Leadership Conference TSA National Leadership Conference

Career and Technical Student Organization Resource Table

This table is designed to provide CTE educators with a resource to assist them in addressing the core leadership competencies in their CTE courses/programs. This list represents resources available from all of CTSO's recognized by OSPI. Those organizations would include DECA, FBLA, FCCLA, FFA, Skills-USA-VICA, and TSA.

CORE LEADERSHIP SKILL	DECA www.wadeca.org www.deca.org	FBLA www.wafbla.org www.fbla-pbl.org	FCCLA fccla@wsu.edu www.fcclainc.org	FFA www.waffa.wsu.edu/ www.ffa.org	Skills USA-VICA www.skillsusa.org www.waskillsusa.org	TSA www.wtsawb.org www.tsaweb.org
Leadership: Community and Career Skills						
3.7 The student will participate in the development of a program of work or strategic plan and will work to implement the organization's goals.	Marketing Essentials, 3 rd Edition references specific DECA Connections. DECA's Leadership Education Action Program (LEAP) Chapter Activities Program (CAP) DECA Guide, current edition DECA School- Based Enterprise. DECA Competitive Events specifically Marketing Research Events Western Region Student Leadership Institute Conferences	Chapter Management Handbook. Washington State Business Leadership Competitive Event Guidelines, specifically Business Plan, Local Chapter Annual Report. Institute for Leaders. FBLA Program of Work. State officer training.	Active participation in the development of the FCCLA program of work and activities to reach the organization's goals. Step One Member Quest	Local Program Resource Guide (Current Edition) Connecting Career Development Event (Local, State, and National Level) Attendance at leadership specific conferences: Made for Excellence Advanced Leadership Development	Professional Development Program (PDP) Leadership Handbook As a member of a chapter, chapter officer or state officer plan a program of work Chapter, Regional, State, and National Meetings & Conferences SkillsUSA Championships Technical Standards	<u>Classroom:</u> TSA Competitive Events Guide Standards for Technological Literacy Correlation TSA Competitive Events correlation with WA State EALRs <u>Leadership:</u> TSA Leadership Activity Résumé TSA Awards and Recognition Programs <u>Competitions:</u> Local Regional State National <u>Conferences:</u> WTSA State Leadership Conference TSA National Leadership Conference

Career and Technical Student Organization Resource Table

This table is designed to provide CTE educators with a resource to assist them in addressing the core leadership competencies in their CTE courses/programs. This list represents resources available from all of CTSO's recognized by OSPI. Those organizations would include DECA, FBLA, FCCLA, FFA, Skills-USA-VICA, and TSA.

Washington State Core Employability Skill Resource

This skill resource is based on the Secretary's Commission of Achieving Necessary Skills (SCANS 1993) document.

In 1990, the Secretary of Labor appointed a commission to determine the skills people need to succeed in the world of work.

The commissions fundamental purpose was to encourage a high-performance economy characterized by high-skill, high-wage employment.



"If your actions inspire others to dream more, learn more, do more, and become more, you are a leader."

—John Quincy Adams

Career and Technical Education

John Aultman, Assistant Superintendent

Career and College Readiness
john.aultman@k12.wa.us

Moe Broom

Technology & Industry Pathway Supervisor
moe.broom@k12.wa.us

Diane Carver

Business & Marketing Pathway Supervisor
diane.carver@k12.wa.us

Wayne Gilman

Agriculture & Science Pathway Supervisor
hw.gilman@k12.wa.us

Betty Klattenhoff, Director

Career and Technical Education
Health & Human Services Pathway Supervisor
betty.klattenhoff@k12.wa.us

PO Box 47200
Olympia, WA 98504-7200
Phone: 360.725.6245
Fax: 360.586.9321
www.k12.wa.us



The Office of the Superintendent of Public Instruction is committed to equal opportunity in all programs, activities and employment, and to full compliance with federal and state laws that prohibit discrimination on the basis of race, ethnicity, national origin, sex, sexual orientation, religion, military status, age or disability.



Employability





Core Employability Skills

Employability Skills

Employability skill development for all students is a required, integral part of all Career and Technical Education (CTE) instructional programs.

Employability skills can be defined as human relations, personal management, and personality (affective) skills needed to be a good employee.

Employability for ALL!

When planning an individual course, districts may choose which of the core employability skill(s) from each category that will be addressed in that course.

Upon completion of a sequence of courses, students will be able to demonstrate knowledge and skills in all of the Employability competencies.

Core Employability Skills

The employability skills listed in the chart represent the core employability skills that students should be able to demonstrate prior to their completion of a Career and Technical Education program.



Employability Competency

1.1 The student will demonstrate the ability to identify, organize, plan, and allocate **resources**. This means that the student is able to demonstrate allocating time, money, materials, space, and staff.

1.2 The student will demonstrate the ability to acquire and use **information** in a family, community, business and industry settings. This means that the student can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.

1.3 The student will demonstrate an understanding of complex inter-relationships (**systems**). This means that the student understands social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems.

1.4 The student will demonstrate an ability to work with a variety of technologies, identify or solve problems with equipment, including **computers and other technologies**. This means that the student can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.

1.5 The student will use **interpersonal skills** to communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals. This means that the student can effectively work on teams, teach others, serve customers, lead, negotiate, and work effectively with people from culturally diverse backgrounds.

Student Activities

- A. *Time*—Select goal-relevant activities, rank them, allocate time, and prepare and follow schedules
- B. *Money*—Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives
- C. *Materials and Facilities*—Acquires, store, allocate, and use materials or space efficiently
- D. *Human Resources*—Assess skills and distribute work

- A. Acquire and Evaluate Information
- B. Organize and Maintain Information
- C. Interpret and Communicate Information
- D. Use Computer to Process Information

- A. *Understand Systems*—Know how social, organizational, and technological systems work and operate effectively with them
- B. *Monitor and Correct Performance*—Distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and corrects malfunction
- C. *Improve or Design Systems*—Suggest modifications to existing systems and develop new or alternative systems to improve performance

- A. *Select Technology*—Choose procedures, tools or equipment including computers and related technologies
- B. *Apply Technology to Task*—Understand overall intent and proper procedures for setup and operation of equipment
- C. *Maintain and Troubleshoot Equipment*—Prevent, identify, or solve problems with equipment, including computers and other technologies

- A. *Participates as a Member of a Team*—Contribute to group effort
- B. *Teach Others New Skills*—Help others to apply concepts, theories, recognizing training needs and conveying job information.
- C. *Serve Clients/Customers*—Work to satisfy customers' expectations
- D. *Exercise Leadership*—Communicate ideas to justify position, persuade and convinces others, responsibility, challenges, existing procedures and policies
- E. *Negotiate*—Work toward agreements involving exchange of resources, resolve divergent interests
- F. *Work with Diversity*—Work well with people from diverse backgrounds

**THE VISION OF CAREER AND TECHNICAL EDUCATION
for the
Auburn School District #408**

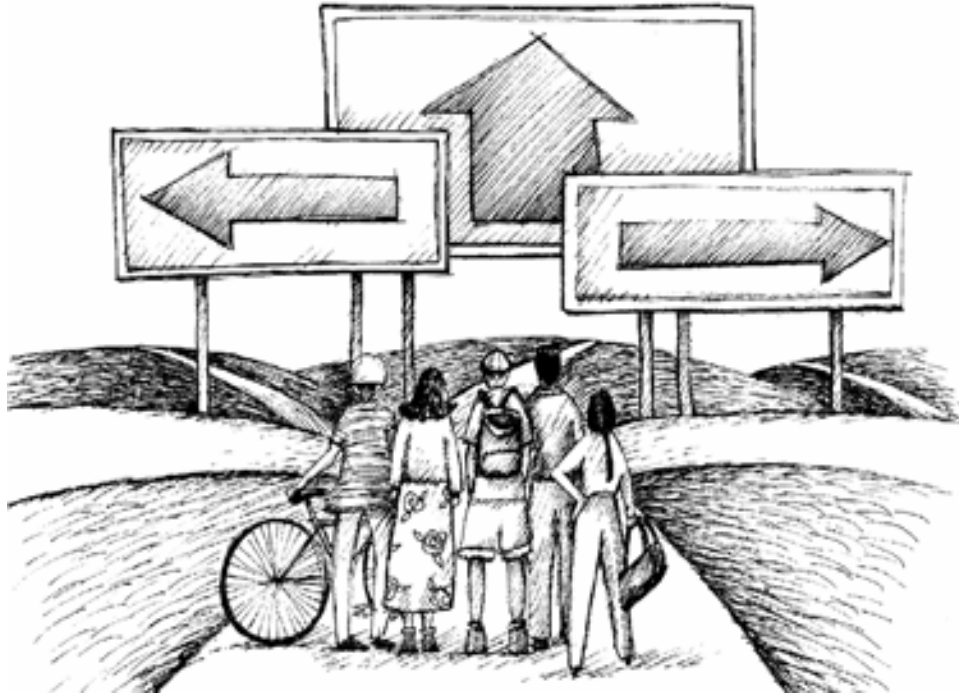
Career and Technical Education is an essential element of the comprehensive public education system, and is accessible by all students regardless of their ability, ethnicity, disability, cultural background, gender, or economic status.

The vision of Career and Technical Education in the Auburn School District is to incorporate a wide variety of programs designed to help students explore career pathways, prepare them for the world of work, and launch further post-secondary educational opportunities. Career and Technical Education equips students with foundational academic skills and the ability to apply those skills, appropriate work ethic, interpersonal relationship skills, leadership skills, and technical skills in given occupational areas.

The level of expectation for students of Career and Technical Education programs is high. Many of our high school courses are articulated with post-secondary institutions, granting college credit for successful completion of high school Career and Technical Education programs. Most importantly, our programs will continue to be a critical component of the education reform effort in the State of Washington. Relevant and rigorous application of the academic skills identified in goals one and two of HB 1209 are incorporated throughout our curriculum.

Career and Technical Education provides students with opportunity, options, challenge, and the leadership skills necessary for a successful start toward their future.

PATHWAY OVERVIEW



Business and Marketing - General Information

The Business and Marketing Pathway

Business Education and Marketing Education use occupationally specific skills and competencies to prepare students to become knowledgeable and ethical decision makers as they fulfill their roles as consumers, workers, citizens, and life-long learners.

Business Education uses relevant and practical business tools for contemporary society, offering students the opportunity to master the fundamental knowledge and skills needed to succeed in today's business.

Marketing Education allows students to learn and experience how the marketing process seeks to establish and satisfy the needs and wants of individuals who buy goods, services, and ideas. Businesses of all types and sizes, including non-profit organizations, use marketing in their local, national, and global operations to direct products and services from their origin to the ultimate consumer.

Mission

Our mission is to bring the Business Education, Marketing Education, and Diversified Occupation disciplines together to align curriculum and layout of a cohesive, perpetually-evolving framework, allowing students opportunities to explore, prepare, and become proficient within the Business and Marketing Pathway. (*The Business, Marketing, and Diversified Occupations Collaboration Committee, January 2000*).

Career and technical education — Plans — Standards — Technical assistance — Leadership development.

(1) To ensure high quality career and technical programs, the office of the superintendent of public instruction shall periodically review and approve the plans of local districts for the delivery of career and technical education. Standards for career and technical programs shall be established by the office of the superintendent of public instruction. The office of the superintendent of public instruction shall develop a schedule for career and technical education plan reapproval under this section that includes an abbreviated review process for programs reapproved after 2005, but before June 12, 2008. All school district career and technical education programs must meet the requirements of this section by August 31, 2010.

(2) To receive approval, school district plans must:

(a) Demonstrate how career and technical education programs will ensure academic rigor; align with the state's education reform requirements; help address the skills gap of Washington's economy; and maintain strong relationships with local career and technical education advisory councils for the design and delivery of career and technical education;

(b) Demonstrate a strategy to align the five-year planning requirement under the federal Carl Perkins act with the state and district career and technical program planning requirements that include:

(i) An assessment of equipment and technology needs to support the skills training of technical students;

(ii) An assessment of industry internships required for teachers to ensure the ability to prepare students for industry-defined standards or certifications, or both;

(iii) An assessment of the costs of supporting job shadows, mentors, community service and industry internships, and other activities for student learning in the community;

(iv) A description of the leadership activities to be provided for technical education students; and

(v) Annual local school board approval;

(c) Demonstrate that all preparatory career and technical education courses offered by the district meet the requirements of RCW 28A.700.030;

(d) Demonstrate progress toward meeting or exceeding the targets established under RCW 28A.700.040 of an increased number of career and technical programs in high-demand fields; and

(e) Demonstrate that approved career and technical programs maximize opportunities for students to earn dual credit for high school and college.

(3) To ensure high quality career education programs and services in secondary schools, the office of the superintendent of public instruction may provide technical assistance to local districts and develop state guidelines for the delivery of career guidance in secondary schools.

(4) To ensure leadership development, the staff of the office of the superintendent of public instruction may serve as the state advisors to Washington state FFA, Washington future business leaders of America, Washington DECA, Washington SkillsUSA, Washington family, career and community leaders, and Washington technology students association, and any additional career or technical student organizations that are formed. Working with the directors or executive secretaries of these organizations, the office of the superintendent of public instruction may develop tools for the coordination of leadership activities with the curriculum of technical education programs.

(5) As used in this section, "career and technical education" means a planned program of courses and learning experiences that begins with exploration of career options; supports basic academic and life skills; and enables achievement of high academic standards, leadership, options for high skill, high wage employment preparation, and advanced and continuing education.



South King County
Tech Prep Consortium
12401 SE 320th Street
Auburn, WA 98092-3699
Tel (253)833-9111 ext. 2581
Fax (253)288-3445

[Home](#) | [Students](#) | [Educators](#) | [Parents](#) | [Business & Labor](#)
[School District Partners](#) | [College Partners](#) | [Other Resources](#)

WHAT'S TECH PREP?

Tech Prep is a unique program that allows students to get a head start on college while still in high school. With a grade of "B" or above, high school students will earn *free** college credit—up to 45 in all—for their Tech Prep-certified classes. Because colleges and business and labor leaders are Tech Prep partners, students can be sure that they are getting the skills and training they need for today's jobs.

TECH PREP IS GOOD FOR STUDENTS

Students win by:

- Getting college credits free. Tech Prep students save on college tuition costs by earning credits--up to 45--while still in high school.
- Receiving guaranteed admission to community college. Because they already have college credits when they apply. Tech Prep students receive priority registration when they enter community college.
- Getting valuable hands-on work experiences. Tech Prep students learn about the world of work through mentorships, job shadowing, and on-the-job experience in different career fields.
- Graduating from college earlier. Because Tech Prep students get college credit for qualifying classes, they save money *and* time.
- Landing a good job--faster. Close to 20,000 jobs in Washington State are unfilled each year because applicants don't have the necessary post-high school training. Tech Prep students can also expect to earn more--with an associate's (two-year) community college degree, they will make almost three times more than a high school graduate.

TECH PREP IS GOOD FOR BUSINESSES

Businesses win by:

- Providing training opportunities for students. Tech Prep business partners have a pool of potential employees who are trained with the skills needed in the workplace.
- Getting the chance to look at potential employees before hiring. Tech Prep businesses can "try before they buy" because they have an opportunity to see a student's skills and strengths firsthand.
- Providing meaningful learning experiences for students and benefits for the community. Tech Prep businesses and the entire community benefit from the service students are providing.

Career Choices

Semesters

1 - 2

Career Choices

**Curriculum Review
2008-2009**

Auburn School District #408
Career and Technical Education Curriculum

Career Choices

The signatures below indicate that the course curriculum for the instruction of Course Title has been reviewed and updated to meet industry, state and district standards and objectives.

Colleen Rayburn

Instructor AHS

Lori Jacobs

Instructor AMHS

Colleen Rayburn

Instructor WAHS

Richard Zimmerman

Principal Auburn High School

Terri Herren

Principal Auburn Mountainview High School

Bruce Phillips

Principal Auburn Riverside High School

Brad Sprague

Principal West Auburn High School

Robert Swaim

Career and Technical Education Director

6/15/09

Date

Advisory Chairperson

Date

INTRODUCTION

Course Name

Career Choices

Grade Level(s)

9-12

Course Description

The objective of Career Choices is to prepare students with the knowledge, skills, and workplace requirements, in all fields of work. The program focuses on the exploration of career options, researching career education and training requirements, workplace State and Federal laws, workplace health, safety, and legal issues, job acquisition, specific occupational skills, successful employment, meeting employer expectations, global, national, and local economic trends, leadership, community service and civic responsibility, personal advocacy, budgeting, and time management.

Description of Need

Career Choices prepares students for employment in any field and all economies. Students learn growing careers and industries, education and training required, and employment outlooks for their selected occupation. Students can make informed decisions and plan for their future.

Pathway Connections **Primary Connection** **Secondary Connection**

All District Pathways

Business and Marketing

Agriculture and Science, Business and Marketing, Health and Human Services, Technology and Industry

Sample Scope and Sequence Opportunities for Students

No prerequisites

Agriculture and Science, Business and Marketing, Health and Human Services, Technology and Industry

Cross Credit

This class is not currently cross-credited

Basic Textbook

Succeeding in the World of Work

Equipment

Computers, pc viewer, Aver-vision, scanner, DVD player, calculators, color printer

Software

WOIS, BRIDGES, Career Cruising, Discovery Education, TBD

Supplemental Materials

Newspapers and employment articles, field trips, guest speakers, internet sites, Advisory , TBD

This course is not articulated with community colleges. For more information, see an instructor or a Career Counselor.

WHAT'S TECH PREP?

Tech Prep is a unique program that allows students to get a head start on college while still in high school. With a grade of "B" or above, high school students will earn *free** college credit - up to 45 in all - for their Tech Prep-certified classes. Because colleges, business and labor leaders are Tech Prep partners, students can be sure that they are getting the skills and training they need for today's jobs.

TECH PREP IS GOOD FOR STUDENTS

Students win by:

- Getting college credits free. Tech Prep students save on college tuition costs by earning credits--up to 45--while still in high school.
- Receiving guaranteed admission to community college. Because they already have college credits when they apply. Tech Prep students receive priority registration when they enter community college.
- Getting valuable hands-on work experiences. Tech Prep students learn about the world of work through mentorship's, job shadowing, and on-the-job experience in different career fields.
- Graduating from college earlier. Because Tech Prep students get college credit for qualifying classes, they save money *and* time.
- Landing a good job--faster. Close to 20,000 jobs in Washington State are unfilled each year because applicants don't have the necessary post-high school training. Tech Prep students can also expect to earn more--with an associate's (two-year) community college degree, they will make almost three times more than a high school graduate.

TECH PREP IS GOOD FOR BUSINESSES

Businesses win by:

- Providing training opportunities for students. Tech Prep business partners have a pool of potential employees who are trained with the skills needed in the workplace.
- Getting the chance to look at potential employees before hiring. Tech Prep businesses can "try before they buy" because they have an opportunity to see a student's skills and strengths firsthand.
- Providing meaningful learning experiences for students and benefits for the community. Tech Prep businesses and the entire community benefit from the service students are providing.

Course Outline

Course Name: Career Choices

Grade Level: 9-12

The objective of: Career Choices is to prepare students with knowledge, skills, and expectations in all fields of work. The program focuses on the exploration of career options, research, planning, job acquisition, and leadership, preparation for industry-defined work, job acquisition, and successful employment

1. Career Planning Information

- A. Acquire, Evaluate, Interpret, and Communicate
- B. Organize and Maintain Information
- C. Use Technology to Find and Process Information
- D. Assess and Identify Career Interests, Aptitudes, Skills, and Values
- E. Decision Making
- F. Select a Suitable Career Pathway
- G. Research Documents
- H. Connect Career Goals to Post High School Opportunities
- I. Acquire Information to Finance Post Secondary Training or Education
- J. 13th Year Plan
- K. Career Plan
- L. Presentation Demonstrating Knowledge of Technology

2. Employment System

- A. Acquire and Evaluate Information
- B. Recognize All Available Job Search Methods
- C. Use Current Technology to Find Job Openings
- D. Identify Job Openings.
- E. Complete Job Acquisition Documents
- F. Job Interview
- G. Conduct Formal Mock Interviews
- H. Follow up
- I. Communication Skills
- J. Demonstrate Appropriate Written and Oral Communication Skills
- K. Body Language
- L. Evaluation

3. Employment Portfolio

- A. Business Letters
- B. Reference Request Letter
- C. Resume
- D. Application
- E. Written References
- F. Certificates
- G. Evaluation
- H. Resignation Letter

4. Occupational Skills

- A. Research, Identify, and Evaluate Occupational Skills
- B. Related Systems, Tools and Technology
- C. Explain, Present and/or Demonstrate Job Skills Required in Selected Occupations
- D. Research Education and Training Required for the Specific Career Pathway
- E. Interpersonal and Leadership Skills Necessary for Successful Employment
- F. Communication Used in Career Settings
- G. Job Shadow, Field Trips, Cooperative Work Experience, and/or Research
- H. Recognize Technological Applications Used in Career Setting
- I. Recognize Oral, Interpersonal, Written, and Electronic Communication Utilized in Selected Career.
- J. Identify Tools, Equipment and Procedures Necessary in the Career Field
- K. Presentation

5. Health, Safety, Legal Issues

- A. Personal Health and Stress
- B. Employment Legal, Health, and Safety Issues
- C. Minor Labor Laws
- D. Occupational Health and Safety
- E. WOIS
- F. OSHA
- G. Washington State Labor and Industry Laws
- H. Understand Individual Rights and Responsibilities
- I. Understand and Utilize Organizational Systems to Advocate for Issues on a State Level
- J. Discrimination
- K. Harassment/ Bullying
- L. Sexual Harassment
- M. Worker/Employer Rights and Responsibilities

6. Successful Employment

- A. Workplace Policies, Procedures and Protocols
- B. Job Growth and Promotion Opportunities
- C. Meeting Employer Expectations
- D. Evaluation Process
- E. Teamwork
- F. Attendance, Responsibility, Attitude
- G. Honesty and Work Ethics
- H. Demonstrate Initiative and Goal Setting
- I. Problem Solving
- J. Oral and Written Communication
- K. Recognize Work Site Social, Organizational, and Technological Systems

7. Global, National, and Local Economies

- A. Role of Government
- B. Business Structures
- C. Economic Trends
- D. National and Global Circumstances
- E. Understanding Individual Rights and Responsibilities
- F. Recognize and Understand Worker Rights and Responsibilities

8. Personal Resources and Time Management

- A. Establish Financial Goals
- B. Prepare Budget, Make Forecasts, Keep Records, and Make Adjustments to Meet Objectives
- C. Demonstrate Ability to Identify, Plan, and Allocate Resources
- D. Acquire, Store, and Allocate Information
- E. Develop Time Line for Accomplishing Goals
- F. Allocate and Manage Time
- G. Prepare and Follow Schedules
- H. Related Activities

Standards and competencies used in this curriculum framework are adapted from the Washington State Work-based Learning Curriculum Guidelines for Cooperative Education Revised May 1997.

Performance Task/Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated hours of student learning	Relevance to Work Washington State Goal 4
Student will acquire, evaluate, interpret and communicate information related to their career plan. They will predict and make decisions to allocate the required time to achieve their career plan. They will communicate their career plan to a targeted audience.	<p>Students will use steps in the decision making process to develop a career plan:</p> <p>Identify occupational interests, aptitudes, and skills.</p> <p>Select a suitable career pathway.</p> <p>Connect career goals to post high school opportunities.</p> <p>Communicate career plan in a written document.</p> <p>Present career plan to an audience utilizing technology.</p>	<p>Reading</p> <p>3.1 read to learn new information</p> <p>3.2 read to perform a task</p> <p>3.4 read for career applications</p> <p>Writing</p> <p>3.2 draft</p> <p>3.3 revise</p> <p>3.4 publish</p> <p>Communication</p> <p>3.1 use language to interact effectively and responsibly with others</p> <p>4.2 seek and offer feedback</p>	<p>Evaluation</p> <p>Compare Contrast</p> <p>Predict</p> <p>Decision Making</p>	<p>The student's learning plan will be customized for their chosen pathway and will include leadership skill development specific to that pathway.</p> <p>1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences.</p> <p>1.3 The student will demonstrate oral, interpersonal written and electronic communication and presentation skills and understands how to apply those skills.</p> <p>1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.</p>	<p>Information</p> <p>A. Acquire and Evaluate Information</p> <p>B. Organize and Maintain Information</p> <p>C. Interpret and Communicate Information</p> <p>D. Use Computer to Process Information</p> <p>1.2 The student will demonstrate the ability to acquire and use information in family, community, business and industry settings. This means that the student can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.</p> <p>Resources</p> <p>▪ Understands time required for achieving career.</p> <p>1.4 The student will demonstrate an ability to work with a variety of technologies, identify or solve problems with equipment, including computers and other technologies. This means that the student can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.</p>	15	<p>Students use career plans to direct their future, i.e.:</p> <p>Self-advocacy</p> <p>Advancement</p> <p>Independence</p> <p>Economic productivity</p>

Performance Task/Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated hours of student learning	Relevance to Work Washington State Goal 4
Given available resources, the student will demonstrate understanding of the employment system by acquiring and evaluating information required to conduct a successful job search.	<p>Students will conduct a job search by:</p> <p>Identify job openings</p> <p>Complete job acquisition portfolio</p> <p>Complete successful job interview</p> <p>Demonstrate appropriate written and oral communication skills</p>	<p>Reading</p> <p>3.1 read to learn new information</p> <p>3.2 read to perform a task</p> <p>3.4 read for career applications</p> <p>4.1 assess strengths & need for improvement</p> <p>Writing</p> <p>3.2 draft</p> <p>3.3 revise</p> <p>3.4 publish</p> <p>Communication</p> <p>3.1 use language to interact effectively and responsibly with others</p> <p>4.1 assess strengths and need for improvement</p> <p>4.2 seek and offer feedback</p>	<p>Compare/Contrast</p> <p>Analysis</p> <p>Goal Setting</p> <p>Decision Making</p> <p>Persistence</p>	<p>The student's learning plan will be customized for their chosen pathway and will include leadership skill development specific to that pathway.</p> <p><i>1.3 The student will demonstrate oral, interpersonal written and electronic communication and presentation skills and understands how to apply those skills.</i></p> <p>1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals.</p> <p>1.7 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision making bodies.</p>	<p>Resources</p> <ul style="list-style-type: none"> Organizes time. WOIS.org Bridges.com Worksource.com Guest Speaker <p>1.1 The student will demonstrate the ability to identify, organize, plan, and allocate resources. This means that the student is able to demonstrate allocating time, money, materials, space, and staff.</p> <p>Information</p> <ul style="list-style-type: none"> Acquires and evaluates. Organize and Maintain Information Uses computers to process information. <p>1.2 The student will demonstrate the ability to acquire and use information in family, community, business and industry settings. This means that the student can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.</p> <p>Systems</p> <ul style="list-style-type: none"> Understands employment system. <p>1.4 The student will demonstrate an ability to work with a variety of technologies, identify or solve problems with equipment, including computers and other technologies. This means that the student can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.</p>	37	<p>Students use job search techniques to evaluate employment acquisition.</p> <p><i>Time</i>—Select goal-relevant activities, rank them, allocate time, and prepare and follow schedules</p> <p><i>Materials and Facilities</i>—Acquires, store, allocate, and use materials or space efficiently</p> <p><i>Apply Technology to Task</i>—Understand overall intent and proper procedures for setup and operation of equipment</p> <p><i>Exercise Leadership</i>—Communicate ideas to justify position, persuade and convinces others, responsibility, challenges, existing procedures and policies</p>

Performance Task/Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated hours of student learning	Relevance to Work Washington State Goal 4
Students will research and identify occupational-specific skills required by their chosen career path. During that process, the students will use a variety of resources and information to learn about related systems and technologies in their career path and explain and/or demonstrate those specific skills.	Refer to appropriate industry standards related to the student's individual chosen career path. These standards must be reflected in the student's learning plan. For corresponding industry standards, refer to the model curriculum frameworks on the OSPI CTE website.	Reading 3.1 Read to learn new information 3.2 Read to perform a task. 3.4 Read for career applications. Communication 4.4 Analyze how communication is used in career settings.	Observe Analyze Evaluate Conclude Present	The student's learning plan will be customized for their chosen pathway and will include leadership skill development specific to that pathway. 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills 2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed 3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practice those skills in real life.	Resources <ul style="list-style-type: none"> Time—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules. Information <ul style="list-style-type: none"> Acquires and Evaluates Information. Organizes and Maintains Information. Interprets and Communicates Information. 1.2 The student will demonstrate the ability to acquire and use information in a family, community, business and industry settings. This means that the student can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information. Systems <ul style="list-style-type: none"> Understands Systems—knows how social, organizations, and technological systems work and operates effectively with them. Technology <ul style="list-style-type: none"> Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment. 1.4 The student will demonstrate an ability to work with a variety of technologies, identify or solve problems with equipment, including computers and other technologies . This means that the student can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.	38	Students use acquired occupational skills to secure further training and/or employment in chosen career <i>Materials and Facilities—</i> Acquires, store, allocate, and use materials or space efficiently <i>Human Resources—</i> Assess skills and distribute work <i>Select Technology—</i> Choose procedures, tools or equipment including computers and related technologies <i>Apply Technology to Task—</i> Understand overall intent and proper procedures for setup and operation of equipment

Performance Task/Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated hours of student learning	Relevance to Work Washington State Goal 4
Through problem-solving/decision-making processes, the student will understand the resources/information available regarding health, safety, legal considerations and policies related to chosen career pathway and respond accordingly.	<p>Students will understand legal, health and safety issues that affect employment.</p> <p>Occupational Health and Safety</p> <p>Discrimination</p> <p>Harassment</p> <p>Bullying</p> <p>Worker/Employer Rights & Responsibilities</p> <p>Minor Labor Laws</p>	<p>Reading</p> <p>3.1 Read to learn new information.</p> <p>3.2 Read to perform a task.</p> <p>3.4 Read for career applications.</p> <p>Communication</p> <p>3.3 Seek agreement and solutions through discussion.</p> <p>Civics</p> <p>4.1 Understand individual rights and their accompanying responsibilities.</p>	<p>Detect Bias</p> <p>Problem Solving</p> <p>Decision Making</p>	<p>The student's learning plan will be customized for their chosen pathway and will include leadership skill development specific to that pathway.</p> <p>1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders.</p> <p><i>1.5 The student will be involved in activities that require applying theory, problem solving, and using critical thinking skills while understanding outcomes of related decisions.</i></p> <p>2.2 The student will demonstrate knowledge of conflict resolution and challenge management</p> <p>3.5 The student will understand and utilize organizational systems to advocate for issues on the local, state, and international level.</p>	<p>Resources</p> <ul style="list-style-type: none"> Time—selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules. Material and Facilities—Acquires, stores, allocates, and uses materials or space efficiently. Human Resources—Assesses skills and distributes work accordingly, evaluates performance and provides feedback. <p>Information</p> <ul style="list-style-type: none"> Acquires and evaluates information. Organizes and maintains information. Interprets and communicates information. <p>Systems</p> <ul style="list-style-type: none"> Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them. 	10	<p>A student practice safety on the job, and follows all work rules and legal policies related to chosen career.</p> <p><i>Negotiate</i>—Work toward agreements involving exchange of resources, resolve divergent interests</p> <p><i>Work with Diversity</i>—Work well with people from diverse backgrounds</p>

Performance Task/Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated hours of student learning	Relevance to Work Washington State Goal 4
Through problem solving, decision-making and goal setting, the student will follow workplace policies and procedures, utilize the evaluation process to meet employer expectations, and demonstrate job growth.	<p>Students will understand and exhibit behaviors and qualities needed to maintain and enhance their employment.</p> <p>Demonstrate knowledge of work place policies and procedures</p> <p>Understand evaluation process to meet employer expectations</p> <p>Understand job growth and promotion opportunities.</p> <p>Add competencies from WBL employer evaluation lesson plan? Initiative? Work ethic? Dependability?</p>	<p>Reading</p> <p>3.1 Read to learn new information.</p> <p>3.2 Read to perform a task.</p> <p>3.4 Read for career applications.</p> <p>Communication</p> <p>3.1 use language to interact effectively and responsibly with others</p> <p>3.2 Work cooperatively as a group member</p> <p>3.3 Seek agreement & solutions through discussion</p> <p>4.1 assess strengths and need for improvement</p> <p>4.2 Seek and offer feedback</p> <p>4.4 Analyze how communication is used in career settings.</p> <p>Math</p> <p>5.3 Relate mathematical concepts and procedures to real-life situations.</p> <p>Civics</p> <p>4.1 Understand individual rights and their accompanying responsibilities.</p>	<p>Problem Solving.</p> <p>Decision Making.</p> <p>Goal Setting.</p> <p>Risking.</p> <p>Persistence.</p>	<p>The student's learning plan will be customized for their chosen pathway and will include leadership skill development specific to that pathway.</p> <p>1.5 The student will be involved in activities that require applying theory, problem solving, and using critical thinking skills while understanding outcomes of related decisions.</p> <p>1.7 The student will conduct self in a professional manner in practical applications, organizational forums, and decision-making bodies.</p> <p>2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.</p> <p>2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.</p> <p>3.1 The student will analyze the roles and responsibilities of citizenship.</p> <p>3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life.</p>	<p>Resources</p> <ul style="list-style-type: none"> Time—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules. Material and Facilities—Acquires, stores, allocates, and uses materials or space efficiently. <p>Interpersonal</p> <ul style="list-style-type: none"> Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibility challenges existing procedures and policies. Negotiates—works toward agreements involving exchange of resources, resolves divergent interests. Works with Diversity—works well with men and women from diverse backgrounds. <p>Information</p> <ul style="list-style-type: none"> Acquires and Evaluates Information. Organizes and Maintains Information. Interprets and Communicates Information. <p>Systems</p> <ul style="list-style-type: none"> Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them. Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunction. <p>Technology</p> <ul style="list-style-type: none"> Selects Technology—chooses procedures, tools or equipment including computers and related technologies. Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment. Maintains and Troubleshoots Equipment—Prevents, identifies, or solves problems with equipment, including computers and other technologies 	50	<p>Students set career goals to advance in chosen career pathways.</p> <p><i>Participates as a Member of a Team</i>—Contribute to group effort</p> <p><i>Teach Others New Skills</i>—Help others to apply concepts, theories, recognizing training needs and conveying job information.</p> <p><i>Serve Clients/Customers</i> Work to satisfy customers' expectations</p> <p><i>Exercise Leadership</i>—Communicate ideas to justify position, persuade and convinces others, responsibility, challenges, existing procedures and policies</p>

Performance Task/Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated hours of student learning	Relevance to Work Washington State Goal 4
The student will analyze and predict how the global economy affects their career and personal life.	The student will understand how global, national, and local economies affect their quality of life. Role of government Business structures Economic trends	Reading 3.1 Read to learn new information. 3.2 Read to perform a task. 3.4 Read for career applications Communication 3.1 Use language to interact effectively and responsibly with others 3.2 Work cooperatively as a group member 3.3 Seek agreement and solutions through discussion 4.3 Analyze mass communication. Math 5.3 Relate mathematical concepts and procedures to real-life situations. Civics 4.1 Understand individual rights and their accompanying responsibilities. 4.2 Identify and demonstrate rights of U.S. citizenship. Economics To be determined pending the completion of the state EALRs for benchmark 3.	Compare/Contrast. Predict. Cause/Effect. Analysis.	The student's learning plan will be customized for their chosen pathway and will include leadership skill development specific to that pathway. 1.4 The student will apply leadership skills in real world, family, community, and business and industry applications. 3.5 The student will understand and utilize organizational systems to advocate for issues on the local, state, and international level.	Resources <ul style="list-style-type: none"> Time—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules. Information <ul style="list-style-type: none"> Acquires and Evaluates Information. Organizes and Maintains Information. Interprets and Communicates Information. Systems <ul style="list-style-type: none"> Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them. Technology <ul style="list-style-type: none"> Selects Technology—chooses procedures, tools or equipment including computers and related technologies. 	15	Students keep abreast of global economy and how job outlook will affect their career plans. <i>Money</i> —Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives <i>Select Technology</i> —Choose procedures, tools or equipment including computers and related technologies <i>Work with Diversity</i> —Work well with people from diverse backgrounds

Performance Task/Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated hours of student learning	Relevance to Work Washington State Goal 4
The student will analyze personal resources and manage time effectively to reach short- and long- term goals	<p>Students will manage personal resources effectively.</p> <p>Establish financial goals and manage finances accordingly</p> <p>Allocate and manage time effectively</p> <p>Develop Time-line for accomplishing identified goals</p>	<p>Reading 3.1 Read to learn new information.</p> <p>Math 3.1 Analyze information 3.2 Predict results and make inferences 3.3 Draw conclusions and verify results. 4.1 Gather information. 4.2 Organize and interpret information. 5.3 Relate mathematical concepts and procedures in real-life situations.</p>	<p>Predict.</p> <p>Analysis.</p> <p>Goal setting.</p> <p>Flexibility.</p> <p>Persistence.</p>	<p>The student's learning plan will be customized for their chosen pathway and will include leadership skill development specific to that pathway.</p> <p>1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences.</p> <p>1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.</p> <p>1.6 The student will demonstrate self advocacy skills by achieving planned, individual goals.</p>	<p>Resources</p> <ul style="list-style-type: none"> Time—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules. Money—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives. Material and Facilities—Acquires, stores, allocates, and uses materials or space efficiently. <p>1.1 The student will demonstrate the ability to identify, organize, plan, and allocate resources. This means that the student is able to demonstrate allocating time, money, materials, space, and staff.</p> <p>Information</p> <ul style="list-style-type: none"> Acquires and Evaluates Information. Organizes and Maintains Information. <p>1.2 The student will demonstrate the ability to acquire and use information in a family, community, business and industry settings. This means that the student can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information</p> <p>Technology Applies Technology to Task—Understands overall intent and proper procedures for setup and operation of equipment.</p> <p>1.4 The student will demonstrate an ability to work with a variety of technologies, identify or solve problems with equipment, including computers and other technologies. This means that the student can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.</p>	15	<p>Students use life skills to achieve personal goals.</p> <p><i>Select Technology—</i> Choose procedures, tools or equipment including computers and related technologies</p> <p><i>Money—</i>Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives</p> <p><i>Materials and Facilities—</i> Acquires, store, allocate, and use materials or space efficiently</p> <p>Self-advocacy</p> <p>Advancement</p> <p>Independence</p> <p>Economic productivity</p>

Marketing/DECA

Marketing/DECA I

**Curriculum Review
2008-2009**

Auburn School District #408
Career and Technical Education Curriculum

Marketing/DECA

The signatures below indicate that the course curriculum for the instruction of Course Title has been reviewed and updated to meet industry, state and district standards and objectives.

Lori Jacobs

Instructor AHS

Derek Enz

Instructor AMHS

Doug Aubert

Instructor ARHS

Richard Zimmerman

Principal Auburn High School

Terri Herren

Principal Auburn Mountainview High School

Bruce Phillips

Principal Auburn Riverside High School

Brad Sprague

Principal West Auburn High School

Robert Swaim

Career and Technical Education Director

6/15/09

Date

Advisory Chairperson

Date

INTRODUCTION

Course Name Marketing/DECA I Grade Level(s) 9-12

Course Description In this introductory class, students will gain basic marketing knowledge and compete in DECA competition.

Description of Need Marketing is a process composed of activities designed to create exchanges that satisfy individual objectives. The marketing activities help to get a good or service to users/consumers, change behaviors, or influence ideas. Career opportunities in marketing can be found in all types and sizes of business. In the 21st century, economic survival in nearly any business setting or profession will depend on the ability to understand and execute business skills such as marketing. Marketing Education provides those skills.

Pathway Connections

Primary Connection Business and Marketing

Secondary Connection Health and Human Services, Technology and Industry

Sample Scope and Sequence Opportunities for Students Marketing/DECA I, Marketing/DECA II, Marketing/DECA III, AP Economics

Cross Credit none

Basic Textbook McGraw Hill/Glencoe Marketing Essentials

Equipment Computers and Applications

Software Microsoft Office, Virtual Business

Supplemental Materials National Marketing Education LAPS, Ohio State University

**This course is articulated with Green River Community College.
For more information, see an instructor or a Career Counselor.**

WHAT'S TECH PREP?

Tech Prep is a unique program that allows students to get a head start on college while still in high school. With a grade of "B" or above, high school students will earn *free** college credit - up to 45 in all - for their Tech Prep-certified classes. Because colleges and business and labor leaders are Tech Prep partners, students can be sure that they are getting the skills and training they need for today's jobs.

TECH PREP IS GOOD FOR STUDENTS

Students win by:

- Getting college credits free. Tech Prep students save on college tuition costs by earning credits--up to 45--while still in high school.
- Receiving guaranteed admission to community college. Because they already have college credits when they apply. Tech Prep students receive priority registration when they enter community college.
- Getting valuable hands-on work experiences. Tech Prep students learn about the world of work through mentorship's, job shadowing, and on-the-job experience in different career fields.
- Graduating from college earlier. Because Tech Prep students get college credit for qualifying classes, they save money *and* time.
- Landing a good job--faster. Close to 20,000 jobs in Washington State are unfilled each year because applicants don't have the necessary post-high school training. Tech Prep students can also expect to earn more--with an associate's (two-year) community college degree, they will make almost three times more than a high school graduate.

TECH PREP IS GOOD FOR BUSINESSES

Businesses win by:

- Providing training opportunities for students. Tech Prep business partners have a pool of potential employees who are trained with the skills needed in the workplace.
- Getting the chance to look at potential employees before hiring. Tech Prep businesses can "try before they buy" because they have an opportunity to see a student's skills and strengths firsthand.
- Providing meaningful learning experiences for students and benefits for the community. Tech Prep businesses and the entire community benefit from the service students are providing.

COURSE OUTLINE

Course Name Marketing/DECA II Grade Level(s) 10-12

Marketing/DECA II prepares students with the knowledge, skills, and practical application experiences necessary for careers in the field of Marketing and Management. Students will use student store, case studies and or local businesses for practical experiences.

1. **Business Law**
 - A. Legal Issues Affecting Business
 - B. Contract Law
 - C. HRM Legal Issues
2. **Communication**
 - A. Staff Communication
 - B. Verbal Skills for management
 - C. Written Communication for Management
3. **Economics**
 - A. Macroeconomics
 - B. Global Market Structures
 - C. Economics indicators
 - D. International Trade
4. **Emotional Intelligence**
 - A. Managements role in fostering relationships
 - B. Internal and External Business Relationships
5. **Financial Analysis**
 - A. Assessing Financial Needs and Goals
 - B. Financial Management to Achieve Goals
 - C. Financial Service Providers
 - D. Understanding Need for Investment
6. **Marketing Information Management**
 - A. Managing Marketing Information Management
 - B. Using Marketing Information to plan Marketing Activities

- 7. Operations**
 - A. Efficiency and workflow
- 9. Professional Development**
 - A. Self Development Skills
 - B. Career Advancement Activities
- 10. Product Service Management**
 - A. Managing Product lines
 - B. Generating Product Ideas
 - C. Product line effect on Company Brand or Image
- 11. Promotion**
 - A. Ethics, Technology and Regulation
 - B. Advanced Media Comparison
 - C. Maximizing Return on Promotional Activities

Curriculum Framework for Marketing/DECA II

Program: Marketing

☒ Exploratory ☐ Preparatory

CIP Code: 521401 Total Hours: 180

Standards and competencies used in this curriculum framework are from National Marketing Education Standards 2007.

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
Students will integrate knowledge into projects to show understanding.	BUSINESS LAW Acquire foundational knowledge of business laws and regulations to understand their nature and scope. Describe legal issues affecting businesses Describe the nature of legally binding contracts Understand human-resource laws and regulations to facilitate business operations. Explain the nature of personnel regulations Explain the nature of workplace regulations (including OSHA, ADA)	Reading 1.1 Use word recognition and word meaning skills to read and comprehend text. 1.2 Build vocabulary through reading. 2.1 Comprehend important ideas and details. 2.2 Expand comprehension by analyzing, interpreting, and synthesizing information.	Reasoning Observe Cause and effect Summary Reasoning Fact/opinion Detect bias Inference	DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum Individual 1.3 The student will apply leadership skills in real world, family, community, and business industry applications.	Information <ul style="list-style-type: none">• Acquires and evaluates information.• Interprets and communicates information.	10	Employee understands laws as they apply to business. Individuals use communication tools successfully in a variety of business situations i.e. written reports, telephone communications, oral reports, business presentations.

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
Students will show understanding by performing on DECA role plays and by integrating knowledge into class projects.	COMMUNICATIONS Communicate with staff to clarify workplace objectives. Explain the nature of staff communication Participate in a staff meeting Apply verbal skills to obtain and convey information. Participate in group discussions Make oral presentations Write effectively to convey information. Write persuasive messages Prepare simple written reports Write proposals	Communications 1.3 Check for understanding by asking questions and paraphrasing. 3.1 Use language to interact effectively and responsibly with others.	Decision-making Compare/contrast Analysis	DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum Individual 1.4 The student will apply leadership skills in real world, family, community, and business industry applications.	Interpersonal <ul style="list-style-type: none"> Participates as a member of a team—contributes to group effort. Exercises leadership—communicates ideas to justify position, persuades and convinces others, responsibility challenges existing procedures and policies. Negotiates—works toward agreements involving exchange of resources, resolves divergent interests. Information <ul style="list-style-type: none"> Works with diversity—works well with men and women from diverse backgrounds. 	15	Individual will understand fundamental business, management, and entrepreneurial concepts, and the use of technology that affect business decision-making.
Students will be tested to prove understanding of economic knowledge.	ECONOMICS Analyze cost/profit relationships to guide business decision-making. Analyze the effects of government expenditures and tax policies on productivity	Economics 1.1 Comprehend key economic concepts and economic systems.	Reasoning Main Idea Compare/Contrast	Community 3.2 The student will demonstrate social responsibility in family, community, and business and industry.	Information <ul style="list-style-type: none"> Acquires and evaluates information. Interprets and communicates information. 	45	Employees apply an understanding of the role business plays in society and how business decisions affect consumers.

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
	<p>Analyze impact of specialization/division of labor on productivity</p> <p>Explain the concept of organized labor and business</p> <p>Explain the impact of the law of diminishing returns</p> <p>Describe the concept of economies of scale</p> <p>Describe the nature of cost/benefit analysis</p> <p>Determine relationships among total revenue, marginal revenue, output, and profit</p> <p>Differentiate among economic systems to understand the environments in</p> <p>Describe businesses' market structures</p> <p>Identify economic indicators to measure economic trends and conditions.</p> <p>Explain measures used to analyze economic conditions</p>	<p>1.2 Observe major forms of business and related careers.</p> <p>Reading</p> <p>1.4 Use word recognition and word meaning skills to read and comprehend text.</p> <p>1.5 Build vocabulary through reading.</p> <p>2.3 Comprehend important ideas and details.</p> <p>2.4 Expand comprehension by analyzing, interpreting, and synthesizing information.</p> <p>Communications</p> <p>1.6 Check for understanding by asking questions and paraphrasing.</p> <p>3.2 Use language to interact effectively and responsibly with others.</p> <p>Social Studies</p> <p>1.1 Understands historical time, chronology, and causation.</p> <p>3.1 Examine the influence of culture on U.S., world, and Washington State history.</p>	<p>Analysis</p> <p>Observe</p> <p>Fact/opinion</p>	<p>DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum</p> <p>Individual</p> <p>1.5 The student will apply leadership skills in real world, family, community, and business industry applications.</p> <p>Community</p> <p>3.2 The student will demonstrate social responsibility in family, community, and business and industry.</p>	<p>Information</p> <ul style="list-style-type: none"> Acquires and evaluates information. Interprets and communicates information. <p>Systems</p> <ul style="list-style-type: none"> Understands systems—knows how social, organizations, and technological systems work and operates effectively with them. 		<p>Employees understand relationship between business risks, profit, and competition in the free enterprise system while</p>

Auburn School District #408
 Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
Students will show knowledge on DECA role plays and	<p>Describe the concept of price stability as an economic measure</p> <p>Discuss the measure of consumer spending as an economic indicator</p> <p>Discuss the impact of a nation's unemployment rates</p> <p>Describe the economic impact of inflation on business.</p> <p>Explain the economic impact of interest-rate fluctuations.</p> <p>Determine the impact of business cycles on business activities</p> <p>Determine international trade's impact on business decision-making.</p> <p>Explain the nature of international trade</p> <p>Discuss the impact of cultural and social environments on world trade</p> <p>EMOTIONAL INTELLIGENCE</p> <p>Understand others' feelings, needs, and concerns to enhance interpersonal relations</p>	<p>Math</p> <p>1.1 Understand and apply concepts and procedures from number sense.</p> <p>3.1 Analyze information.</p>	<p>Detect bias</p> <p>Inference</p>	<p>DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum</p>		10	<p>understanding the role of government in business functions.</p>
		<p>Writing</p> <p>1.1 Develop concept and design.</p> <p>Communications</p>	<p>Cause and effect</p> <p>Summary</p>	<p>Individual</p> <p>1.6 The student will demonstrate self-advocacy skills by</p>	<p>Interpersonal</p> <ul style="list-style-type: none"> Participates as a member of a team— 		<p>Individuals need to understand and apply communication skills that will</p>

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
integrating into classroom projects.	<p>Explain management's role in customer relations</p> <p>Develop cultural sensitivity</p> <p>Explain the impact of political relationships within an organization</p> <p>Manage internal and external business relationships to foster positive interactions.</p> <p>Use consensus-building skills</p> <p>Persuade others</p> <p>Explain ethical considerations in providing information</p> <p>FINANCIAL ANALYSIS</p> <p>Analyze financial needs and goals to determine financial requirements.</p> <p>Explain the nature of financial needs (e.g., college, retirement, wills, insurance, etc.)</p> <p>Set financial goals</p> <p>Develop personal budget</p>	<p>1.1 Focus attention.</p> <p>1.2 Listen and observe to gain and interpret information.</p> <p>2.1 Communicate clearly to a range of audiences for different purposes.</p> <p>Math</p> <p>1.2 Understand and apply concepts and procedures from number sense.</p> <p>3.1 Analyze information.</p>	<p>Reasoning</p> <p>Decision-making</p> <p>Compare/contrast</p> <p>Analysis</p> <p>Reasoning</p> <p>Fact/opinion</p>	<p>achieving planned, individual goals.</p> <p>Group</p> <p>2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.</p> <p>DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum</p> <p>Individual</p> <p>1.3 The student will demonstrate oral, interpersonal, written, and electronic communication</p>	<p>contributes to group effort.</p> <ul style="list-style-type: none"> Exercises leadership—communicates ideas to justify position, persuades and convinces others, responsibility challenges existing procedures and policies. Negotiates—works toward agreements involving exchange of resources, resolves divergent interests. Works with diversity—works well with men and women from diverse backgrounds. <p>Information</p> <ul style="list-style-type: none"> Acquires and evaluates information. Interprets and communicates information. 	25	<p>develop relationships, teamwork and cultural sensitivity in the workplace.</p> <p>Individuals will understand the importance and effects of money on their lives and to business.</p>

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
	<p>Manage personal finances to achieve financial goals. Maintain financial records</p> <p>Read and reconcile bank statements Demonstrate the wise use of credit Validate credit history Protect against identity theft Prepare personal income tax forms</p> <p>Acquire foundational knowledge of financial-services providers to understand their role in financial goal achievement.</p> <p>Describe types of financial-services providers Discuss considerations in selecting a financial-services provider</p> <p>Understand the need for investing to ensure financial well being. Explain types of investments</p>		<p>Detect bias</p> <p>Observe</p> <p>Cause and effect</p> <p>Summary</p> <p>Reasoning</p>	<p>and presentation skills and understand how to apply those skills.</p>			

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
Students will integrate understanding into DECA and or classroom projects.	<p>MARKETING-INFORMATION MANAGEMENT</p> <p>Acquire foundational knowledge of marketing-information management to understand its nature and scope.</p> <p>Assess marketing-information needs Develop marketing-information management system</p> <p>Employ marketing information to plan marketing activities. Set marketing goals and objectives Set a marketing budget Develop marketing plan</p> <p>OPERATIONS</p> <p>Implement organizational skills to improve efficiency and workflow. Use time-management principles Develop project plan Manage projects Schedule employees</p>	<p>Communications 2.3Communicate clearly to a range of audiences for different purposes. 3.3 Use language to interact effectively and responsibly with others.</p> <p>Reading 1.1 Use word recognition and word meaning skills to read and comprehend text. 1.2 Build vocabulary through reading</p>	<p>Compare/contrast Analysis Reasoning Fact/opinion Detect bias</p>	<p>DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum</p> <p>Community 3.5 The student will understand and utilize organizational systems to advocate for issues at the local, state, national and international level.</p>	<p>Interpersonal</p> <ul style="list-style-type: none"> Serves clients/ Customers—works to satisfy customers' expectations. Exercises leadership— communicates ideas to justify position, persuades and convinces others, responsibility challenges existing procedures and policies. <p>Systems Understands systems—knows how social, organizational, and technological systems work and operates effectively with them.</p>	<p>20</p> <p>10</p>	<p>Employees must create and utilize information for the ongoing effectiveness of business.</p> <p>Employees must understand management skill for the ongoing operation of a business.</p>
Students will demonstrate understanding with DECA and classroom Projects.		<p>Communications 2.3Communicate clearly to a range of audiences for different purposes. 3.4 Use language to interact effectively and responsibly with others.</p>	<p>Observe Cause and effect Summary Reasoning</p>	<p>Community 3.2 The student will demonstrate social responsibility in family, community, and business and industry.</p>	<p>Systems Understands systems—knows how social, organizational, and technological systems work and operates effectively with them.</p>		

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
Students will complete a classroom project applying skills to their career objectives.	<p>PROFESSIONAL DEVELOPMENT - Acquire self-development skills to enhance relationships and improve efficiency in the work environment. Demonstrate appropriate creativity Demonstrate Time Management Skills Utilize career-advancement activities to enhance professional development. Use networking techniques for professional growth Identify skills needed to enhance career progression Utilize resources that can contribute to professional development (e.g., trade journals/periodicals, professional/trade associations, classes/seminars, trade shows, and mentors)</p>	<p>Communications 1.3 Focus attention. 1.2 Listen and observe to gain and interpret information. 2.1 Communicate clearly to a range of audiences for different purposes. 2.2 Develop content and ideas. Use effective delivery.</p>	<p>Observe Cause and effect Summary Reasoning</p>	<p>DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum Individual The student will demonstrate self-advocacy skills by achieving planned, individual goals.</p>	<p>Systems Understands systems—knows how social, organizational, and technological systems work and operates effectively with them. Information <ul style="list-style-type: none"> • Acquires and evaluates information. • Interprets and communicates information. </p>	10	Individuals will set goals for their careers and devise a plan to reach them.

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
Students will show understanding through a classroom defined project.	<p>PRODUCT/SERVICE MANAGEMENT Acquire a foundational knowledge of product/service management to understand its nature and scope.</p> <p>Explain the nature and scope of the product/service management function</p> <p>Identify the impact of product life cycles on marketing decisions</p> <p>Describe the use of technology in the product/service management function</p> <p>Explain business ethics in product/service management</p> <p>Generate product ideas to contribute to ongoing business success.</p> <p>Identify product opportunities</p> <p>Identify methods/techniques to generate a product idea</p> <p>Generate product ideas</p> <p>Determine initial feasibility of product idea</p>	<p>Writing</p> <p>1.1 Develop concept and design.</p> <p>1.2 Use style appropriate to the audience and purpose.</p> <p>Communications</p> <p>1.2 Listen and observe to gain and interpret information.</p> <p>2.3 Communicate clearly to a range of audiences for different purposes.</p> <p>2.4 Develop content and ideas.</p> <p>Use effective delivery</p>	<p>Observe</p> <p>Fact/opinion</p> <p>Detect bias</p> <p>Inference</p> <p>Analysis</p>	<p>DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum</p> <p>Community</p> <p>3.2 The student will demonstrate social responsibility in family, community, and business and industry.</p> <p>Group</p> <p>2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.</p>	<p>Systems Understands systems—knows how social, organizational, and technological systems work and operates effectively with them.</p> <p>Systems Understands systems—knows how social, organizational, and technological systems work and operates effectively with them.</p> <p>Information</p> <ul style="list-style-type: none"> Acquires and evaluates information. Interprets and communicates information. 	15	Individual will understand fundamental business, management, and entrepreneurial concepts, and the use of technology that affect business decision-making

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
Students will show understanding through a classroom defined project.	<p>Create processes for ongoing opportunity recognition</p> <p>Position products/services to acquire desired business image. Describe factors used by marketers to position products/businesses Explain the nature of branding</p> <p>PROMOTION</p> <p>Acquire a foundational knowledge of promotion to understand its nature and scope.</p> <p>Describe the use of business ethics in promotion Describe the use of technology in the promotion function Describe the regulation of promotion</p>	<p>Reading 2.1 Comprehend important ideas and details.</p> <p>Communications 1.1 Focus attention. 1.2 Listen and observe to gain and interpret information. 2.1 Communicate clearly to a range of audiences for</p>	<p>Observe Cause and effect Summary Reasoning Compare/contrast Analysis Reasoning Fact/opinion</p>	<p>DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum</p> <p>Community 3.2 The student will demonstrate social responsibility in family, community, and business and industry.</p>	<p>Systems Understands systems—knows how social, organizational, and technological systems work and operates effectively with them.</p> <p>Information</p> <ul style="list-style-type: none"> Acquires and evaluates information. Interprets and communicates information. 	20	Employees will need to be able to identify promotional mix that is effective in reaching customers for a business with end profitability and ethics maintained.

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
	<p>Advertise to communicate promotional messages to targeted audiences.</p> <p>Explain the types of advertising media</p> <p>Explain the nature of direct advertising strategies</p> <p>Manage promotional activities to maximize return on promotional efforts.</p> <p>Explain the nature of a promotional plan</p> <p>Coordinate activities in the promotional mix</p>	<p>different purposes.</p> <p>2.2 Use effective delivery.</p> <p>2.5 Effectively use action, sound, and/or images to support presentations.</p>	Detect bias				

Marketing/DECA III

**Curriculum Review
2008-2009**

INTRODUCTION

Course Name Marketing/DECA III Grade Level(s) 11-12

Course Description	This is the capstone course in the Marketing program. Class work is more individual in nature and project oriented. Students will prepare an advanced marketing project that utilizes written skills, internet and resource research, presentation skills, and computer skills. Marketing finance, organization and planning, business management, managerial applications, visual communications, community involvement, and the execution or application of a marketing plan or project are necessary when completing their project. The opportunity also exists to compete in advanced marketing projects for area, state, and international competition that require written and/or oral presentation skills. Students will be involved in all levels of DECA and the opportunities DECA offers.
Description of Need	Career opportunities in marketing can be found in all types and sizes of business. In the 21 st century, economic survival in nearly any business setting or profession will depend upon skills such as the ability to understand and execute business skills such as marketing. Marketing Education provides those skills.
Pathway Connections	
Primary Connection	Business and Marketing Pathway
Secondary Connection	Health and Human Services, Technology and Industry
Sample Scope and Sequence Opportunities for Students	Marketing I, Marketing II, Marketing Specialist, AP Economics
Cross Credit	None
Basic Textbook	Marketing Essentials
Equipment	
Software	Microsoft Office, Virtual Business-Finance
Supplemental Materials	Mark-ED LAPS, DECA sample projects and instruction sheet.

**This course is articulated with Green River Community College.
For more information, see an instructor or a Career Counselor.**

WHAT'S TECH PREP?

Tech Prep is a unique program that allows students to get a head start on college while still in high school. With a grade of "B" or above, high school students will earn *free** college credit - up to 45 in all - for their Tech Prep-certified classes. Because colleges and business and labor leaders are Tech Prep partners, students can be sure that they are getting the skills and training they need for today's jobs.

TECH PREP IS GOOD FOR STUDENTS

Students win by:

- Getting college credits free. Tech Prep students save on college tuition costs by earning credits--up to 45--while still in high school.
- Receiving guaranteed admission to community college. Because they already have college credits when they apply. Tech Prep students receive priority registration when they enter community college.
- Getting valuable hands-on work experiences. Tech Prep students learn about the world of work through mentorship's, job shadowing, and on-the-job experience in different career fields.
- Graduating from college earlier. Because Tech Prep students get college credit for qualifying classes, they save money *and* time.
- Landing a good job--faster. Close to 20,000 jobs in Washington State are unfilled each year because applicants don't have the necessary post-high school training. Tech Prep students can also expect to earn more--with an associate's (two-year) community college degree, they will make almost three times more than a high school graduate.

TECH PREP IS GOOD FOR BUSINESSES

Businesses win by:

- Providing training opportunities for students. Tech Prep business partners have a pool of potential employees who are trained with the skills needed in the workplace.
- Getting the chance to look at potential employees before hiring. Tech Prep businesses can "try before they buy" because they have an opportunity to see a student's skills and strengths firsthand.
- Providing meaningful learning experiences for students and benefits for the community. Tech Prep businesses and the entire community benefit from the service students are providing.

COURSE OUTLINE

Course Name Marketing/DECA III Grade Level(s) 11-12

This is the capstone course in the Marketing program. Class work is more individual in nature and project oriented. Students will prepare an advanced marketing project that utilizes written skills, Internet and resource research, presentation skills, and computer skills. Marketing finance, organization and planning, business management, managerial applications, visual communications, community involvement, and the execution or application of a marketing plan or project are necessary when completing their project. The opportunity also exists to compete in advanced marketing projects for area, state, and international competition that require written and/or oral presentation skills. Students will be involved in all levels of DECA and the opportunities DECA offers. Students will have the opportunity to work in the Junior Achievement Elementary Training Program.

1. **Basic marketing economics within the realm of advertising and promotion.**
 - A. Define basic marketing
 - B. Identify the functions of marketing and their relationship to advertising.
 - C. Define the economic utilities.
 - D. List the benefits of marketing
 - E. Investigate future trends in advertising and marketing careers
2. **Economic marketing concepts necessary to understand how advertising business operates**
 - A. State the 5 basic marketing concepts
 - B. Distinguish the differences between customers and consumers
 - C. Describe what constitutes value.
 - D. Define what constitutes a market
 - E. Explain the different definitions of the term market
 - F. Describe the importance of customer profile
 - G. Design a customer profile for evaluation
 - H. Identify the 4 P's in marketing and their importance
3. **Economic concepts and how they interrelate in the field of advertising and promotion**
 - A. Identify the fundamentals of the free enterprise system
 - B. Explain competition in advertising
 - C. Discuss profit
 - D. Explain supply and demand
 - E. Describe business cycles
 - F. Explain how advertising effects the product of life cycle
 - G. Construct a product life cycle for a consumer product
4. **Basic functions of marketing communication skills**
 - A. Explain the six elements of good communications
 - B. Use listening skills to improve promotional messages
 - C. Use reading skills to understand the rules to a successful marketing project
 - D. Describe proper telephone skills
 - E. Write a formal report on a project
 - F. Practice verbal marketing presentation
 - G. Give a formal oral presentation to a marketing business manager
5. **The five elements of the promotional mix**

- A. Role of promotions in marketing and products or services
 - B. Costs and characteristics of advertising promotional mix
 - C. Costs and characteristics of sales promotions
 - D. Costs and characteristics of visual merchandising
 - E. Describe the cost and characteristics of publicity
 - F. Describe the cost and characteristics of personal selling
6. **Key components of advertising media**
- A. Define advertising and explain its purposes
 - B. Identify the various types of media
 - C. Explain the advantages and disadvantages of various types of media
 - D. Calculate costs for the different media
 - E. Explain how you would select a specific media for a promotion
7. **Sales promotion as a key function in the promotional mix**
- A. Explain the nature and scope of sales promotion in the promotional mix
 - B. Describe the importance of sales promotion in an advertising campaign
 - C. List sales promotional activities
 - D. Compare several sales promotional activities
 - E. Explain how sales promotion enhances selling activities
 - F. Explain what a trade premium is and how gifts encourage sale
 - G. Describe point of purchase displays and how they impact sales
 - H. Design a POP display and select appropriate merchandise to be featured
 - I. Discuss the importance of trade shows in the field of marketing and advertising
 - J. Explain the nature of creativity in planning a sales promotion
 - K. Describe the importance of math in budgeting promotions
 - L. Plan, organize and write a sales promotional budget
 - M. Present a promotional plan for evaluation
8. **Understand the nature and scope of public relations and publicity in business and marketing promotion**
- A. Describe how a business creates image and goodwill through public relations
 - B. Explain the nature and scope of publicity and how press releases and PSA's are involved
 - C. State the benefits of publicity and public relations to a business
 - D. Write a PSA and a press release for a newspaper and a radio station
 - E. Write a story, which fits into the publicity media scope of promotion
 - F. Present a PSA and a press release for evaluation
9. **Nature and scope of visual merchandising and display and its importance to marketing advertising campaign and related costs and design elements**
- A. Explain the nature and scope of display line and design elements and the psychology of color
 - B. Explain how stores image and character is affected by visual merchandising
 - C. List different types of displays and how they are best used in marketing products
 - D. Design an end cap display using balance, color product selection and time utility
 - E. Design a window display using balance, color product selection and place utility
 - F. List equipment that will be necessary when planning a display and their relative cost

- 10. Understand the nature and scope of sales and the components of marketing and the importance of the personal selling function**
- A. Define and state the goals of the selling function of marketing
 - B. Identify the characteristics of an effective sales person
 - C. Distinguish between different sales positions in advertising and management
 - D. Identify the importance of product knowledge
 - E. Explain how customers make buying decisions
 - F. Explain how selling skills can be helpful in life and other careers
 - G. Define the AIDCA formula
 - H. Explain how sales personal find customers
 - I. List the eight steps of the selling process
 - J. Explain the key importance of the preapproach
 - K. Describe the importance of the approach
 - L. Demonstrate approaches
 - M. Explain the importance of features and benefit selling
 - N. Explain the importance of probing
 - O. Demonstrate probing
 - P. Recognize customer buying signals
 - Q. Explain the nature of sales resistance
 - R. Demonstrate techniques important in handling customer objections
 - S. Explain the importance of closing the sale
 - T. Demonstrate closing
 - U. Explain add on, alternate, and multiple selling
 - V. Demonstrate add on selling
 - W. Demonstrate alternate selling
 - X. Demonstrate multiply selling
 - Y. Explain how a sales person needs to understand business math to close a sale
 - Z. Demonstrate the business math involved in closing the sale
- 11. Prepare print media and understand how the different types will relate to an advertising campaign**
- A. Describe different types of print media
 - B. Understand the necessity of being creative and artistic in advertising
 - C. Explain how ads are developed and created
 - D. Explain the importance of advertising signatures, tag lines, slogans, and other trademarks
 - E. Prepare advertising copy
 - F. Prepare advertising headlines
 - G. Prepare advertising illustrations
 - H. Design a retail newspaper ad
 - I. Calculate the cost that associated with retail display ads
 - J. Design a sign and calculate the cost involved
 - K. Design a flier and calculate the cost
 - L. Design a billboard and calculate the costs
 - M. Compare and contrast the differences between cooperative advertising and primary advertising
 - N. Understand the different careers in an advertising agency

- 12. Understand the nature and scope of broadcast media including costs and how mass media affects the market and customers buying habits**
- A. Compare and contrast different media types
 - B. List the types of mass media and broadcasting media
 - C. Explain the nature and scope of radio advertising and the costs involved
 - D. Explain the nature and scope of television advertising and the costs involved
 - E. Explain the nature and scope of internet advertising and the costs involved
 - F. Design and write a radio ad
 - G. Design and write a TV advertisement
 - H. Write an institutional and promotional ad for radio
- 13. Understand the legal implications and trade regulations of marketing and the advertising service industry**
- A. Describe how the Federal Trade Commission is the watchdog governmental agency for fair advertising and how it enforces rules and protects consumers
 - B. List the 4 basic ground rules for the fair trade
 - C. Understand how rules are enforced by the FTC and what penalties may occur under the Wheeler-Lea act of 1938
 - D. Compare and contrast the different advertising industry regulations like truth, taste, disparagement, bating, guarantees, price claims, and testimonials
 - E. Write a report and present it for evaluation
- 14. Identify different types of advertising marketing careers and understand how they operate and the skills necessary to be successful in them**
- A. Students will be able to distinguish between different advertising careers
 - B. Explain national advertiser's job skills
 - C. Explain local advertiser's job skills
 - D. Explain retail advertiser's job skills
 - E. Explain industrial advertiser's job skills
 - F. Understand job opportunities with surround advertising
 - G. Understand the steps needed to prepare for a career in the marketing of advertising and promotion

Curriculum Framework for Marketing/DECA III

Program: Marketing

☒ Exploratory ☐ Preparatory

CIP Code: 090903 Total Hours: 180

Standards and competencies used in this curriculum framework are from the National Marketing Education Standards. © 2008 Marketing Education Resource Center, Columbus, Ohio.

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
Students will: Explain marketing in general and basic economic terms, and apply the basic concepts of marketing to customers and consumers within the realm of advertising.	Define basic marketing. Identify the 6 functions of marketing and their relationship to advertising. Define economic utilities. Name the 5 economic utilities and distinguish those related to marketing. List the benefits to marketing. Discuss reasons for studying the advertising function in marketing. Describe future trends in marketing career opportunities for those trained in marketing.	Reading 1.1 Use word recognition and word meaning skills to read and comprehend text. 1.2 Build vocabulary through reading. 1.3 Read fluently, adjust reading for purpose and material. 1.5 Read fluently, adjusting reading for purpose and material. 2.1 Comprehend important ideas and details 2.2 Expand Comprehension by analyzing, interpreting and synthesizing information. 3.1 Read and learn new information. 3.2 Read to perform a task 3.4 Read for career application Writing 1.1 Develop concepts and designs. 1.2 Use style appropriate to the audience and purpose. 1.3 Apply writing conventions 2.2 Write for different situations. 2.4 Write for career applications. Economics 1.1 Comprehend key economic concepts and economic systems.	Analysis Cause and effect Compare/Contrast Critical thinking Differentiate Draw conclusions Elaboration Evaluation Fact/Opinion Fluency Interprets and communicates Main idea Observation Organizes Originality Point of view Presentation Reasoning Summary Translate knowledge	DECA – Marketing Leadership CTSO Gather, interpret and organize information in to a competitive manual and business interview for DECA Competition. Participate in DECA leadership activities in class and in the community including social awareness, team sales projects, promotional events and community civic consciousness. Leadership 1.3 The student will demonstrate oral, interpersonal, written and electronic communication and presentation skills and understand how to apply those skills. 1.5 The student will be involved in activities that require applying theory, problem solving and using critical thinking skills while understanding outcomes of related decisions.	Resources Time – Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules. ‘Money – Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives. Interpersonal Participates as a Member of a Team – contributes to group effort Systems Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems’ performance and corrects malfunction	10	Employees must understand the importance of communication in the business environment. Employees must be able to apply customer service skills and policies to improve customer relations and service in the workplace. Employees identify market segments and understand how a business will identify target markets. Employees select a variety of promotional strategies to effectively advertise a businesses

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
		<p>1.2Observe major forms of business and related careers.</p> <p>Communications</p> <p>1.1Focus attention</p> <p>1.2Listen and observe to gain and interpret information.</p> <p>1.3Check for information by asking questions and paraphrasing.</p> <p>2.1 Communicate clearly to a range of audiences for different purposes.</p> <p>2.2Use effective delivery</p> <p>2.4Use effective language and style.</p> <p>2.5Effectively use action, sound, and/or images to support presentations.</p> <p>3.1Use language to interact effectively and responsibly with others</p> <p>3.2Work cooperatively as a member of a group.</p> <p>4.4Analyze how communications is used in career settings.</p>		<p>1.7 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.</p> <p>Group Skills</p> <p>2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.</p> <p>Community and Career Skills</p> <p>3.1 The student will analyze the roles and responsibilities of citizenship.</p> <p>3.3 The student will understand their role, participate in and evaluate community service learning activities.</p>	<p>Information</p> <p>Acquires and Evaluates information</p> <p>Organizes and Maintains Information</p> <p>Interprets and communicates information</p>		<p>products or services</p> <p>Employees apply effective selling techniques in the workplace.</p> <p>Using technology, employees prepare and present sales presentations to increase sales for a business.</p> <p>Employees understand and apply advertizing and promotions in the workplace.</p> <p>Managers develop public relations strategies and analyze cost-effectiveness to business.</p> <p>Employees successfully complete selling activities in the workplace.</p>

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
Students will: Explain basic economic marketing concepts necessary to understand how an advertising business operates.	State 5 basic marketing concepts Distinguish customers from consumers and explain why the difference is important. Describe what constitutes value for customers and consumers. Define what constitutes a market. Explain the different definitions of the term market. Describe some ways that a market can be segmented. Describe the importance of a construct a customer profile. Design and present a customer profile for evaluation. Identify the 4 P's in marketing, their importance and how they interrelate National Advertising and Promotional Performance Indicators listed below. PR001 PR002 PR003.	Reading 1.1Use word recognition and word meaning skills to read and comprehend text. 1.2Build vocabulary through reading. 1.3Read fluently, adjust reading for purpose and material. 1.5Read fluently, adjusting reading for purpose and material. 2.1 Comprehend important ideas and details 2.2 Expand Comprehension by analyzing, interpreting and synthesizing information. 3.1 Read and learn new information. 3.2Read to perform a task 3.4Read for career application Writing 1.1Develop concepts and designs. 1.2Use style appropriate to the audience and purpose. 1.3Apply writing conventions 2.2Write for different situations. 2.4Write for career applications. Communications 1.1 Focus attention 1.2Listen and observe to gain and interpret information. 1.3Check for information by asking questions and paraphrasing. 2.1 Communicate clearly to a range	Analysis Cause and effect Compare/Contrast Critical thinking Decision-making Differentiate Draw conclusions Elaboration Evaluation Fact/Opinion Flexibility Goal setting Interprets and communicates Main idea Metacognition Organizes Originality Point of view Presentation Problem solving Reasoning Risk taking Summary Translate knowledge	DECA – Marketing Leadership CTSO Gather, interpret and organize information in to a competitive manual and business interview for DECA Competition. Participate in DECA leadership activities in class and in the community including social awareness, team sales projects, promotional events and community civic consciousness. Leadership 1.3 The student will demonstrate oral, interpersonal, written and electronic communication and presentation skills and understand how to apply those skills. 1.5 The student will be involved in activities that require applying theory, problem solving and using critical thinking skills while understanding outcomes of related decisions. 1.7 The student will conduct self in a professional manner in practical career	Resources Time – Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules. Money – Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives. Interpersonal Participates as a Member of a Team – contributes to group effort Systems Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunction	10 hours	Employees must understand the importance of communication in the business environment. Employees must be able to apply customer service skills and policies to improve customer relations and service in the workplace. Employees with computer skills will be able to understand how the internet contributes to business success. Employees use computer skills to locate information to improve business promotions. Employees identify market segments

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
		<p>of audiences for different purposes. 2.2Use effective delivery 2.4Use effective language and style. 2.5Effectively use action, sound, and/or images to support presentations. 3.1Use language to interact effectively and responsibly with others 3.2Work cooperatively as a member of a group. 4.4Analyze how communications is used in career settings.</p> <p>Economics 1.1Comprehend key economic concepts and economic systems. 1.2Observe major forms of business and related careers. 1.4Explain how government policies influence the economy.</p>		<p>applications, organizational forums, and decision- making bodies.</p> <p>Group Skills 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.</p> <p>Community and Career Skills 3.1 The student will analyze the roles and responsibilities of citizenship. 3.3 The student will understand their role, participate in and evaluate community service learning activities.</p>	<p>Information Acquires and Evaluates information Organizes and Maintains Information Interprets and communicates information</p>		<p>and understand how a business will identify target markets.</p> <p>Employees apply promotional strategies to improve a businesses public image.</p> <p>Employees apply effective selling techniques in the workplace.</p> <p>Employees understand and apply advertng and promotions in the workplace.</p> <p>Employees successfully complete selling activities in the workplace.</p>

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
Students will: Understand marketing's economic concepts and how they interrelate to the field of advertising and promotion.	Identify the basic fundamentals of the free enterprise system. Explain the role of competition and how advertising affects it. Discuss the importance of profit to a free enterprise system. Explain how supply and demand interrelates in a free enterprise system and how it relates to advertising. Explain what an economy is. Describe the four phases of a business cycle. Explain how advertising effects the product life cycle. Select a consumer product, construct a product like cycle and present it for evaluation with product modification or additional advertising to slow the National Advertising and Promotional Performance Indicators listed below. PR001 PR002 PR003	Reading 1.1 Use word recognition and word meaning skills to read and comprehend text. 1.2 Build vocabulary through reading. 1.3 Read fluently, adjust reading for purpose and material. 1.5 Read fluently, adjusting reading for purpose and material. 2.1 Comprehend important ideas and details 2.2 Expand Comprehension by analyzing, interpreting and synthesizing information. 3.1 Read and learn new information. 3.2 Read to perform a task 3.4 Read for career application Writing 1.1 Develop concepts and designs. 1.2 Use style appropriate to the audience and purpose. 1.3 Apply writing conventions 2.2 Write for different situations. 2.4 Write for career applications. Economics 1.1 Comprehend key economic concepts and economic systems. 1.2 Observe major forms of business and related careers. 1.4 Explain how government policies influence the economy. 1.5 Explain the importance of international trade. Communications 1.2 Focus attention	Analysis Cause and effect Compare/Contrast Critical thinking Decision-making Differentiate Draw conclusions Elaboration Evaluation Fact/Opinion Flexibility Goal setting Interprets and communicates Main idea Metacognition Organizes Originality Point of view Presentation Problem solving Reasoning Risk taking Summary Translate knowledge	DECA – Marketing Leadership CTSO Gather, interpret and organize information in to a competitive manual and business interview for DECA Competition. Participate in DECA leadership activities in class and in the community including social awareness, sales, promotional and civic consciousness. Leadership 1.3 The student will demonstrate oral, interpersonal, written and electronic communication and presentation skills and understand how to apply those skills. 1.5 The student will be involved in activities that require applying theory, problem solving and using critical thinking skills while understanding outcomes of related decisions. 1.7 The student will conduct self in a professional manner in practical career	Resources Time – Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules. Money – Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives. Interpersonal Participates as a Member of a Team – contributes to group effort Systems Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunction Information Acquires and Evaluates information	10 hours	Employees must understand the importance of communication in the business environment. Employees must be able to apply customer service skills and policies to improve customer relations and service in the workplace. Employees with computer skills will be able to understand how the internet contributes to business success. Employees use computer skills to locate information to improve business promotions. Employees identify market segments and understand how a business will identify target markets. Employees select media for successful product and service promotions in a business.

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
	PR073 decline stage.	<p>1.2 Listen and observe to gain and interpret information. 1.3 Check for information by asking questions and paraphrasing. 2.1 Communicate clearly to a range of audiences for different purposes. 2.2 Use effective delivery 2.4 Use effective language and style. 2.5 Effectively use action, sound, and/or images to support presentations. 3.1 Use language to interact effectively and responsibly with others 3.2 Work cooperatively as a member of a group. 4.4 Analyze how communications is used in career settings.</p> <p>Math 1.1 Understand and apply concepts and procedures from number sense. 2.3 Construct solutions 3.1 Analyze information 3.2 Predict results and make inferences. 3.3 Draw conclusions and verify results 4.1 Gather math information 4.2 Organize and interpret information 5.3 Relate mathematical concepts to real-life situations.</p> <p>Social Studies 1.2 Observe major forms of business and related careers.</p>		<p>applications, organizational forums, and decision-making bodies.</p> <p>Group Skills 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.</p> <p>Community and Career Skills 3.1 The student will analyze the roles and responsibilities of citizenship. 3.3 The student will understand their role, participate in and evaluate community service learning activities</p>	Organizes and Maintains Information Interprets and communicates information		<p>Employees apply promotional strategies to improve a businesses public image.</p> <p>Employees select a variety of promotional strategies to effectively advertise a businesses products or services.</p> <p>Employees apply effective selling techniques in the workplace.</p> <p>Employees understand and apply adverting and promotions in the workplace.</p> <p>Managers develop public relations strategies and analyze cost-effectiveness to business.</p> <p>Managers know how to plan, evaluate and improve a promotional plan for the business.</p> <p>Employees successfully complete selling activities in the workplace.</p>

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
Students will: Effectively explain the basic functions of communication skills by speaking, listening, writing, and reading.	Explain the 6 primary elements of good communication. Use listening skills to improve the understanding of promotional messages. Use reading skills to understand the rules to successful marketing project completion. Describe proper telephone skills. Write a formal report on a project. Practice marketing presentations. Give a formal oral presentation to a marketing manager. National Advertising and Promotional Performance Indicators listed below. PR001 PR016 PR057 PR084	Reading 1.1Use word recognition and word meaning skills to read and comprehend text. 1.2Build vocabulary through reading. 1.3Read fluently, adjust reading for purpose and material. 1.5Read fluently, adjusting reading for purpose and material. 2.1 Comprehend important ideas and details 2.2 Expand Comprehension by analyzing, interpreting and synthesizing information. 3.1 Read and learn new information. 3.2Read to perform a task 3.4Read for career application Writing 1.1Develop concepts and designs. 1.2Use style appropriate to the audience and purpose. 1.3Apply writing conventions 2.2Write for different situations. 2.4Write for career applications. Communications 1.3 Focus attention. 1.2Listen and observe to gain and interpret information. 1.3Check for information by asking questions and paraphrasing. 2.1 Communicate clearly to a range of audiences for different purposes. 2.2Use effective delivery 2.4Use effective language and style. 2.5Effectively use action, sound, and/or images to support presentations. 3.1Use language to interact effectively and responsibly with others. 3.2Work cooperatively as a member of a group. 4.4Analyze how communications is used in career settings.	Analysis Cause and effect Compare/Contrast Critical thinking Decision-making Differentiate Draw conclusions Elaboration Flexibility Interprets and communicates Main idea Observation Organizes Point of view Presentation Problem solving Reasoning Risk taking Summary Translate knowledge	DECA – Marketing Leadership CTSO Gather, interpret and organize information in to a competitive manual and business interview for DECA Competition. Participate in DECA leadership activities in class and in the community including social awareness, sales, promotional and civic consciousness. Leadership 1.3 The student will demonstrate oral, interpersonal, written and electronic communication and presentation skills and understand how to apply those skills. 1.5 The student will be involved in activities that require applying theory, problem solving and using critical thinking skills while understanding outcomes of related decisions. 1.7 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies. Group Skills 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals. 2.2 The Student will demonstrate knowledge of conflict resolution and challenge management. Community and Career Skills 3.1 The student will analyze the roles and responsibilities of citizenship. 3.3 The student will understand their role, participate in and evaluate community service learning activities	Resources Time – Selects goal- relevant activities, ranks them, allocates time, and prepares and follows schedules. Money – Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives. Interpersonal Participates as a Member of a Team – contributes to group effort Systems Monitors and Corrects Performance— distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunction Information Acquires and Evaluates information Organizes and Maintains Information Interprets and communicates information	10 hours	Employees must understand the importance of communication in the business environment. Employees must be able to apply customer service skills and policies to improve customer relations and service in the workplace. Employees use computer skills to locate information to improve business promotions.

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
Students will: Explain the elements of the promotion mix and how the 5 elements work together to create an advertising campaign.	Explain the role of promotions in marketing a product or service. Describe the costs and characteristics of Advertising and how it fits into the promotional mix. Describe the costs and characteristics of Advertising and how it fits into the promotional mix. Describe the costs and characteristics of Sales Promotion and how it fits into the promotional mix. Describe the costs and characteristics of Visual Merchandising and how it fits into the promotional mix. Describe the costs and characteristics of Publicity and how it fits into the promotional mix. Describe the costs and characteristics of Personal Selling and how it fits into the promotional mix. National Advertising and Promotional Performance Indicators listed below. PR003 PR073	Reading 1.1 Use word recognition and word meaning skills to read and comprehend text. 1.2 Build vocabulary through reading. 1.3 Read fluently, adjust reading for purpose and material. 2.1 Comprehend important ideas and details 2.2 Expand comprehension by analyzing, interpreting and synthesizing information. 3.1 Read and learn new information. 3.2 Read to perform a task 3.4 Read for career application Writing 1.1 Develop concepts and designs. 1.2 Use style appropriate to the audience and purpose. 1.3 Apply writing conventions 2.2 Write for different situations. 2.4 Write for career applications. Communications 1.4 Focus attention 1.2 Listen and observe to gain and interpret information. 1.3 Check for information by asking questions and paraphrasing. 2.1 Communicate clearly to a range of audiences for different purposes. 2.2 Use effective delivery 2.4 Use effective language and style. 2.5 Effectively use action, sound, and/or images to support presentations.	Analysis Cause and effect Compare/Contrast Critical thinking Decision-making Differentiate Draw conclusions Elaboration Evaluation Flexibility Fluency Goal setting Interprets and communicates Main idea Metacognition Organizes Originality Point of view Presentation Problem solving Reasoning Risk taking Translate knowledge	DECA – Marketing Leadership CTSO Gather, interpret and organize information in to a competitive manual and business interview for DECA Competition. Participate in DECA leadership activities in class and in the community including social awareness, sales, promotional and civic consciousness. Leadership 1.3 The student will demonstrate oral, interpersonal, written and electronic communication and presentation skills and understand how to apply those skills. 1.5 The student will be involved in activities that require applying theory, problem solving and using critical thinking skills while understanding outcomes of related decisions. 1.7 The student will conduct self in a professional manner in practical career applications, organizational	Resources Time – Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules. Money – Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives. Interpersonal Participates as a Member of a Team – contributes to group effort Systems Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunction Information Acquires and Evaluates information	10 hours	Conduct market research and analysis Employees must understand the importance of communication in the business environment. Employees must be able to apply customer service skills and policies to improve customer relations and service in the workplace. Employees with computer skills will be able to understand how the internet contributes to business success. Employees use computer skills to locate information to improve business promotions. Employees identify market segments and understand how a business will identify target markets. Employees select media for successful product and service

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
	PR076 PR079 PR094	<p>3.1Use language to interact effectively and responsibly with others</p> <p>4.4Analyze how communications is used in career settings.</p> <p>Economics</p> <p>1.1Comprehend key economic concepts and economic systems.</p> <p>1.2Observe major forms of business and related careers.</p> <p>1.4Explain how government policies influence the economy.</p> <p>Math</p> <p>1.1Understand and apply concepts and procedures from number sense.</p> <p>3.1Analyze information.</p> <p>4.1Gather math information</p> <p>4.2Organize and interpret information</p> <p>5.3Relate mathematical concepts to real-life situations.</p>		<p>forums, and decision-making bodies.</p> <p>Group Skills</p> <p>2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.</p> <p>2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.</p> <p>Community and Career Skills</p> <p>3.1 The student will analyze the roles and responsibilities of citizenship.</p> <p>3.3 The student will understand their role, participate in and evaluate community service learning activities</p>	Organizes and Maintains Information Interprets and communicates information		<p>promotions in a business.</p> <p>Employees apply promotional strategies to improve a businesses public image.</p> <p>Employees select a variety of promotional strategies to effectively advertise a businesses products or services.</p> <p>Employees understand and apply adverting and promotions in the workplace.</p> <p>Managers develop public relations strategies and analyze cost-effectiveness to business.</p> <p>Managers know how to plan, evaluate and improve a promotional plan for the business.</p> <p>Employees successfully complete selling activities in the workplace.</p>

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
Students will: Comprehend the key components of the many forms of advertising media, including expenses, shelf life, exposures, target marketing, and which media fits best in certain situations.	Define advertising and explain its purposes. Identify the various types of media. Explain the advantages and disadvantages of various types of media. Describe how the various rate schedules are set up for the different media. Calculate costs for the different media. Explain how you would select a specific media for a promotion. Explain how target marketing is important in the selection of a media. National Advertising and Promotional Performance Indicators listed below. PR007 PR010 PR013 PR014 PR016 PR089	Reading 1.1 Use word recognition and word meaning skills to read and comprehend text. 1.2 Build vocabulary through reading. 1.5 Read fluently, adjusting reading for purpose and material. 2.1 Comprehend important ideas and details 2.2 Expand Comprehension by analyzing, interpreting and synthesizing information. 3.1 Read and learn new information. 3.2 Read to perform a task 3.4 Read for career application Writing 1.1 Develop concepts and designs. 1.3 Apply writing conventions 2.2 Write for different situations. Communications 1.5 Focus attention 1.2 Listen and observe to gain and interpret information. 1.3 Check for information by asking questions and paraphrasing. 2.1 Communicate clearly to a range of audiences for different purposes. 2.2 Use effective delivery 2.4 Use effective language and style. 2.5 Effectively use action, sound, and/or images to support presentations. 3.1 Use language to interact effectively and responsibly with others	Analysis Cause and effect Compare/Contrast Critical thinking Decision-making Differentiate Draw conclusions Elaboration Evaluation Fact/Opinion Flexibility Interprets and communicates Main idea Observation Originality Point of view Presentation Reasoning	DECA – Marketing Leadership CTSO Gather, interpret and organize information in to a competitive manual and business interview for DECA Competition. Participate in DECA leadership activities in class and in the community including social awareness, sales, promotional and civic consciousness. Leadership 1.3 The student will demonstrate oral, interpersonal, written and electronic communication and presentation skills and understand how to apply those skills. 1.5 The student will be involved in activities that require applying theory, problem solving and using critical thinking skills while understanding outcomes of related decisions. 1.7 The student will conduct self in a professional manner in practical career applications, organizational	Resources Time – Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules. Money – Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives. Interpersonal Participates as a Member of a Team – contributes to group effort Systems Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunction Information Acquires and Evaluates information	15 hours	Conduct market research and analysis Employees must understand the importance of communication in the business environment. Employees must be able to apply customer service skills and policies to improve customer relations and service in the workplace. Employees with computer skills will be able to understand how the internet contributes to business success. Employees use computer skills to locate information to improve business promotions. Employees identify market segments and understand how a business will identify target markets. Employees select media for successful product and service promotions in a business.

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
		<p>3.2Work cooperatively as a member of a group.</p> <p>4.4Analyze how communications is used in career settings.</p> <p>Economics</p> <p>1.1Comprehend key economic concepts and economic systems.</p> <p>1.2Observe major forms of business and related careers.</p> <p>1.4Explain how government policies influence the economy.</p> <p>Math</p> <p>1.1Understand and apply concepts and procedures from number sense.</p> <p>2.3Construct solutions</p> <p>3.1Analyze information</p> <p>3.2Predict results and make inferences.</p> <p>3.3Draw conclusions and verify results</p> <p>4.1Gather math information</p> <p>4.2Organize and interpret information</p> <p>5.3Relate mathematical concepts to real-life situations.</p>		<p>forums, and decision-making bodies.</p> <p>Group Skills</p> <p>2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.</p> <p>2.2 The student will demonstrate a working knowledge of Parliamentary Procedures in a members meeting.</p> <p>2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.</p> <p>Community and Career Skills</p> <p>3.1 The student will analyze the roles and responsibilities of citizenship.</p> <p>3.3 The student will understand their role, participate in and evaluate community service learning activities</p>	<p>Organizes and Maintains Information</p> <p>Interprets and communicates information</p>		<p>Employees apply promotional strategies to improve a businesses public image.</p> <p>Employees select a variety of promotional strategies to effectively advertise a businesses products or services.</p> <p>Employees apply effective selling techniques in the workplace.</p> <p>Employees understand and apply adverting and promotions in the workplace.</p> <p>Managers develop public relations strategies and analyze cost-effectiveness to business.</p> <p>Managers know how to plan, evaluate and improve a promotional plan for the business.</p> <p>Employees successfully complete selling activities in the workplace.</p>

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
<p>Students will:</p> <p>Understand the importance of sales promotion as a key function in the promotional mix and present for evaluation how important the sales staff of a marketing business is.</p>	<p>Explain the nature and scope of sales promotion in the promotional mix.</p> <p>Describe the importance of sales promotion in an advertising campaign.</p> <p>List sales promotional activities that an advertising manager might plan.</p> <p>Compare the several sales promotional activities and how they will impact sales in a business.</p> <p>Explain how sales promotion enhances selling activities.</p> <p>Explain what a trade premium is and how gifts encourage sales.</p> <p>Describe what point of purchase displays are and how they impact sales.</p> <p>Design a POP display, and select appropriate merchandise to be featured.</p> <p>Discuss the importance of trade shows in the field of marketing and advertising.</p>	<p>Reading</p> <p>1.1 Use word recognition and word meaning skills to read and comprehend text.</p> <p>1.2 Build vocabulary through reading.</p> <p>1.3 Read fluently, adjust reading for purpose and material.</p> <p>1.5 Read fluently, adjusting reading for purpose and material.</p> <p>2.1 Comprehend important ideas and details</p> <p>2.2 Expand Comprehension by analyzing, interpreting and synthesizing information.</p> <p>3.1 Read and learn new information.</p> <p>3.2 Read to perform a task</p> <p>3.4 Read for career application</p> <p>Writing</p> <p>1.1 Develop concepts and designs.</p> <p>1.2 Use style appropriate to the audience and purpose.</p> <p>1.3 Apply writing conventions</p> <p>2.2 Write for different situations.</p> <p>2.4 Write for career applications.</p> <p>Communications</p> <p>1.6 Focus attention</p> <p>1.2 Listen and observe to gain and interpret information.</p> <p>1.3 Check for information by asking questions and paraphrasing.</p> <p>2.1 Communicate clearly to a range of audiences for different purposes.</p> <p>2.2 Use effective delivery</p> <p>2.4 Use effective language and style.</p> <p>2.5 Effectively use action, sound,</p>	<p>Cause and effect</p> <p>Compare/Contrast</p> <p>Critical thinking</p> <p>Decision-making</p> <p>Differentiate</p> <p>Draw conclusions</p> <p>Elaboration</p> <p>Evaluation</p> <p>Fact / Opinion</p> <p>Interprets and communicates</p> <p>Main idea</p> <p>Metacognition</p> <p>Observation</p> <p>Organizes</p> <p>Originality</p> <p>Presentation</p> <p>Problem solving</p> <p>Reasoning</p> <p>Risk taking</p>	<p>DECA – Marketing Leadership CTSO</p> <p>Gather, interpret and organize information in to a competitive manual and business interview for DECA Competition.</p> <p>Participate in DECA leadership activities in class and in the community including social awareness, sales, promotional and civic consciousness.</p> <p>Leadership</p> <p>1.3 The student will demonstrate oral, interpersonal, written and electronic communication and presentation skills and understand how to apply those skills.</p> <p>1.5 The student will be involved in activities that require applying theory, problem solving and using critical thinking skills while understanding outcomes of related decisions.</p> <p>1.7 The student will conduct self in a professional manner in practical career applications, organizational</p>	<p>Resources</p> <p>Time – Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.</p> <p>Money – Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.</p> <p>Interpersonal</p> <p>Participates as a Member of a Team – contributes to group effort</p> <p>Systems</p> <p>Monitors and Corrects</p> <p>Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunction</p> <p>Information</p> <p>Acquires and Evaluates information</p>	15 hours	<p>Employees must understand the importance of communication in the business environment.</p> <p>Employees must be able to apply customer service skills and policies to improve customer relations and service in the workplace.</p> <p>Employees with computer skills will be able to understand how the internet contributes to business success.</p> <p>Employees use computer skills to locate information to improve business promotions.</p> <p>Employees identify market segments and understand how a business will identify target markets.</p> <p>Employees select media for successful product and service promotions in a business.</p>

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
	<p>Explain the nature of creativity in planning a sales promotion.</p> <p>Describe the importance of math when a promotions manager budgets for a sales promotion.</p> <p>Plan, organize and write a sales promotion budget.</p> <p>Present a promotional plan for evaluation.</p> <p>National Advertising and Promotional Performance Indicators listed below. PR003 PR094 PR105 PR106</p>	<p>and/or images to support presentations.</p> <p>3.1 Use language to interact effectively and responsibly with others</p> <p>3.2 Work cooperatively as a member of a group.</p> <p>4.4 Analyze how communications is used in career settings.</p> <p>Economics</p> <p>1.1 Comprehend key economic concepts and economic systems.</p> <p>1.2 Observe major forms of business and related careers.</p> <p>1.5 Explain the importance of international trade.</p> <p>Social Studies</p> <p>1.2 Observe major forms of business and related careers.</p> <p>2.1 Gather and research information.</p>		<p>forums, and decision-making bodies.</p> <p>Group Skills</p> <p>2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.</p> <p>2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.</p> <p>Community and Career Skills</p> <p>3.1 The student will analyze the roles and responsibilities of citizenship.</p> <p>3.3 The student will understand their role, participate in and evaluate community service learning activities</p>	<p>Organizes and Maintains Information</p> <p>Interprets and communicates information</p>		<p>Employees apply promotional strategies to improve a businesses public image.</p> <p>Employees select a variety of promotional strategies to effectively advertise a businesses products or services.</p> <p>Employees apply effective selling techniques in the workplace.</p> <p>Employees understand and apply adverting and promotions in the workplace. Managers develop public relations strategies and analyze cost-effectiveness to business.</p> <p>Managers know how to plan, evaluate and improve a promotional plan for the business.</p> <p>Employees successfully complete selling activities in the workplace</p>

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
Students will: Understand the nature and scope of public relations and publicity in business and marketing promotion and how it fits into the overall promotional mix, and subsequently describe the costs involved in an advertising campaign.	Describe how a business creates image and goodwill through public relations and publicity and the relative cost involved. Explain the nature and scope of publicity and how press releases and public service announcements are involved. State the benefits of publicity and public relations to a business. Write a public service announcement and a press release for newspaper and radio media. Write a story, which fits into the publicity media scope. Present a PSA or press release for evaluation. National Advertising and Promotional Performance Indicators listed below. PR055 PR056 PR057 PR058 PR088	Reading 1.1 Use word recognition and word meaning skills to read and comprehend text. 1.2 Build vocabulary through reading. 1.3 Read fluently, adjust reading for purpose and material. 1.5 Read fluently, adjusting reading for purpose and material. 2.1 Comprehend important ideas and details 2.2 Expand Comprehension by analyzing, interpreting and synthesizing information. 3.1 Read and learn new information. 3.2 Read to perform a task 3.4 Read for career application Writing 1.1 Develop concepts and designs. 1.2 Use style appropriate to the audience and purpose. 2.2 Write for different situations. 2.4 Write for career applications. Communications 1.7 Focus attention 1.2 Listen and observe to gain and interpret information. 1.3 Check for information by asking questions and paraphrasing. 2.1 Communicate clearly to a range of audiences for different purposes. 2.2 Use effective delivery 2.5 Effectively use action, sound, and/or images to support presentations.	Compare/Contrast Critical thinking Decision-making Differentiate Draw conclusions Elaboration Evaluation Fact/Opinion Flexibility Interprets and communicates Main idea Metacognition Organizes Presentation Reasoning Summary Translate knowledge	DECA – Marketing Leadership CTSO Gather, interpret and organize information in to a competitive manual and business interview for DECA Competition. Participate in DECA leadership activities in class and in the community including social awareness, sales, promotional and civic consciousness. Leadership 1.3 The student will demonstrate oral, interpersonal, written and electronic communication and presentation skills and understand how to apply those skills. 1.5 The student will be involved in activities that require applying theory, problem solving and using critical thinking skills while understanding outcomes of related decisions. 1.7 The student will conduct self in a professional manner in practical career applications, organizational	Resources Time – Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules. Money – Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives. Interpersonal Participates as a Member of a Team – contributes to group effort Systems Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunction Information Acquires and Evaluates information	15 hours	Employees must understand the importance of communication in the business environment. Employees with computer skills will be able to understand how the internet contributes to business success. Employees use computer skills to locate information to improve business promotions. Employees identify market segments and understand how a business will identify target markets. Employees select media for successful product and service promotions in a business.

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
		<p>3.1 Use language to interact effectively and responsibly with others</p> <p>3.2 Work cooperatively as a member of a group.</p> <p>4.4 Analyze how communications is used in career settings.</p> <p>Math</p> <p>1.1 Understand and apply concepts and procedures from number sense.</p> <p>2.3 Construct solutions</p> <p>3.1 Analyze information</p> <p>3.3 Draw conclusions and verify results</p> <p>4.1 Gather math information</p> <p>4.2 Organize and interpret information</p> <p>5.3 Relate mathematical concepts to real-life situations.</p> <p>Social Studies</p> <p>1.2 Observe major forms of business and related careers.</p> <p>2.1 Investigate and research information.</p>		<p>forums, and decision-making bodies.</p> <p>Group Skills</p> <p>2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.</p> <p>2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.</p> <p>Community and Career Skills</p> <p>3.1 The student will analyze the roles and responsibilities of citizenship.</p> <p>3.3 The student will understand their role, participate in and evaluate community service learning activities</p>	<p>Organizes and Maintains Information</p> <p>Interprets and communicates information</p>		<p>Employees apply promotional strategies to improve a businesses public image.</p> <p>Employees select a variety of promotional strategies to effectively advertise a businesses products or services.</p> <p>Employees understand and apply adverting and promotions in the workplace.</p> <p>Managers develop public relations strategies and analyze cost-effectiveness to business.</p> <p>Managers know how to plan, evaluate and improve a promotional plan for the business.</p>

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
Students will: Understand the nature and scope of visual merchandising and display and how important it is to a marketing advertising campaign and related costs and design elements.	<p>Explain the nature and scope of display line and design and the psychology of color in visual merchandising.</p> <p>Explain how a stores image and character is affected by visual merchandising.</p> <p>List different types of displays and how they are best used in marketing products.</p> <p>Design an end cap display using balance, color, product selection and time utility.</p> <p>Design a window display using balance, color, product selection and time utility.</p> <p>List equipment that will be necessary when planning a display and their relative costs.</p> <p>National Advertising and Promotional Performance Indicators listed below. PR002 PR009 PR076 PR106</p>	<p>Reading</p> <p>1.1Use word recognition and word meaning skills to read and comprehend text.</p> <p>1.2Build vocabulary through reading.</p> <p>1.3Read fluently, adjust reading for purpose and material.</p> <p>1.5Read fluently, adjusting reading for purpose and material.</p> <p>2.1 Comprehend important ideas and details</p> <p>2.2 Expand Comprehension by analyzing, interpreting and synthesizing information.</p> <p>3.1 Read and learn new information.</p> <p>3.2Read to perform a task</p> <p>3.4Read for career application</p> <p>Writing</p> <p>1.1Develope concepts and designs.</p> <p>1.2Use style appropriate to the audience and purpose.</p> <p>1.3Apply writing conventions</p> <p>2.2Write for different situations.</p> <p>2.4Write for career applications.</p> <p>Communications</p> <p>1.8 Focus attention</p> <p>1.2Listen and observe to gain and interpret information.</p> <p>1.3Check for information by asking questions and paraphrasing.</p> <p>2.1 Communicate clearly to a range of audiences for different purposes.</p> <p>2.2Use effective delivery</p>	<p>Analysis</p> <p>Cause and effect</p> <p>Compare/Contrast</p> <p>Critical thinking</p> <p>Decision-making</p> <p>Differentiate</p> <p>Evaluation</p> <p>Interprets and communicates</p> <p>Observation</p> <p>Organizes</p> <p>Originality</p> <p>Point of view</p> <p>Presentation</p> <p>Reasoning</p> <p>Summary</p> <p>Translate knowledge</p>	<p>DECA – Marketing Leadership CTSO</p> <p>Gather, interpret and organize information in to a competitive manual and business interview for DECA Competition.</p> <p>Participate in DECA leadership activities in class and in the community including social awareness, sales, promotional and civic consciousness.</p> <p>Leadership</p> <p>1.3 The student will demonstrate oral, interpersonal, written and electronic communication and presentation skills and understand how to apply those skills.</p> <p>1.5 The student will be involved in activities that require applying theory, problem solving and using critical thinking skills while understanding outcomes of related decisions.</p> <p>1.7 The student will conduct self in a professional manner in practical career applications, organizational</p>	<p>Resources</p> <p>Time – Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.</p> <p>Money – Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.</p> <p>Interpersonal</p> <p>Participates as a Member of a Team – contributes to group effort</p> <p>Systems</p> <p>Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunction</p> <p>Information</p> <p>Acquires and Evaluates information</p>	15 Hours	<p>Conduct market research and analysis</p> <p>Employees must understand the importance of communication in the business environment.</p> <p>Employees use computer skills to locate information to improve business promotions.</p> <p>Employees identify market segments and understand how a business will identify target markets.</p> <p>Employees select media for successful product and service promotions in a business.</p> <p>Employees apply promotional strategies to improve a</p>

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
		<p>2.4Use effective language and style. 2.5Effectively use action, sound, and/or images to support presentations. 3.1Use language to interact effectively and responsibly with others 3.2Work cooperatively as a member of a group. 4.4Analyze how communications is used in career settings.</p> <p>Economics 1.1Comprehend key economic concepts and economic systems. 1.2Observe major forms of business and related careers. 1.4Explain how government policies influence the economy.</p> <p>Math 1.1Understand and apply concepts and procedures from number sense. 3.1Analyze information 3.3Draw conclusions and verify results 4.1Gather math information 4.2Organize and interpret information 5.3Relate mathematical concepts to real-life situations.</p> <p>Social Studies 1.2Observe major forms of business and related careers. 2.1Investigate and research information</p>		<p>forums, and decision-making bodies.</p> <p>Group Skills 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals. 2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.</p> <p>Community and Career Skills 3.1 The student will analyze the roles and responsibilities of citizenship. 3.3 The student will understand their role, participate in and evaluate community service learning activities</p>	<p>Organizes and Maintains Information Interprets and communicates information</p>		<p>businesses public image.</p> <p>Employees select a variety of promotional strategies to effectively advertise a businesses products or services.</p> <p>Employees understand and apply adverting and promotions in the workplace.</p> <p>Managers develop public relations strategies and analyze cost-effectiveness to business.</p> <p>Managers know how to plan, evaluate and improve a promotional plan for the business.</p>

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
<p>Students will:</p> <p>Understand the nature and scope of sales as one of the most important components of marketing and the importance of the personal selling function in the promotional mix.</p>	<p>Define selling and state its goals.</p> <p>Identify the characteristics of an effective sales person.</p> <p>Distinguish between different sales positions in advertising from beginning to management.</p> <p>Identify the importance of product knowledge in the selling profession.</p> <p>Explain how customers make buying decisions.</p> <p>Explain how selling skills can be helpful in life and in other careers outside of advertising sales.</p> <p>Define the AIDCA formula in the selling process.</p> <p>Explain how sales personal find customers</p> <p>List the eight steps of the selling process.</p> <p>Explain the key importance of the preapproach in advertising sales.</p>	<p>Reading</p> <p>1.1Use word recognition and word meaning skills to read and comprehend text.</p> <p>1.2Build vocabulary through reading.</p> <p>1.3Read fluently, adjust reading for purpose and material.</p> <p>1.5Read fluently, adjusting reading for purpose and material.</p> <p>2.1 Comprehend important ideas and details</p> <p>2.2 Expand Comprehension by analyzing, interpreting and synthesizing information.</p> <p>3.1 Read and learn new information.</p> <p>3.2Read to perform a task</p> <p>3.4Read for career application</p> <p>Writing</p> <p>1.1Develop concepts and designs.</p> <p>1.2Use style appropriate to the audience and purpose.</p> <p>1.3Apply writing conventions</p> <p>2.2Write for different situations.</p> <p>2.4Write for career applications.</p> <p>Economics</p> <p>1.1Comprehend key economic concepts and economic systems.</p> <p>1.2Observe major forms of business and related careers.</p> <p>1.4Explain how government policies influence the economy.</p>	<p>Analysis</p> <p>Cause and effect</p> <p>Compare/Contrast</p> <p>Critical thinking</p> <p>Differentiate</p> <p>Draw conclusions</p> <p>Evaluation</p> <p>Goal setting</p> <p>Interprets and communicates</p> <p>Observation</p> <p>Originality</p> <p>Point of view</p> <p>Presentation</p> <p>Problem solving</p> <p>Reasoning</p> <p>Risk taking</p> <p>Summary</p> <p>Translate knowledge</p>	<p>DECA – Marketing Leadership CTSO</p> <p>Gather, interpret and organize information in to a competitive manual and business interview for DECA Competition.</p> <p>Participate in DECA leadership activities in class and in the community including social awareness, sales, promotional and civic consciousness.</p> <p>Leadership</p> <p>1.3 The student will demonstrate oral, interpersonal, written and electronic communication and presentation skills and understand how to apply those skills.</p> <p>1.5 The student will be involved in activities that require applying theory, problem solving and using critical thinking skills while understanding outcomes of related decisions.</p>	<p>Resources</p> <p>Time – Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.</p> <p>Money – Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.</p> <p>Interpersonal</p> <p>Participates as a Member of a Team – contributes to group effort</p> <p>Systems</p> <p>Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunction</p> <p>Information</p> <p>Acquires and Evaluates information</p> <p>Organizes and Maintains Information</p> <p>Interprets and communicates information</p>	<p>20 hours</p>	<p>Employees must understand the importance of communication in the business environment.</p> <p>Employees must be able to apply customer service skills and policies to improve customer relations and service in the workplace.</p> <p>Employees with computer skills will be able to understand how the internet contributes to business success.</p> <p>Employees identify market segments and understand how a business will identify target markets.</p> <p>Employees apply promotional strategies to improve a businesses public image.</p> <p>Employees apply effective selling techniques in the workplace.</p> <p>Employees successfully complete selling activities in the workplace.</p>

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
	<p>Demonstrate 4 approach techniques.</p> <p>Explain the importance of features and benefit selling.</p> <p>Demonstrate features and benefit selling.</p> <p>Discuss the importance of probing.</p> <p>Demonstrate probing techniques.</p> <p>Recognize customer buying signals.</p> <p>Explain the nature of sales resistance and how a sales person handles customer objections.</p> <p>Demonstrate techniques important in handling customer objections.</p> <p>Explain the importance of closing the sale.</p> <p>Explain add-on selling, alternate selling and the importance of multiple selling.</p> <p>Demonstrate add-on selling</p> <p>Demonstrate alternate selling.</p> <p>Demonstrate multiple selling.</p> <p>Explain how customer and the selling process interrelate.</p> <p>Describe how a sales person needs to understand business math to close a sale.</p> <p>Demonstrate the business math when finishing a sales transaction.</p> <p>Demonstrate a complete sales presentation.</p> <p>National Advertising and Promotional Performance Indicators listed below. PR014 PR073 PR075 PR076</p>	<p>Communications</p> <p>1.9 Focus attention</p> <p>1.2 Listen and observe to gain and interpret information.</p> <p>1.3 Check for information by asking questions and paraphrasing.</p> <p>2.1 Communicate clearly to a range of audiences for different purposes.</p> <p>2.2 Use effective delivery</p> <p>2.4 Use effective language and style.</p> <p>2.5 Effectively use action, sound, and/or images to support presentations.</p> <p>3.1 Use language to interact effectively and responsibly with others</p> <p>4.4 Analyze how communications is used in career settings.</p> <p>Math</p> <p>1.1 Understand and apply concepts and procedures from number sense.</p> <p>2.3 Construct solutions</p> <p>3.1 Analyze information</p> <p>3.2 Predict results and make inferences.</p> <p>3.3 Draw conclusions and verify results</p> <p>4.1 Gather math information</p> <p>4.2 Organize and interpret information</p> <p>5.3 Relate mathematical concepts to real-life situations.</p> <p>Social Studies</p> <p>1.2 Observe major forms of business and related careers.</p> <p>2.1 investigate and research information.</p>		<p>1.7 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.</p> <p>Group Skills</p> <p>2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.</p> <p>2.2 The student will demonstrate a working knowledge of Parliamentary Procedures in a members meeting.</p> <p>2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.</p> <p>Community and Career Skills</p> <p>3.1 The student will analyze the roles and responsibilities of citizenship.</p> <p>3.3 The student will understand their role, participate in and evaluate community service learning activities.</p> <p>3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real life.</p>			

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
Students will: Prepare different types of print media and understand how the different types will relate to an advertising campaign and determine the cost associated with different print media forms.	Describe the different types of print media and the relative cost factors. Understand the necessity of creativity and artistic skill in advertising. Explain how ads are developed. Explain the significance of advertising signatures, tag lines, slogans, and other trademarks. Prepare advertising copy Prepare advertising headlines. Prepare advertising illustrations. Design retail newspaper advertising with appropriate elements and calculate the cost. Design a sign with appropriate elements and calculate the cost. Design a flier with appropriate elements and calculate the cost.	Reading 1.1 Use word recognition and word meaning skills to read and comprehend text. 1.2 Build vocabulary through reading. 1.3 Read fluently, adjust reading for purpose and material. 1.5 Read fluently, adjusting reading for purpose and material. 2.1 Comprehend important ideas and details 2.2 Expand Comprehension by analyzing, interpreting and synthesizing information. 3.1 Read and learn new information. 3.2 Read to perform a task 3.4 Read for career application Writing 1.1 Develop concepts and designs. 1.2 Use style appropriate to the audience and purpose. 1.3 Apply writing conventions 2.2 Write for different situations. 2.4 Write for career applications. Economics 1.1 Comprehend key economic concepts and economic systems. 1.2 Observe major forms of business and related careers. 1.4 Explain how government policies influence the economy. Communications 1.10 Focus attention 1.2 Listen and observe to gain and interpret information.	Analysis Cause and effect Compare/Contrast Critical thinking Decision-making Differentiate Draw conclusions Evaluation Fact/Opinion Flexibility Interprets and communicates Metacognition Organizes Originality Presentation Problem solving Reasoning	DECA – Marketing Leadership CTSO Gather, interpret and organize information in to a competitive manual and business interview for DECA Competition. Participate in DECA leadership activities in class and in the community including social awareness, sales, promotional and civic consciousness. Leadership 1.3 The student will demonstrate oral, interpersonal, written and electronic communication and presentation skills and understand how to apply those skills. 1.5 The student will be involved in activities that require applying theory, problem solving and using critical thinking skills while understanding outcomes of related decisions. 1.7 The student will conduct self in a professional manner in practical career applications, organizational	Resources Time – Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules. Money – Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives. Interpersonal Participates as a Member of a Team – contributes to group effort Systems Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunction Information Acquires and Evaluates	15 Hours	Employees must understand the importance of communication in the business environment. Employees with computer skills will be able to understand how the internet contributes to business success. Employees use computer skills to locate information to improve business promotions. Employees identify market segments and understand how a business will identify target markets. Employees select media for successful product and service promotions in a business. Employees apply

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
	<p>Design a billboard with appropriate elements and calculate the cost.</p> <p>Compare and contract the differences between cooperative advertising and primary advertising.</p> <p>Understand different careers in an advertising agency.</p> <p>National Advertising and Promotional Performance Indicators listed below. PR007 PR009 PR016</p>	<p>1.3Check for information by asking questions and paraphrasing. 2.1 Communicate clearly to a range of audiences for different purposes. 2.2Use effective delivery 2.4Use effective language and style. 2.5Effectively use action, sound, and/or images to support presentations. 3.1Use language to interact effectively and responsibly with others 3.2Work cooperatively as a member of a group. 4.4Analyze how communications is used in career settings.</p> <p>Math 1.1Understand and apply concepts and procedures from number sense. 2.3Construct solutions 3.1Analyze information 3.2Predict results and make inferences. 3.3Draw conclusions and verify results 4.1Gather math information 4.2Organize and interpret information 5.3Relate mathematical concepts to real-life situations.</p> <p>Social Studies 1.2 Observe major forms of business and related careers.</p>		<p>forums, and decision-making bodies.</p> <p>Group Skills 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals. 2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.</p> <p>Community and Career Skills 3.1 The student will analyze the roles and responsibilities of citizenship. 3.3 The student will understand their role, participate in and evaluate community service learning activities</p>	<p>information Organizes and Maintains Information Interprets and communicates information</p>		<p>promotional strategies to improve a businesses public image.</p> <p>Employees select a variety of promotional strategies to effectively advertise a businesses products or services.</p> <p>Employees understand and apply adverting and promotions in the workplace.</p> <p>Managers develop public relations strategies and analyze cost-effectiveness to business.</p> <p>Managers know how to plan, evaluate and improve a promotional plan for the business.</p> <p>Employees successfully complete selling activities in the workplace.</p>

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
Students will: Understand the nature and scope of broadcast media, including costs and how mass media affects market customer buying habits.	Compare and contrast different media types. List the types of mass media and broadcast media. Explain the nature and scope of radio advertising and the costs involved. Explain the nature and scope of television advertising and the costs involved. Explain the nature and scope of internet advertising and the costs involved. Design and write a radio advertisement script with the necessary specialized language. Design a TV advertisement Write an institutional and a promotional advertisement for radio. National Advertising and Promotional Performance Indicators listed below. PR007 PR009 PR010 PR013 PR014	Reading 1.1 Use word recognition and word meaning skills to read and comprehend text. 1.2 Build vocabulary through reading. 1.3 Read fluently, adjust reading for purpose and material. 1.5 Read fluently, adjusting reading for purpose and material. 2.1 Comprehend important ideas and details 2.2 Expand Comprehension by analyzing, interpreting and synthesizing information. 3.1 Read and learn new information. 3.2 Read to perform a task 3.4 Read for career application Writing 1.1 Develop concepts and designs. 1.2 Use style appropriate to the audience and purpose. 1.3 Apply writing conventions 2.2 Write for different situations. 2.4 Write for career applications. Economics 1.1 Comprehend key economic concepts and economic systems. 1.2 Observe major forms of business and related careers. Communications 1.1 Focus attention 1.2 Listen and observe to gain and interpret information. 1.3 Check for information by asking questions and paraphrasing.	Analysis Cause and effect Compare/Contrast Critical thinking Decision-making Draw conclusions Evaluation Flexibility Goal setting Interprets and communicates Main idea Metacognition Observation Organizes Originality Presentation Problem solving Reasoning Risk taking	DECA – Marketing Leadership CTSO Gather, interpret and organize information in to a competitive manual and business interview for DECA Competition. Participate in DECA leadership activities in class and in the community including social awareness, sales, promotional and civic consciousness. Leadership 1.3 The student will demonstrate oral, interpersonal, written and electronic communication and presentation skills and understand how to apply those skills. 1.5 The student will be involved in activities that require applying theory, problem solving and using critical thinking skills while understanding outcomes of related decisions. 1.7 The student will conduct self in a professional manner in practical career applications, organizational	Resources Time – Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules. Money – Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives. Interpersonal Participates as a Member of a Team – contributes to group effort Systems Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunction Information Acquires and Evaluates information	15 hours	Employees must understand the importance of communication in the business environment. Employees must be able to apply customer service skills and policies to improve customer relations and service in the workplace. Employees with computer skills will be able to understand how the internet contributes to business success. Employees use computer skills to locate information to improve business promotions. Employees identify market segments and understand how a business will identify target markets. Employees select media for successful product and service promotions in a business.

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
		<p>2.1 Communicate clearly to a range of audiences for different purposes.</p> <p>2.2Use effective delivery</p> <p>2.4Use effective language and style.</p> <p>2.5Effectively use action, sound, and/or images to support presentations.</p> <p>3.1Use language to interact effectively and responsibly with others</p> <p>3.2Work cooperatively as a member of a group.</p> <p>4.4Analyze how communications is used in career settings.</p> <p>Math</p> <p>1.1Understand and apply concepts and procedures from number sense.</p> <p>2.3Construct solutions.</p> <p>3.1Analyze information</p> <p>3.2Predict results and make inferences.</p> <p>3.3Draw conclusions and verify results</p> <p>4.1Gather math information</p> <p>4.2Organize and interpret information</p> <p>5.3Relate mathematical concepts to real-life situations.</p> <p>Social Studies</p> <p>1.2 Observe major forms of business and related careers.</p>		<p>forums, and decision-making bodies.</p> <p>Group Skills</p> <p>2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.</p> <p>2.2 The student will demonstrate a working knowledge of Parliamentary Procedures in a members meeting.</p> <p>2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.</p> <p>Community and Career Skills</p> <p>3.1 The student will analyze the roles and responsibilities of citizenship.</p> <p>3.3 The student will understand their role, participate in and evaluate community service learning activities</p>	<p>Organizes and Maintains Information</p> <p>Interprets and communicates information</p>		<p>Employees apply promotional strategies to improve a businesses public image.</p> <p>Employees select a variety of promotional strategies to effectively advertise a businesses products or services.</p> <p>Employees apply effective selling techniques in the workplace.</p> <p>Employees understand and apply adverting and promotions in the workplace.</p> <p>Managers develop public relations strategies and analyze cost-effectiveness to business.</p> <p>Managers know how to plan, evaluate and improve a promotional plan for the business.</p> <p>Employees successfully complete selling activities in the workplace.</p>

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
<p>Students will:</p> <p>Understand the legal implications and trade regulations of marketing and advertising services industry.</p>	<p>Describe how the Federal Trade Commission is the watch dog governmental agency for fair advertising and how it enforces rules and laws to protect consumers.</p> <p>List the 4 basic ground rules for fair advertising.</p> <p>Understand how rules are enforced by the FTC, and what penalties may occur under the Wheeler-Lea act of 1938.</p> <p>Compare and contrast different advertising industry regulations like truth, taste, disparagement, baiting, guarantees, price claims, and testimonials.</p> <p>Write a report and present it for evaluation to a marketing manager.</p> <p>National Advertising and Promotional Performance Indicators listed below. PR101 PR099</p>	<p>Reading</p> <p>1.1Use word recognition and word meaning skills to read and comprehend text.</p> <p>1.2Build vocabulary through reading.</p> <p>1.3Read fluently, adjust reading for purpose and material.</p> <p>1.5Read fluently, adjusting reading for purpose and material.</p> <p>2.1 Comprehend important ideas and details</p> <p>2.2 Expand Comprehension by analyzing, interpreting and synthesizing information.</p> <p>3.1 Read and learn new information.</p> <p>3.2Read to perform a task</p> <p>3.4Read for career application</p> <p>Writing</p> <p>1.1Develop concepts and designs.</p> <p>1.2Use style appropriate to the audience and purpose.</p> <p>1.3Apply writing conventions</p> <p>2.2Write for different situations.</p> <p>2.4Write for career applications.</p> <p>Communications</p> <p>1.11Focus attention</p> <p>1.2Listen and observe to gain and interpret information.</p> <p>1.3Check for information by asking questions and paraphrasing.</p> <p>2.1 Communicate clearly to a range of audiences for different purposes.</p> <p>3.1Use language to interact effectively and responsibly with others</p>	<p>Analysis</p> <p>Cause and effect</p> <p>Compare/Contrast</p> <p>Critical thinking</p> <p>Decision-making</p> <p>Differentiate</p> <p>Draw conclusions</p> <p>Flexibility</p> <p>Goal setting</p> <p>Interprets and communicates</p> <p>Observation</p> <p>Organizes</p> <p>Point of view</p> <p>Problem solving</p> <p>Reasoning</p> <p>Summary</p> <p>Translate knowledge</p>	<p>DECA – Marketing Leadership CTSO</p> <p>Gather, interpret and organize information in to a competitive manual and business interview for DECA Competition.</p> <p>Participate in DECA leadership activities in class and in the community including social awareness, sales, promotional and civic consciousness.</p> <p>Leadership</p> <p>1.3 The student will demonstrate oral, interpersonal, written and electronic communication and presentation skills and understand how to apply those skills.</p> <p>1.5 The student will be involved in activities that require applying theory, problem solving and using critical thinking skills while understanding outcomes of related decisions.</p> <p>1.7 The student will conduct self in a professional manner in practical career applications, organizational</p>	<p>Resources</p> <p>Time – Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.</p> <p>Money – Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.</p> <p>Interpersonal</p> <p>Participates as a Member of a Team – contributes to group effort</p> <p>Systems</p> <p>Monitors and Corrects</p> <p>Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunction</p> <p>Information</p> <p>Acquires and Evaluates information</p>	<p>10 hours</p>	<p>Employees must understand the importance of communication in the business environment.</p> <p>Employees must be able to apply customer service skills and policies to improve customer relations and service in the workplace.</p> <p>Employees with computer skills will be able to understand how the internet contributes to business success.</p> <p>Employees use computer skills to locate information to improve business promotions.</p> <p>Employees identify market segments and understand how a business will identify target markets.</p> <p>Employees apply</p>

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
		<p>3.2Work cooperatively as a member of a group.</p> <p>4.4Analyze how communications is used in career settings.</p> <p>Economics</p> <p>1.1Comprehend key economic concepts and economic systems.</p> <p>1.2Observe major forms of business and related careers.</p> <p>1.4Explain how government policies influence the economy.</p> <p>1.5Explain the importance of international trade.</p>		<p>forums, and decision-making bodies.</p> <p>Group Skills</p> <p>2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.</p> <p>2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.</p> <p>Community and Career Skills</p> <p>3.1 The student will analyze the roles and responsibilities of citizenship.</p> <p>3.3 The student will understand their role, participate in and evaluate community service learning activities</p>	<p>Organizes and Maintains Information</p> <p>Interprets and communicates information</p>		<p>promotional strategies to improve a businesses public image.</p> <p>Employees select a variety of promotional strategies to effectively advertise a businesses products or services.</p> <p>Employees apply effective selling techniques in the workplace.</p> <p>Employees understand and apply advertng and promotions in the workplace.</p> <p>Managers develop public relations strategies and analyze cost-effectiveness to business.</p> <p>Employees successfully complete selling activities in the workplace.</p>

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
Students will: Be able to identify different types of advertising marketing careers and understand how they operate and the skills necessary to be successful in them.	Student will be able to distinguish between different advertising careers. Explain what a National Advertisers job skills are. Explain what a Local Advertisers job skills and job tasks are. Explain what a Retail Advertisers job skills and job tasks are. Explain what a Cooperative advertiser's job and job tasks are. Explain what an Industrial Advertisers job tasks are. Understand the job opportunities which surround advertising, such as media workers, advertising agencies, retail stores, manufactures, direct mail and catalog houses, and specialty firms. Understand the steps needed to prepare for a career in the marketing of promotion and advertising National Advertising and	Reading 1.1Use word recognition and word meaning skills to read and comprehend text. 1.2Build vocabulary through reading. 1.3Read fluently, adjust reading for purpose and material. 1.5Read fluently, adjusting reading for purpose and material. 2.1 Comprehend important ideas and details 2.2 Expand Comprehension by analyzing, interpreting and synthesizing information. 3.1 Read and learn new information. 3.2Read to perform a task 3.4Read for career application Writing 1.1Develop concepts and designs. 1.2Use style appropriate to the audience and purpose. 1.3Apply writing conventions 2.2Write for different situations. 2.4Write for career applications. Communications 1.12Focus attention 1.2Listen and observe to gain and interpret information. 1.3Check for information by asking questions and paraphrasing. 2.1 Communicate clearly to a range of audiences for different purposes. 2.4Use effective language and style. 3.1Use language to interact effectively and responsibly with	Analysis Cause and effect Compare/ Contrast Classify Critical thinking Decision-making Differentiate Draw conclusions Elaboration Evaluation Flexibility Goal setting Main idea Observation Point of view Reasoning	DECA – Marketing Leadership CTSO Gather, interpret and organize information in to a competitive manual and business interview for DECA Competition. Participate in DECA leadership activities in class and in the community including social awareness, sales, promotional and civic consciousness. Leadership 1.3 The student will demonstrate oral, interpersonal, written and electronic communication and presentation skills and understand how to apply those skills. 1.5 The student will be involved in activities that require applying theory, problem solving and using critical thinking skills while understanding outcomes of related decisions. 1.7 The student will conduct self in a professional manner in practical career applications, organizational	Resources Time – Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules. Money – Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives. Interpersonal Participates as a Member of a Team – contributes to group effort Systems Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunction Information Acquires and Evaluates information	10 hours	Employees must understand the importance of communication in the business environment. Employees must be able to apply customer service skills and policies to improve customer relations and service in the workplace. Employees with computer skills will be able to understand how the internet contributes to business success. Employees identify market segments and understand how a business will identify target markets. Employees select media for successful product and service

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
	Promotional Performance Indicators listed below. PR002 PR079 PR097 PR081.	others. 4.4Analyze how communications is used in career settings. Economics 1.2Observe major forms of business and related careers. 1.4Explain how government policies influence the economy. 1.5Explain the importance of international trade. Social Studies 1.2 Observe major forms of business and related careers.		forums, and decision- making bodies. Group Skills 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals. 2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings. Community and Career Skills 3.1 The student will analyze the roles and responsibilities of citizenship. 3.3 The student will understand their role, participate in and evaluate community service learning activities	Organizes and Maintains Information Interprets and communicates information		promotions in a business. Employees apply promotional strategies to improve a businesses public image. Employees select a variety of promotional strategies to effectively advertise a businesses products or services. Employees understand and apply advertng and promotions in the workplace. Managers know how to plan, evaluate and improve a promotional plan for the business.

**Sports & Entertainment
Marketing**

**Sports & Entertainment
Management**

Sports & Entertainment Marketing

Sports & Entertainment Management

**Curriculum Review
2008-2009**

Auburn School District #408 Career and Technical Education Curriculum

Sports & Entertainment, Marketing & Management

The signatures below indicate that the course curriculum for the instruction of Course Title has been reviewed and updated to meet industry, state and district standards and objectives.

Lori Jacobs

Instructor AHS

Derek Enz

Instructor AMHS

Doug Aubert

Instructor ARHS

Richard Zimmerman

Principal Auburn High School

Terri Herren

Principal Auburn Mountainview High School

Bruce Phillips

Principal Auburn Riverside High School

Brad Sprague

Principal West Auburn High School

Robert Swaim

Career and Technical Education Director

6/15/09

Date

Advisory Chairperson

Date

INTRODUCTION

Course Name

**Sports & Entertainment
Marketing/Management**

Grade Level(s)

11-12

Course Description

Sports and Entertainment is designed for students interested in an advanced study of sports, entertainment and event marketing. Emphasis will be placed on the following principles as they apply to the industry; business management, professional development, client relations, promotion, legal issues and contracts, sponsorships and marketing research. Marketing simulations, projects, teamwork, DECA leadership activities, conferences and competitions all enhance the opportunities for students to apply instruction competencies.

Description of Need

Sports and Entertainment Degree Programs in post-secondary education are increasing due to the need for Sports and Entertainment professionals. There is a projected 30% increase in employment opportunities between 2006 and 2016. <http://www.bls.gov/oco/cg/cgs031.htm>

Pathway Connections

Primary Connection

Business And Marketing

Secondary Connection

Sample Scope and Sequence Opportunities for Students

Sports and Entertainment Marketing
Sports and Entertainment Management
Marketing Management/DECA
Marketing Specialist/DECA

Cross Credit

None

Basic Textbook

Equipment

Computers

Software

Supplemental Materials

Sports Career Consulting online text and weekly resources

COURSE OUTLINE

Course Name	Sports & Entertainment Marketing and Management	Grade Level(s)	11-12
-------------	--	----------------	--------------

Sports and Entertainment is designed for students interested in an advanced study of sports, entertainment and event marketing. Emphasis will be placed on the following principles as they apply to the industry; business management, professional development, client relations, promotion, legal issues and contracts, sponsorships and marketing research. Marketing simulations, projects, teamwork, DECA leadership activities, conferences and competitions all enhance the opportunities for students to apply instruction competencies

Sports and Entertainment Marketing

<u>Semester # 1</u>	<u>Hours</u>
Unit #1 Business Law	2
A. Contracts and Licensing	
Unit #2 Customer Relations	8
A. Customer Experience	
Unit #3 Economics	20
A. Economic Impact of Sports	
Unit #4 Information Management	5
A. Customer Profile Tracking	
Unit # 5 Emotional Intelligence	10
A. Athletes Image	
Unit #6 Marketing	5
A. Marketing Sports	
Unit #7 Promotion	20
A. Sponsorship	
B. Advertising a sporting event	
Unit #8 Selling	20
A. Ticket Sales	
B. Group Sales	
<i>Total</i>	<i>65</i>
	<i>90</i>

Sports and Entertainment Management

<u>Semester #2</u>	<u>Hours</u>
Unit # 9 Communications A. Event Planning	18
Unit # 10 Channel Management A. Distribution as it applies to Sports	5
Unit # 11 Marketing Information Management A. Using marketing research to track	5
Unit # 12 Promotion A. Promote a local Concert	10
Unit # 13 Strategic Management A. Management of Sports and Entertainment Organizations	5
Unit # 14 Human Resource Management A. Hiring Needs in Sports and Entertainment Marketing	2
Unit # 15 Operations A. Virtual Sports	10
Unit # 16 Professional Development A. Post – Secondary Programs and opportunities in professional	15
Unit # 17 Product Service Management A. Event Management	15
Unit # 18 Pricing A. Rising ticket prices	5
<i>Total</i>	90

Curriculum Framework for Sports Marketing

Program: Marketing

☒ Exploratory ☐ Preparatory

CIP Code: 310504 Total Hours: 90

Standards and competencies used in this curriculum framework are from National Marketing Education Standards 2007.

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
Demonstrate understanding of ownership in sports and entertainment. Understand the legal implications of contracts and licensing Students will demonstrate importance of good customer service in the sports and entertainment experience	Business Law Explain types of business ownership Customer Relations Foster positive relationships with customers to enhance the company image Explain the nature of positive customer relations in the Sports and Entertainment Business Demonstrate a customer-service mindset Reinforce service orientation through communication	Reading 1.1 Use word recognition and word meaning skills to read and comprehend text. 1.2 Build vocabulary through reading. Reading 2.1 Comprehend important ideas and details. 2.2 Expand comprehension by analyzing, interpreting, and synthesizing information. Communications 1.1.1 Apply a variety of listening strategies to accommodate the listening situation.	Observe Fact/Opinion Observe Cause and effect Reasoning Fact/opinion Detect bias Inference	DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum Individual 1.7 The student will apply leadership skills in real world, family, community, and business industry applications. Community 3.2 The student will demonstrate social responsibility in family, community, and business and industry.	Information <ul style="list-style-type: none">Acquires and evaluates information.Interprets and communicates information. Interpersonal <ul style="list-style-type: none">Exercises leadership—communicates ideas to justify position, persuades and convinces others, responsibility challenges existing procedures and policies.Negotiates—works toward agreements involving	2 8	Employee understands laws as they apply to business. Individuals use communication tools successfully in a variety of business situations i.e. written reports, telephone communications, oral reports, business presentations.

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
<p>Students will understand and apply basic economic principles to the sports and entertainment industry</p> <p>Student will complete research on the impact of</p>	<p>Economics Understand fundamental economic concepts in business operations for Sports Entertainment Distinguish between economic goods and services Explain the concept of economic resources Describe the concepts of economic scarcity and economic activities Determine economic utilities created by business activities Explain the principles of supply and demand Describe the concept of price</p> <p>Recognize the nature of business to understand its contribution to society. Explain the role of sports and entertainment</p>	<p>1.2.1 Evaluate effectiveness and create a personal response to visual and auditory information 2.2.1 Use communication skills that demonstrate respect</p> <p>Reading 1.3 Use word recognition and word meaning skills to read and comprehend text. 1.4 Build vocabulary through reading. 2.3 Comprehend important ideas and details. 2.4 Expand comprehension by analyzing, interpreting, and synthesizing</p>	<p>Decision-making Compare/contrast Analysis Reasoning Main Idea Compare/Contrast Analysis</p>	<p>DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum</p> <p>Individual 1.8 The student will apply leadership skills in real world, family, community, and business industry applications.</p>	<p>exchange of resources, resolves divergent interests.</p> <p>Information</p> <ul style="list-style-type: none"> Acquires and evaluates information. Interprets and communicates information. <p>Systems</p> <ul style="list-style-type: none"> Understands systems—knows how social, organizations, and technological systems work and operates 	20	<p>Employees apply an understanding of the role business plays in society and how business decisions affect consumers.</p> <p>Employees understand relationship between business risks, profit, and</p>

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
sports and entertainment events and organizations on the economy.	<p>business in society Describe types of business activities for sports and entertainment</p> <p>Understand economic systems to be able to recognize the environment that sports and entertainment businesses function. Explain the types of economic systems Explain the concept of private enterprise Identify factors affecting a business's profit Determine factors affecting business risk Explain the concept of competition in the sports and entertainment business</p> <p>Determine the impact of government on sports and entertainment business activities to make informed business decisions Determine the relationship between government and business</p>	<p>information. Communications 1.5 Check for understanding by asking questions and paraphrasing. 3.1 Use language to interact effectively and responsibly with others.</p> <p>Social Studies 1.1 Understands historical time, chronology, and causation. 3.1 Examine the influence of culture on U.S., world, and Washington State history.</p>		<p>Community 3.2 The student will demonstrate social responsibility in family, community, and business and industry.</p>	<p>effectively with them.</p> <p>Interpersonal</p> <ul style="list-style-type: none"> • Participates as a member of a team—contributes to group effort. • Exercises leadership—communicates ideas to justify position, persuades and convinces others, responsibility challenges existing procedures and policies. • Negotiates—works toward agreements involving exchange of resources, resolves divergent interests. • Works with diversity—works well with men and women from diverse backgrounds. 		competition in the free enterprise system while understanding the role of government in business functions.

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
Students will determine the impact of athletes and brand on society	Emotional Intelligence Foster self-understanding to recognize the impact of personal feelings on others. Describe the nature of emotional intelligence Explain the concept of self-esteem Recognize personal biases and stereotypes Assess personal strengths and weaknesses Identify ways that technology impacts business Demonstrate basic web-search skills Explain the role of information systems Demonstrate basic word processing skills Demonstrate basic presentation applications Demonstrate basic spreadsheet applications	Communications 2.3 Communicate clearly to a range of audiences for different purposes. 3.2 Use language to interact effectively and responsibly with others.	Cause and effect Summary Reasoning	DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum Individual 1.9 The student will apply leadership skills in real world, family, community, and business industry applications. Community 3.2 The student will demonstrate social responsibility in family, community, and business and industry.	Interpersonal <ul style="list-style-type: none"> Serves clients/ Customers—works to satisfy customers' expectations. Exercises leadership—communicates ideas to justify position, persuades and convinces others, responsibility challenges existing procedures and policies. 	5	Individuals need to understand and apply communication skills that will develop relationships, teamwork and cultural sensitivity in the workplace.

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
Students will identify and track sports and entertainment information using technology	Information Management Utilize information-technology told to manage and perform work responsibilities.	Writing 1.1 Develop concept and design. Communications 1.1 Focus attention. 2.1 Communicate clearly to a range of audiences for different purposes. Math 1.1 Understand and apply concepts and procedures from number sense.	Observe Fact/opinion Detect bias Inference	DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum Individual 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.	Systems Understands systems—knows how social, organizational, and technological systems work and operates effectively with them.	10	Students will be able to identify and interpret the impact of technology on business

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
Students will determine marketing strategies for sports and entertainment companies	Marketing Acquire an understanding of marketing's role and function in business to facilitate economic exchange customers Explain marketing and its importance in a global economy Describe marketing functions and related activities in sports	Reading 1.1 Use word recognition and word meaning skills to read and comprehend text. 1.2 Build vocabulary through reading Reading 2.1 Comprehend important ideas and details. Writing 1.1 Develop concept and design. 1.2 Use style appropriate to the audience and purpose. 1.3 Apply writing conventions.	Decision-making Compare/contrast Analysis	DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum Community 3.2 The student will demonstrate social responsibility in family, community, and business and industry. DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum Individual The student will demonstrate self-advocacy skills by achieving planned, individual goals.	Information <ul style="list-style-type: none"> Acquires and evaluates information. Interprets and communicates information. Interpersonal <ul style="list-style-type: none"> Exercises leadership—communicates ideas to justify position, persuades and convinces others, responsibility challenges existing procedures and policies. 	5	Employees will understand the importance marketing in sports and entertainment.

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
Students will understand, apply and assess elements of promotions to real products/companies in sports and entertainment marketing.	<p>Promotion Acquire a foundational knowledge of promotion to understand its nature and scope Explain the role of promotion as a marketing function Explain the types of promotion Identify the elements of the promotional mix</p> <p>Advertise to communicate promotional messages to target audiences Explain components of advertisements Explain importance of coordinating elements in ads Describe the use of business ethics in promotion Explain the types of advertising media Explain the nature of direct advertising strategies</p> <p>Manage promotional activities to maximize return on promotional efforts Explain the nature of a promotional plan Coordinate activities in a promotional mix</p>	<p>Communications 1.3 Focus attention. 1.2 Listen and observe to gain and interpret information. 2.1 Communicate clearly to a range of audiences for different purposes. 2.2 Develop Reading 1.1 Use word recognition and word meaning skills to read and comprehend text. 2.1 Comprehend important ideas and details.</p> <p>Writing 1.4 Develop concept and design. 1.5 Use style appropriate to the audience and purpose. 1.6 Apply writing conventions.</p>	<p>Observe Cause and effect Summary Reasoning Compare/contrast Analysis Fact/opinion Detect bias</p>	Community 3.2 The student will demonstrate social responsibility in family, community, and business and industry.	<p>Systems Understands systems—knows how social, organizational, and technological systems work and operates effectively with them.</p> <p>Information • Acquires and evaluates information. • Interprets and communicates information.</p>	20	Students will be able to develop promotional materials for an actual sporting and/or entertainment Event.

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
Students will understand the sales process and demonstrate effective sales skills.	<p>Selling Acquire a foundational knowledge of selling to understand its nature and scope. Explain the nature and scope of the selling function Explain the role of customer service as a component of relationships Explain key factors in building a clientele Explain company selling policies Explain business ethics in selling Describe the use of technology in the selling function Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer Acquire product information for use in selling Analyze product information to identify product features and benefits Employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales Explain the selling process Discuss motivational theories that impact buying behavior</p>	<p>Communications 1.3 Focus attention. 1.2 Listen and observe to gain and interpret information. 2.3 Communicate clearly to a range of audiences for different purposes. 2.4 Develop content and ideas. Use effective delivery</p>	<p>Observe Cause and effect Summary Reasoning Compare/contrast Analysis Fact/opinion Detect bias</p>	<p>DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum</p> <p>Community 3.2 The student will demonstrate social responsibility in family, community, and business and industry.</p> <p>Group 2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.</p>	<p>Information</p> <ul style="list-style-type: none"> Acquires and evaluates information. Interprets and communicates information. <p>Interpersonal</p> <ul style="list-style-type: none"> Negotiates—works toward agreements involving exchange of resources, resolves divergent interests. 	20	Employees understand the concepts and actions needed to determine client needs and wants and responds through planned, personalized communication that influences purchase decisions and enhances future business opportunities.

Curriculum Framework for Sports Management

Program: Marketing

☒ Exploratory ☐ Preparatory

CIP Code: 310504 Total Hours: 90

Standards and competencies used in this curriculum framework are from National Marketing Education Standards 2007.

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours of Student Learning Time	Relevance to Work Washington State Goal 4
Students will identify and assess intermediaries in the channel of distribution for sports and entertainment marketing	Channel Management Acquire foundational knowledge of distribution to understand it's role in marketing Explain the nature and scope of distribution Explain the relationship between customer service and distribution Explain the natures of channels of distribution Explain the use of technology in the distribution function Explain legal consideration in distribution Describe ethical considerations in distribution	Reading 1.1 Use word recognition and word meaning skills to read and comprehend text. 1.2 Build vocabulary through reading. 2.1 Comprehend important ideas and details. Communications 1.3 Check for understanding by asking questions and paraphrasing.	Reasoning Main Idea Main Idea Compare/Contrast Analysis	DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum Individual 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.	Information • Acquires and evaluates information. • Interprets and communicates information. Systems • Understands systems—knows how social, organizations, and technological systems work and operates effectively with them.	5	Students will identify the importance of distribution and practice customer service with channel partners.

Student will complete primary and secondary research on a sports and entertainment marketing organization	<p>Marketing Information Management Acquire foundational knowledge of marketing information managements to understand its nature and scope. Describe the need for marketing information Explain the nature and scope of the marketing information management function Explain the role of ethics in the marketing information management function Describe the nature of target marketing in the sports and entertainment industry Acquire an understanding of marketing's role and function in business to facilitate economic exchange customers. Explain marketing and its importance in a global economy Describe marketing functions and related activities in sports.</p>	<p>Writing 1.1 Develop concept and design. 1.2 Communication s 1.1 Focus attention. 2.1 Communicate clearly to a range of audiences for different purposes.</p> <p>Math 1.1 Understand and apply concepts and procedures from number sense.</p>	<p>Observe Fact/opinion Detect bias Inference Cause and effect Summary Reasoning</p>	<p>DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum</p> <p>Individual The student will demonstrate self-advocacy skills by achieving planned, individual goals.</p> <p>Community 3.2 The student will demonstrate social responsibility in family, community, and business and industry.</p>	<p>Information</p> <ul style="list-style-type: none">• Acquires and evaluates information.• Interprets and communicates information. <p>Systems Understands systems—knows how social, organizational, and technological systems work and operates effectively with them.</p>	5	Students will know how to utilize marketing research and analyze data to make business decisions.
---	--	--	--	--	---	---	---

Students will research and demonstrate understanding of factors affecting prices for sports and entertainment events	<p>Pricing Develop a foundational knowledge of pricing to understand it's role in marketing Explain the nature and scope of the pricing function Explain the use of technology in the pricing function Explain the legal considerations for pricing Explain the role of business ethics in pricing</p>	<p>Communication s 2.2 Communicate clearly to a range of audiences for different purposes.</p> <p>Math 1.2 Understand and apply concepts and procedures from number sense.</p>	<p>Cause and effect</p> <p>Summary</p> <p>Reasoning</p> <p>Decision-making</p> <p>Compare/contrast</p>	<p>DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum</p> <p>Individual 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.</p>	<p>Information</p> <ul style="list-style-type: none">• Acquires and evaluates information. <p>Systems</p> <ul style="list-style-type: none">• Understands systems—knows how social, organizations, and technological systems work and operates effectively with them.	5	As employees students will understand and be able to explain the pricing function to customers
--	--	---	--	--	---	---	--

Student will plan a Sports and/or entertainment marketing event for their school	<p>Product Service Management Acquire a foundational knowledge of product/service management to understand it's nature and scope Explain the nature and scope of the product/service management function Describe the use of technology in the product/service management function Explain business ethics in product/service management</p> <p>Develop an understanding of quality assurances to enhance product/service knowledge Explain warranties and guarantees Evaluate customer experience</p> <p>Employ product-mix strategies to meet customer expectations Explain the concept of product mix Describe the nature of product bundling Identify products to fill customer needs Plan product mix</p>	<p>Reading 2.1 Comprehend important ideas and details.</p> <p>Writing 1.1 Develop concept and design. 1.2 Use style appropriate to the audience and purpose. 1.3 Apply writing conventions.</p> <p>Communications 1.3 Focus attention. 1.2 Listen and observe to gain and interpret information.</p>	<p>Cause and effect</p> <p>Summary</p> <p>Reasoning</p> <p>Compare/contrast</p> <p>Analysis</p> <p>Fact/opinion</p>	<p>DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum</p> <p>Community 3.2 The student will demonstrate social responsibility in family, community, and business and industry.</p> <p>Group 2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.</p>	<p>Information</p> <ul style="list-style-type: none">• Acquires and evaluates information.• Interprets and communicates information. <p>Interpersonal</p> <ul style="list-style-type: none">• Participates as a member of a team—contributes to group effort.• Negotiates—works toward agreements involving exchange of resources, resolves divergent interests. <p>Systems Understands systems—knows how social, organizations, and technological systems work and operates effectively with them.</p>	15	Student will make decisions on products and services to optimize effectiveness in the workplace
--	--	---	---	---	--	----	---

<p>Students will demonstrate the importance of communication in the sports and entertainment industry through planning a sports or entertainment marketing event</p>	<p>Communications Read to acquire meaning from written material and to apply the information to a task. Analyze company resources to ascertain policies and procedures. Apply verbal skills to obtain and convey information Handle telephone inquiries in a business-like manner Participate in group discussions Make oral presentations Write effectively to convey information Explain the nature of effective written communication Write business letters Write informational messages and inquiries Write persuasive messages Prepare complex written reports Write proposals Communicate with staff to clarify workplace objectives Explain the nature of staff communication Participate in a staff meeting Provide directions for completing a task</p>	<p>Reading 1.4 Use word recognition and word meaning skills to read and comprehend text. 1.5 Build vocabulary through reading. Communications 1.1.1 Apply a variety of listening strategies to accommodate the listening situation. 1.2.1 Evaluate effectiveness and create a personal response to visual and auditory information 2.2.1 Use communication skills that demonstrate respect Writing 1.4 Use style appropriate to the audience and purpose. 1.5 Apply writing conventions.</p>	<p>Observe Fact/Opinion Cause and effect Reasoning Detect bias Decision-making Analysis</p>	<p>DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum Individual 1.12 The student will apply leadership skills in real world, family, community, and business industry applications. Community 3.2 The student will demonstrate social responsibility in family, community, and business and industry.</p>	<p>Information • Acquires and evaluates information. • Interprets and communicates information. Interpersonal • Exercises leadership—communicates ideas to justify position, persuades and convinces others, responsibility challenges existing procedures and policies. • Negotiates—works toward agreements involving exchange of resources, resolves divergent interests.</p>	<p>18</p>	<p>Individuals use communication tools successfully in a variety of business situations i.e. written reports, telephone communications, oral reports, business presentations.</p>
--	---	--	---	--	---	-----------	---

Students will demonstrate knowledge of the importance of sports and entertainment management	Strategic Management Recognize management’s role to understand the contribution to business success Explain the concept of management Explain the nature of managerial ethics Explain the nature of organizational culture	Reading 2.2 Comprehend important ideas and details. 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information.	Observe Cause and effect Summary Reasoning Observe Fact/opinion Inference	DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum Individual 1.13 The student will apply leadership skills in real world, family, community, and business industry applications.	Interpersonal <ul style="list-style-type: none">Exercises leadership—communicates ideas to justify position, persuades and convinces others, responsibility challenges existing procedures and policies.	5	Students will understand and respect managers and their role in the organization
--	--	---	---	--	--	---	--

Students will demonstrate knowledge of operations of a sports and entertainment company through business simulations	<p>Operations Evaluate safety issues needed to protect employees Follow safety precautions Maintain a safe work environment Explain procedures for handling accidents Hand and report emergency situations</p> <p>Analyze purchasing activities implemented to obtain business supplies and equipment Explain the nature and scope of purchasing Maintain inventory of supplies</p> <p>Acquire an understanding of production’s role and function in business to recognize it’s need in a company Explain the concept of production Describe production activities</p>	<p>Reading 1.6 Use word recognition and word meaning skills to read and comprehend text. 1.7 Build vocabulary through reading. 2.4 Comprehend important ideas and details. 2.5 Expand comprehension by analyzing, interpreting, and synthesizing information.</p> <p>Writing 1.6 Develop concept and design. 1.7 Apply writing conventions</p>	<p>Observe Decision-making Analysis Reasoning Main Idea</p>	<p>DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum</p> <p>Individual The student will demonstrate self-advocacy skills by achieving planned, individual goals.</p> <p>Community 3.2 The student will demonstrate social responsibility in family, community, and business and industry.</p>	<p>Information • Acquires and evaluates information. • Interprets and communicates information.</p> <p>Systems Understands systems—knows how social, organizational, and technological systems work and operates effectively with them.</p>	10	As employees the student will understand the different functions of operations and how they affect business
--	--	--	---	--	---	----	---

Students will demonstrate knowledge by promoting a local sports and entertainment event	Promotion Acquire a foundational knowledge of promotion to understand it's nature and scope Explain the role of promotion as a marketing function Explain the types of promotion Identify the elements of the promotional mix Describe the use of business ethics in promotion Describe the use of technology in the promotion function Describe the regulation of promotion Advertise to communicate promotional messages to targeted audiences. Explain components of advertisements Describe considerations in using databases in advertising Describe the use of business ethics in promotion Explain the types of advertising media Explain the nature of direct advertising strategies	Reading 2.1 Comprehend important ideas and details. Writing 1.7 Develop concept and design. 1.8 Use style appropriate to the audience and purpose. 1.9 Apply writing conventions. Communications 1.3 Focus attention. 1.2 Listen and observe to gain and interpret information. 2.1 Communicate clearly to a range of audiences for different purposes.	Observe Cause and effect Summary Reasoning Compare/contrast Analysis Fact/opinion Detect bias	DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum Community 3.2 The student will demonstrate social responsibility in family, community, and business and industry. Group 2.7 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.	Information <ul style="list-style-type: none"> • Acquires and evaluates information. • Interprets and communicates information. Interpersonal <ul style="list-style-type: none"> • Participates as a member of a team—contributes to group effort. • Exercises leadership—communicates ideas to justify position, persuades and convinces others, responsibility challenges existing procedures and policies. • Negotiates—works toward agreements involving exchange of resources, resolves divergent interests. • Works with diversity—works well with men and women from diverse backgrounds. 	10	Students will be able to develop effective promotional materials for an actual sporting and/or entertainment Events.
---	--	---	--	--	--	----	--

Students will research and follow through on opportunities in post-secondary, amateur and professional sports.	<p>Professional Development</p> <p>Acquire self-development skills to enhance relationships and improve efficiency in the work environment</p> <p>Set personal goals</p> <p>Demonstrate negotiation skills</p> <p>Demonstrate appropriate creativity</p> <p>Participate in career-planning to enhance job success potential</p> <p>Identify sources of career information</p> <p>Identify tentative occupational interest</p> <p>Explain employment opportunities in the Sports and Entertainment Industry</p> <p>Implement job-seeking skills to obtain employment</p> <p>Write a letter of application</p>	<p>Communications</p> <p>2.3Communicate clearly to a range of audiences for different purposes.</p> <p>3.1 Use language to interact effectively and responsibly with others.</p> <p>Writing</p> <p>1.3 Develop concept and design.</p> <p>1.10Use style appropriate to the audience and purpose.</p> <p>1.11Apply writing conventions.</p>	<p>Observe</p> <p>Cause and effect</p> <p>Summary</p> <p>Reasoning</p> <p>Analysis</p> <p>Fact/opinion</p> <p>Detect bias</p>	<p>DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum</p> <p>Individual</p> <p>1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.</p> <p>Group</p> <p>2.8 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.</p>	<p>Information</p> <ul style="list-style-type: none">• Acquires and evaluates information.• Interprets and communicates information. <p>Interpersonal</p> <ul style="list-style-type: none">• Negotiates—works toward agreements involving exchange of resources, resolves divergent interests.	15	Students will set goals and identify opportunities for advancement and improvement in their work performance and opportunities in the industry
--	--	--	---	--	--	----	--

Students will research Local hiring needs in the sports and entertainment industry	Human Resource Management Employ skills needed to organize and facilitate work efforts Describe ethics in personnel issues Explain the nature of wage and benefit programs	Communications 1.2.1 Evaluate effectiveness and create a personal response to visual and auditory information 1.2 Listen and observe to gain and interpret information.	Observe Fact/opinion Inference	DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum Individual 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.	Interpersonal <ul style="list-style-type: none">• Exercises leadership—communicates ideas to justify position, persuades and convinces others, responsibility challenges existing procedures and policies.• Negotiates—works toward agreements involving exchange of resources, resolves divergent interests.	2	Students will understand the specific hiring needs of local businesses and how wages are set
---	---	--	--------------------------------------	--	---	---	--

Store Operations

Retail Operations

STORE OPERATIONS 1 & 2/ Retail Operations

**Curriculum Review
2008-2009**

Auburn School District #408

Career and Technical Education Curriculum

Store Operations 1 & 2 and Retail Operations

The signatures below indicate that the course curriculum for the instruction of Course Title has been reviewed and updated to meet industry, state and district standards and objectives.

Lori Jacobs

Instructor AHS

Derek Enz

Instructor AMHS

Doug Aubert

Instructor ARHS

Richard Zimmerman

Principal Auburn High School

Terri Herren

Principal Auburn Mountainview High School

Bruce Phillips

Principal Auburn Riverside High School

Brad Sprague

Principal West Auburn High School

Robert Swaim

Career and Technical Education Director

6/15/09

Date

Advisory Chairperson

Date

INTRODUCTION

Course Name

**Store Operations 1 & 2
Retail Operations**

Grade Level(s)

10-12

Course Description:

As members of the student store team, students will operate the DECA store. Curriculum focus includes working as a team, selling, pricing, purchasing, cash register operations, visual merchandising, inventory, customer relations and overall marketing operations. DECA leadership activities, conferences and competitions all enhance the opportunities for students to apply instruction competencies.

Description of Need

Students need entry level retail skills to obtain jobs in today's tough competitive job market.

Pathway Connections

Primary Connection

Business and Marketing

Secondary Connection

**Sample Scope and
Sequence
Opportunities for
Students**

Store Operations 1 & 2/Retail Operations
Store Operations 3 & 4/Small Business Management

Cross Credit

None

Basic Textbook

None

Equipment

POS System, various appliances

Software

HD Baker POS Software

Supplemental Materials

None

**This course is articulated with Green River Community College.
For more information, see an instructor or a Career Counselor.**

WHAT'S TECH PREP?

Tech Prep is a unique program that allows students to get a head start on college while still in high school. With a grade of "B" or above, high school students will earn *free** college credit - up to 45 in all - for their Tech Prep-certified classes. Because colleges and business and labor leaders are Tech Prep partners, students can be sure that they are getting the skills and training they need for today's jobs.

TECH PREP IS GOOD FOR STUDENTS

Students win by:

- Getting college credits free. Tech Prep students save on college tuition costs by earning credits--up to 45--while still in high school.
- Receiving guaranteed admission to community college. Because they already have college credits when they apply. Tech Prep students receive priority registration when they enter community college.
- Getting valuable hands-on work experiences. Tech Prep students learn about the world of work through mentorship's, job shadowing, and on-the-job experience in different career fields.
- Graduating from college earlier. Because Tech Prep students get college credit for qualifying classes, they save money *and* time.
- Landing a good job--faster. Close to 20,000 jobs in Washington State are unfilled each year because applicants don't have the necessary post-high school training. Tech Prep students can also expect to earn more--with an associate's (two-year) community college degree, they will make almost three times more than a high school graduate.

TECH PREP IS GOOD FOR BUSINESSES

Businesses win by:

- Providing training opportunities for students. Tech Prep business partners have a pool of potential employees who are trained with the skills needed in the workplace.
- Getting the chance to look at potential employees before hiring. Tech Prep businesses can "try before they buy" because they have an opportunity to see a student's skills and strengths firsthand.
- Providing meaningful learning experiences for students and benefits for the community. Tech Prep businesses and the entire community benefit from the service students are providing.

COURSE OUTLINE

Course Name Store Operations 1 & 2 Grade Level(s) 10-12

Store Operations 1 & 2 is a year-long course that focuses on the general process and techniques of direct wholesale and retail buying and selling operations and introduces individuals to related careers. Includes instruction in the principles of basic sales skills, cash register operations, selling, the distribution channels for goods and services, and supervised practical application experiences. Also includes instruction in food production, safety, retailing and wholesaling Operations. DECA leadership activities, conferences and competitions all enhance the opportunities for students to apply instruction competencies. (up to 180 hours)

CIP CODE # 089999

First Semester

Unit #1.	Store Training/ Emotional Intelligence A. Team Building/Store Prep B. Store Training	10 Hours
Unit #2.	Pricing A. Mark-up B. Profit and Loss Goals/	10 Hours
Unit #3.	Marketing A. Target Market Activity	10 Hours
Unit #4.	Promotion A. Develop Advertising Campaign B. Visual Merchandising	15 Hours
Unit #5.	Selling A. Selling Skills B. Selling Skills	20 Hours
Unit #6.	Marketing Information Management A. Marketing Research Survey Design and Implementation B. Marketing Research Survey Design and Implementation	10 Hours
Unit #7.	Communication A. Self-Evaluation, Peer Evaluation, Advisor Evaluation	20 Hours
TOTAL		95 Hours

Second Semester

Unit #8.	Operations A. Health & Safety B. Inventory Control C. Inventory Control	20 Hours
Unit #9.	Product Service Management A. Product mix strategies	5 Hours
Unit #10.	Financial Analysis A. Review and interpret basic financial reports	10 Hours
Unit #11.	Information Management A. Student Store Report Analysis B. Student Store Inventory Report Analysis	10 Hours
Unit #12.	Professional Development A. Career Conference	20 Hours
Unit #13.	Business Law A. Review laws affecting SBE	5 Hours
Unit #14.	Customer Relations A. Customer Profile B. Build Relationships	20 Hours
TOTAL		90 Hours

Curriculum Framework for Store Operations 1 & 2/Retail Operations

Program: Marketing Education

☒ Exploratory ☐ Preparatory

CIP Code: 089999 Total Hours: 180

Standards and competencies used in this curriculum framework are from National Marketing Education Standards.

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours Student Learning Time	Relevance to Work Washington State Goal 4
Student will demonstrate effective teamwork in reaching established goals in the student store	<p><u>Emotional Intelligence</u></p> <p>Implement teamwork techniques to accomplish goals. Participate as a team member</p> <p>Manage internal and external business relationships to foster positive interactions Foster positive working relationships Maintain collaborative partnerships with colleagues Explain the impact of political relationships within an organization</p>	<p>Communications</p> <p>3.1 Use language to interact effectively and responsibly with others.</p> <p>3.2 Work cooperatively as a member of a group.</p> <p>3.3 Seek agreement and solutions through discussion.</p> <p>4.2 Seek and offer feedback.</p>	<p>Summary</p> <p>Reasoning</p> <p>Cause and Effect</p>	<p>DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum</p> <p>Group Communicate, participate and advocate effectively in pairs small groups, teams and large groups in order to reach common goals</p>	<p>Information Acquires and evaluates information. Interprets and communicates information.</p> <p>Interpersonal Exercises leadership—communicates ideas to justify position, persuades and convinces others, responsibility challenges existing procedures and policies.</p>	10 Hours	Employees must understand the importance of communication and effect it has in the business environment.

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours Student Learning Time	Relevance to Work Washington State Goal 4
Demonstrate an understanding of the factors involved in the pricing function.	<p style="text-align: center;"><u>Pricing</u></p> <p>Develop a foundational knowledge of pricing to understand its role in marketing Explain the nature and scope of the pricing function Describe the role of business ethics in pricing Explain the use of technology in the pricing function Explain the legal considerations for pricing Explain factors affecting pricing decisions</p>	<p>Math 4.1 Gather information. 4.2 Organize and interpret information</p> <p>Reading 2.1 Comprehend important ideas and details.</p> <p>Communications 1.1 Focus attention. 1.2 Listen and observe to gain and interpret information.</p>	<p>Analysis</p> <p>Evaluation</p> <p>Summary</p> <p>Cause and Effect</p>	<p>DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum</p> <p>Individual Be involved in activities that require applying theory, problem-solving and using critical thinking skills while understanding the outcomes of decisions</p>	<p>Information Acquires and evaluates information. Interprets and communicates information.</p> <p>Interpersonal Exercises leadership—communicates ideas to justify position, persuades and convinces others, responsibility challenges existing procedures and policies.</p>	10 Hours	Employees with these skills will understand how cost affects the retail price of products and profit.
Students will identify and Communicate buying behavior and use that behavior to identify and utilize service standards	<p style="text-align: center;"><u>Marketing</u></p> <p>Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making; Explain customer/client/business buying behavior Discuss levers employees can use to motivate decision-making</p> <p>Understand company's unique selling proposition to recognize what sets the company apart from its competitors. Identify company's unique selling proposition Identify internal and external service standards</p>	<p>Communications 2.1 Communicate clearly to a range of audiences 2.2 Develop content and Ideas 4.1 Assess Strengths and need for improvement</p> <p>Reading 2.1 Comprehend important ideas and details.</p>	<p>Observe</p> <p>Cause and effect</p> <p>Reasoning</p> <p>Analysis</p> <p>Fact/opinion</p> <p>Detect bias</p>	<p>DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum</p> <p>Individual Conduct self in a professional manner in practical career applications, organizational forums and decision-making goals.</p>	<p>Resources Material and facilities-acquires, stores, allocates and uses materials efficiently</p> <p>Systems Understands systems—knows how social, organizational, and</p>	10 Hours	Employees will understand the importance of marketing in our economy.

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours Student Learning Time	Relevance to Work Washington State Goal 4
<p>Students will understand the importance of promotion in the school based enterprise and apply the elements of the promotional mix in the student store.</p> <p>Build a clientele in the school based enterprise while demonstrating the steps of the selling process using product knowledge.</p>	<p style="text-align: center;"><u>Promotion</u></p> <p>Acquire a foundational knowledge of promotion to understand its nature and scope Explain the role of promotion as a marketing function Explain the types of promotion Identify the elements of the promotional mix</p> <p>Understand the use of advertisement components to communicate with targeted audiences. Explain the components of an advertisement Explain the importance of coordinating elements in an advertisement Describe the use of business ethics in promotion Describe the use of technology in the promotion Describe the regulation of promotion</p>	<p>Reading 1.5 Use word recognition and word meaning skills to read and comprehend text. 2.1 Comprehend important ideas and details. 1.1 Check for understanding by asking questions and paraphrasing. 2.1 Communicate clearly to a range of audiences for different purposes. 2.5 Effectively use action, sound, and/or images to support presentations.</p>	<p>Observe</p> <p>Cause and effect</p> <p>Reasoning</p> <p>Compare/contrast</p> <p>Analysis</p> <p>Fact/opinion</p> <p>Inference</p>	<p>DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum</p> <p>Group Use knowledge, build interest, guide and influence decisions, organize efforts and involve members of a group to assure that a pre-planned group activity is completed</p>	<p>technological systems work and operates effectively with them.</p> <p>Systems Understands systems—knows how social, organizational, and technological systems work and operates effectively with them.</p> <p>Information Acquires and evaluates information. Interprets and communicates information</p>	<p>15 Hours</p>	<p>Employees with these skills understand what motivates customers to purchase and the competitive Strengths of their own company.</p> <p>Employees will need to be able to identify promotional mix that is effective in reaching customers for a business with end profitability and ethics maintained</p>
	<p style="text-align: center;"><u>Selling</u></p> <p>Acquire a foundational knowledge of selling to understand its nature and scope Explain the nature and scope of the selling function Explain the role of customer service as a component of selling. Explain key factors in building a clientele Explain company selling policies Explain business ethics in selling Describe the use of technology in the selling function</p>	<p>Reading 1.2 Build vocabulary through reading. 3.1 Read and learn new information.</p> <p>Communication</p>	<p>Observe</p> <p>Cause and effect</p> <p>Reasoning</p> <p>Fact/opinion</p>	<p>DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum</p> <p>Individual Demonstrate oral, interpersonal, written</p>	<p>Information Acquires and evaluates information. Interprets and communicates information.</p> <p>Interpersonal Exercises</p>	<p>20 Hours</p>	<p>Employees understand the concepts and actions needed to determine client needs and wants and responds through planned, personalized</p>

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours Student Learning Time	Relevance to Work Washington State Goal 4
Students will demonstrate understanding of the marketing information function and the importance of technology in the function	<p>Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer Acquire product information for use in selling Analyze product information to identify product features and benefits Employee sales processes and techniques to enhance customer relationships and to increase the likelihood of making a sale Explain the selling process Discuss motivational theories that impact buying behavior</p>	<p>1.1 Focus attention. 1.3 Listen and observe to gain and interpret information. 1.4 Check for understanding by asking questions and paraphrasing. 2.2 Use effective delivery.</p>	<p>Inference Detect Bias</p>	<p>and electronic communication and presentation skills and understand how to apply those skills.</p>	<p>leadership—communicates ideas to justify position, persuades and convinces others, responsibility challenges existing procedures and policies.</p>	10 Hours	<p>communication that influences purchase decisions and enhances future business opportunities.</p>
	<p style="text-align: center;"><u>Marketing Information Management</u></p> <p>Acquire foundational knowledge of marketing-information management to understand its nature and scope. Describe the need for marketing information Explain the nature and scope of the marketing-information management function Explain the role of ethics in marketing-information management Describe the use of technology in the marketing-information management function</p>	<p>Reading 2.1 Comprehend important ideas and details. Writing 1.1 Develop concept and design. 1.2 Apply writing conventions.</p>	<p>Observe Cause and effect Reasoning Analysis Inference</p>	<p>Individual Be involved in activities that require applying theory, problem-solving and using critical thinking skills while understanding the outcomes of related decisions.</p>	<p>Resources Material and facilities-acquires, stores, allocates and uses materials efficiently Systems Understands systems—knows how social, organizational, and technological systems work and operates effectively with them.</p>		<p>Employees will create and utilize information for the ongoing effectiveness of business.</p>

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours Student Learning Time	Relevance to Work Washington State Goal 4
Students will utilize communication skills to deal with business situations in the workplace.	<p style="text-align: center;"><u>Communication</u></p> <p>Read to acquire meaning from written material and to apply information to a task. Analyze company resources to ascertain policies and procedures</p> <p>Apply verbal skills to obtain and convey information Defend ideas objectively Handle telephone calls in a businesslike manner Participate in group discussions Make oral presentations.</p>	<p>Communications 2.1 Communicate clearly to a range of audiences 2.2 Develop content and Ideas 4.1 Assess Strengths and need for improvement</p> <p>Writing 1.3 Use style appropriate to the audience and purpose.</p>	<p>Observe</p> <p>Cause and effect</p> <p>Reasoning</p> <p>Decision-making</p> <p>Fact/opinion</p> <p>Inference</p>	<p>Group Communicate, participate and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.</p>		20 Hours	Employees will be able to communicate effectively with customers, coworkers and supervisors
Students will demonstrate understanding and comply with all safety, health and security procedures that apply to the school based enterprise.	<p style="text-align: center;"><u>Operations</u></p> <p>Adhere to health and safety regulations to support a safe work environment Describe health and safety regulations in business Report noncompliance with business health and safety regulations</p> <p>Implement safety procedures to minimize loss Follow instructions for use of equipment tools and machinery Follow safety precautions Maintain a safe work environment</p> <p>Implement security policies/procedures to minimize chance for loss Explain routine precautions Follow established security procedures/policies</p> <p>Implement purchasing activities to obtain business supplies, equipment and service Explain the nature and scope of purchasing</p>	<p>Communications 1.3 Focus attention. 1.2 Listen and observe to gain and interpret information. 2.1 Communicate clearly to a range of audiences for different purposes. 2.2 Develop content and ideas.</p>	<p>Cause and effect</p> <p>Reasoning</p> <p>Compare/contrast</p> <p>Analysis</p> <p>Fact/opinion</p>	<p>DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum</p> <p>Group Communicate, participate and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.</p>	<p>Resources Material and facilities-acquires, stores, allocates and uses materials efficiently</p> <p>Systems Understands systems—knows how social, organizational, and technological systems work and operates effectively with them.</p>	20 Hours	Employees will understand security and safety procedures to maintain a safe work environment

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours Student Learning Time	Relevance to Work Washington State Goal 4
Perform customer service strategies to help build brand image	<u>Product Service Management</u> Position products/services to acquire desired business image. Explain the role of customer service in positioning/image Build product/service brand	Reading 2.1 Comprehend important ideas and details. Writing 1.4 Develop concept and design. Communication 2.4 Develop content and ideas	Analysis Reasoning Inference	DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum Individual Be involved in activities that require applying theory, problem-solving and using critical thinking skills while understanding the outcomes of decisions	Resources Material and facilities-acquires, stores, allocates and uses materials efficiently Resources Material and facilities-acquires, stores, allocates and uses materials efficiently	5 Hours 10 Hours	Employees will know how to assist in building brand image Individuals will understand the importance and effects of money on their lives and to business.
Students will practice forms of financial exchange as instructed	<u>Financial Analysis</u> Understand the fundamental principles of money needed to make financial exchanges Explain forms of financial exchange Identify types of Describe functions of money Describe sources of income Explain the time value of money Explain legal responsibilities associated with financial exchanges	Math 1.1 Understand and apply concepts and procedures from number sense. 3.1 Analyze information. Communication 2.3 Communicate clearly to a range of audiences for different purposes.	Cause and effect Reasoning Analysis Inference	DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum Individual Be involved in activities that require applying theory, problem-solving and using critical thinking skills while understanding the outcomes of decisions			

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours Student Learning Time	Relevance to Work Washington State Goal 4
Students will demonstrate understanding of the importance of correct financial records and the importance of technology in the information management function.	<p style="text-align: center;"><u>Information Management</u></p> <p>Maintain business records to facilitate business operations Describe the nature of business records Maintain customer records</p> <p>Utilize information-technology tools to manage and perform work responsibilities Identify ways that technology impacts business Explain the role of information systems Use basic operating systems Use an integrated business software application package Demonstrate collaborative/groupware applications</p>	<p>Communications 2.3 Communicate clearly to a range of audiences for different purposes. 3.1 Use language to interact effectively and responsibly with others.</p>	<p>Cause and effect Compare/contrast Analysis Fact/opinion Inference</p>	DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum	<p>Resources Material and facilities-acquires, stores, allocates and uses materials efficiently</p> <p>Systems Understands systems—knows how social, organizational, and technological systems work and operates effectively with them.</p>	10 Hours	Employees will use computer applications to further their business efforts and best inform the appropriate audience.
Students will set establish goals and demonstrate effective processes to reach those goals.	<p style="text-align: center;"><u>Professional Development</u></p> <p>Acquire self-development skills to enhance relationships and improve efficiency in the work environment Maintain appropriate personal appearance Set personal goals Make decisions</p> <p>Utilize critical-thinking skills to determine best options/outcomes Explain the need for innovation skills Demonstrate problem solving skills</p> <p>Participate in career-planning to enhance job-success skills Analyze employer expectations in the business environment Explain the rights of workers Identify sources of career information</p>	<p>Reading 1.1 Use word recognition and word meaning skills to read and comprehend text. 2.2 Comprehend important ideas and details.</p> <p>Writing 1.6 Apply writing conventions</p> <p>Communications 1.3 Focus attention. 1.2 Listen and observe to gain and interpret information. 2.4 Communicate clearly to a range of audiences for different purposes.</p>	<p>Observe Cause and effect Reasoning Decision Making Fact/opinion Inference</p>	DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum Community Participate in the development of a program of work or strategic plan and work to implement the organizations goals Individual Demonstrate self-advocacy skills by achieving planned, individual goals.	<p>Interpersonal Exercises leadership—communicates ideas to justify position, persuades and convinces others, responsibility challenges existing procedures and policies.</p>	20 Hours	Individuals will set goals for their careers and set a realistic but challenging plan to reach those goals

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours Student Learning Time	Relevance to Work Washington State Goal 4
Demonstrate knowledge of work place standards including interaction with other employees.	Identify tentative opportunities in business Explain employment opportunities in business <u>Business Law</u> Understand human-resources laws and regulations to facilitate business operations Explain the nature of workplace regulations Discuss employment relationships	2.5 Develop content and ideas. Reading 1.1 Use word recognition and word meaning skills to read and comprehend text	Cause and effect Analysis	Individual Be involved in activities that require applying theory, problem-solving and using critical thinking skills while understanding the outcomes of decisions	Resources Material and facilities-acquires, stores, allocates and uses materials efficiently	5 Hours	Employee understands laws as they apply to business.
Students will demonstrate customer service skills and maintain brand image by handling customer service problems.	<u>Customer Relations</u> Foster positive relationships with customers to enhance company image Explain the nature of positive customer relations Demonstrate a customer-service mindset Reinforce customer service orientation through communication Respond to customer inquiries Interpret business policies to customers/clients Explain managements role in customer relations Resolve conflicts with customers to encourage repeat business Handle difficult customers Handle customers/client complaints Reinforce company's image to exhibit the company's brand promise Identify company' brand promise Determine ways of reinforcing the company's image through employee performance	Reading 2.1 Comprehend important ideas and details. 2.2 Expand comprehension by analyzing, interpreting, and synthesizing information. Communications 1.1 Check for understanding by asking questions and paraphrasing. 3.2 Use language to interact effectively and responsibly with others.	Observe Cause and effect Reasoning Decision Making Fact/opinion Inference	DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum Group Communicate, participate and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals	Interpersonal Exercises leadership— communicates ideas to justify position, persuades and convinces others, responsibility challenges existing procedures and policies.	20 Hours	Employees will understand a customer service-mindset and have the tools necessary to handle difficult customers

Store Operations

Small Business Management

STORE OPERATIONS 3 & 4/ SMALL BUSINESS MANAGEMENT

**Curriculum Review
2008-2009**

Auburn School District #408
Career and Technical Education Curriculum

Store Operations 3 &4 and Small Business Management

The signatures below indicate that the course curriculum for the instruction of Course Title has been reviewed and updated to meet industry, state and district standards and objectives.

Lori Jacobs

Instructor AHS

Derek Enz

Instructor AMHS

Doug Aubert

Instructor ARHS

Richard Zimmerman

Principal Auburn High School

Terri Herren

Principal Auburn Mountainview High School

Bruce Phillips

Principal Auburn Riverside High School

Brad Sprague

Principal West Auburn High School

Robert Swaim

Career and Technical Education Director

6/15/09

Date

Advisory Chairperson

Date

INTRODUCTION

Course Name

**Store Operations 3 & 4/
Small Business Management**

Grade
Level(s)

11-12

Course Description

Future entrepreneurs and business managers are introduced to the aspects of starting and operating a small business, utilizing the student store as a school based enterprise. Students will develop practical skills in small business management, marketing, retailing and promotion of the small business ideas and activities. In addition, financial analysis, operations and selling skills will be emphasized. DECA leadership activities, conferences and competitions all enhance the opportunities for students to apply instructional competencies.

Description of Need

All students will benefit from learning skills to start and manage their own small business. Currently 50% percent of Americans are employed by or operate a small business in the U.S.

Pathway Connections

Primary Connection

Business and Marketing

Secondary Connection

Sample Scope and Sequence

Store Operations 1 & 2/Retail Operations
Store Operations 3 & 4/Small Business Management

Opportunities for Students

Cross Credit

None

Basic Textbook

School Based Enterprise; DECA Inc.

Equipment

POS Software; Computers; various appliances

Software

HD Baker

Supplemental Materials

**This course is articulated with Green River Community College.
For more information, see an instructor or a Career Counselor.**

WHAT'S TECH PREP?

Tech Prep is a unique program that allows students to get a head start on college while still in high school. With a grade of "B" or above, high school students will earn *free** college credit - up to 45 in all - for their Tech Prep-certified classes. Because colleges and business and labor leaders are Tech Prep partners, students can be sure that they are getting the skills and training they need for today's jobs.

TECH PREP IS GOOD FOR STUDENTS

Students win by:

- Getting college credits free. Tech Prep students save on college tuition costs by earning credits--up to 45--while still in high school.
- Receiving guaranteed admission to community college. Because they already have college credits when they apply. Tech Prep students receive priority registration when they enter community college.
- Getting valuable hands-on work experiences. Tech Prep students learn about the world of work through mentorship's, job shadowing, and on-the-job experience in different career fields.
- Graduating from college earlier. Because Tech Prep students get college credit for qualifying classes, they save money *and* time.
- Landing a good job--faster. Close to 20,000 jobs in Washington State are unfilled each year because applicants don't have the necessary post-high school training. Tech Prep students can also expect to earn more--with an associate's (two-year) community college degree, they will make almost three times more than a high school graduate.

TECH PREP IS GOOD FOR BUSINESSES

Businesses win by:

- Providing training opportunities for students. Tech Prep business partners have a pool of potential employees who are trained with the skills needed in the workplace.
- Getting the chance to look at potential employees before hiring. Tech Prep businesses can "try before they buy" because they have an opportunity to see a student's skills and strengths firsthand.
- Providing meaningful learning experiences for students and benefits for the community. Tech Prep businesses and the entire community benefit from the service students are providing.

COURSE OUTLINE

Course Name **Store Operations 3 & 4/
Small Business Management** Grade Level(s) **11-12**

Future entrepreneurs and business managers are introduced to the skills needed to start and operate a small business, extending the learning in the student store lab. Students will develop practical skills in small business management, marketing, product/service management, financial analysis, operations and communications. DECA leadership activities, conferences and competitions all enhance the opportunities for students to apply instructional competencies.

(up to 180 hours)

521804

CIP CODE

First Semester

Unit #1.	Team Building/Emotional Intelligence A. Team Building/Store Prep	5 Hours
Unit #2.	Communications A. Store Training and Goal Setting B. Staff Meeting	15 Hours
Unit #3.	Entrepreneurship A. Business Plan Development B. School Based Enterprise Project	30 Hours
Unit #4.	Professional Development A. Food Handlers Permit training and test	10 Hours
Unit #5.	Business Law A. Regulations affecting business	10 Hours
Unit #6.	Information Management A. Maintain business records B. Conduct an environmental scan	10 Hours
Unit #7.	Operations A. SWOT Analysis B. Inventory Control Procedures	10 Hours
TOTAL		90 Hours

Second Semester

Unit #8.	Operations A. Develop Safety Checklist B. Develop security procedures	20 Hours
Unit #9.	Marketing A. Customer Profile	10 Hours
Unit #10.	Professional Development A. Tradeshow	10 Hours
Unit #11.	Product Service Management A. New Product Proposals B. Product Positioning	10 Hours
Unit #12.	Human Resource Management A. Screen Job Applicants B. Maintain Personnel Records C. Evaluate Employees	20 Hours
Unit #13.	Financial Analysis A. Profit and Loss Statements B. Cash Flow Statement C. Balance Sheets	20 Hours
TOTAL		90 Hours

Curriculum Framework for Store Operations 3 & 4/Small Business Management

Program: Marketing Education

☒ Exploratory ☐ Preparatory

CIP Code: 089999 Total Hours: 180

Standards and competencies used in this curriculum framework are from National Marketing Education Standards.

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours Student Learning Time	Relevance to Work Washington State Goal 4
Students will take a leadership role in training and store preparations.	<u>Emotional Intelligence</u> Manage internal and external business relationships to foster positive interactions Foster positive working relationships Explain the impact of political relationships within an organization	Communications 3.1 Use language to interact effectively and responsibly with others. 3.3 Seek agreement and solutions through discussion. 4.2 Seek and offer feedback.	Summary Reasoning Cause and Effect	DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum Group Communicate, participate and advocate effectively in pairs small groups, teams and large groups in order to reach common goals	Interpersonal Exercises leadership—communicates ideas to justify position, persuades and convinces others, responsibility challenges existing procedures and policies.	5	Employees must understand the importance of communication team efforts in the work environment.
Students will demonstrate leadership skills by communicating to staff through team meetings, memos and policies.	<u>Communication</u> Write internal and external business correspondence to convey and obtain information effectively Write persuasive messages Write executive summaries Write proposals Communicate with staff to clarify workplace objectives Conduct a staff meeting Provide directions for completing job tasks	Communications 3.1 Use language to interact effectively and responsibly with others. 3.3 Seek agreement and solutions through discussion. 4.2 Seek and offer feedback. Writing 1.1 Develop concept and design.	Observe Reasoning Cause and Effect	Individual Conduct self in a professional manner in practical career applications, organizational forums and decision-making goals.	Interpersonal Exercises leadership—communicates ideas to justify position, persuades and convinces others, responsibility challenges existing procedures and policies.	15	Managers will be able to write effective communication to staff member to provide direction

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours Student Learning Time	Relevance to Work Washington State Goal 4
Students will prepare a business plan for the student store	<p style="text-align: center;"><u>Entrepreneurship</u></p> <p>Explain the nature of business plans Determine technical assistance needed by business owners Develop company objectives Develop strategies to achieve company goals/objectives Explain external planning considerations Identify assumptions for creating projected cash-flows statements Identify assumptions for creating projected profit-and-loss statements Develop business plan</p>	<p>1.2 Apply writing conventions. Reading 2.1 comprehend important ideas and details. 3.2 Read to perform task. 3.4 Read for career applications. Writing 2.2 Write for different purposes. 2.4 Write for career applications. Communication 2.2 Develop content and ideas. 3.3 Seek agreement and solutions through discussion. Mathematics 3.1 Analyze information. 5.3 Relate mathematical concepts and procedures to real-life situations.</p>	<p>Observe Cause and effect Reasoning Analysis Fact/opinion</p>	<p>Individual Conduct self in a professional manner in practical career applications, organizational forums and decision-making goals. DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum</p>	<p>Interpersonal Exercises leadership—communicates ideas to justify position, persuades and convinces others, responsibility challenges existing procedures and policies.</p>	30	Students will demonstrate understanding and prepare a business plans
Students will schedule food handlers training and certifications. They will also develop a plan for personal professional development.	<p style="text-align: center;"><u>Professional Development</u></p> <p>Acquire self-development skills to enhance relationships and improve efficiency in the work environment Maintain appropriate personal appearance Set personal goals Make decisions Utilize critical-thinking skills to determine best options/outcomes</p>	<p>Reading 1.1 Use word recognition and word meaning skills to read and comprehend text. 2.1 Comprehend important ideas and details. Writing 1.6 Apply writing</p>	<p>Evaluation Summary Cause and Effect Reasoning Analysis Fact/opinion</p>	<p>Individual Be involved in activities that require applying theory, problem-solving and using critical thinking skills while understanding the outcomes of decisions Group Communicate,</p>	<p>Resources Material and facilities-acquires, stores, allocates and uses materials efficiently Systems Understands systems—knows how social,</p>	20	Understand the importance of goal setting and life-long learning in career advancement

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours Student Learning Time	Relevance to Work Washington State Goal 4
Students will determine regulations affecting school based enterprise and assess the impact.	<p>Explain the need for innovation skills Demonstrate problem solving skills</p> <p>Participate in career-planning to enhance job-success skills Analyze employer expectations in the business environment Explain the rights of workers Identify sources of career information Identify tentative opportunities in business Explain employment opportunities in business</p> <p><u>Business Law</u></p> <p>Understand human-resources laws and regulations to facilitate business operations Explain the nature of workplace regulations Discuss employment relationships</p>	<p>conventions</p> <p>Communications 1.3 Focus attention. 1.2 Listen and observe to gain and interpret information. 2.1 Communicate clearly to a range of audiences for different purposes. 2.2 Develop content and ideas.</p> <p>Reading 1.1 Use word recognition and word meaning skills to read and comprehend text 4.1 Assess Strengths and need for improvement</p>	<p>Detect bias</p> <p>Cause and effect</p> <p>Reasoning</p> <p>Analysis</p>	<p>participate and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.</p> <p>DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum</p> <p>Individual Conduct self in a professional manner in practical career applications, organizational forums and decision-making goals.</p>	<p>organizational, and technological systems work and operates effectively with them.</p> <p>Systems Understands systems—knows how social, organizational, and technological systems work and operates effectively with them.</p>	10	As entry level employees students must understand regulations in the workplace

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours Student Learning Time	Relevance to Work Washington State Goal 4
Students will maintain accurate business records and continue to evaluate effectiveness of policies	<p style="text-align: center;"><u>Information Management</u></p> <p>Maintain business records to facilitate business operations Describe the nature of business records Maintain customer records</p> <p>Utilize information-technology tools to manage and perform work responsibilities Identify ways that technology impacts business Explain the role of information systems Use basic operating systems Use an integrated business software application package Demonstrate collaborative/groupware applications</p>	<p>Math 4.1 Gather information. 4.2 Organize and interpret information</p> <p>Reading 2.1 Comprehend important ideas and details.</p> <p>Communications 1.1 Focus attention. 1.2 Listen and observe to gain and interpret information.</p>	<p>Observe</p> <p>Cause and effect</p> <p>Reasoning</p> <p>Fact/opinion</p> <p>Inference</p> <p>Detect Bias</p>	<p>DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum</p> <p>Group Use knowledge, build interest, guide and influence decisions, organize efforts and involve members of a group to assure that a pre-planned group activity is completed</p>	<p>Information Acquires and evaluates information. Interprets and communicates information</p> <p>Resources Material and facilities-acquires, stores, allocates and uses materials efficiently</p> <p>Systems Understands systems—knows how social, organizational, and technological systems work and operates effectively with them.</p>	10	Employees must understand the role they play in maintaining accurate business records through accuracy in business systems.

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours Student Learning Time	Relevance to Work Washington State Goal 4
Students will conduct safety and health regulations audits and ensure that staff is maintaining compliance	<p style="text-align: center;"><u>Operations</u></p> <p>Adhere to health and safety regulations to support a safe work environment Describe health and safety regulations in business Report noncompliance with business health and safety regulations</p> <p>Implement safety procedures to minimize loss Follow instructions for use of equipment tools and machinery Follow safety precautions Maintain a safe work environment</p> <p>Implement security policies/procedures to minimize chance for loss Explain routine precautions Follow established security procedures/policies</p> <p>Implement purchasing activities to obtain business supplies, equipment and service Explain the nature and scope of purchasing</p>	<p>Communications 2.1 Communicate clearly to a range of audiences 2.2 Develop content and Ideas</p> <p>Reading 2.1 Comprehend important ideas and details. 2.5 Effectively use action, sound, and/or images to support presentations.</p>	<p>Observe Cause and effect Reasoning Analysis Inference</p>	<p>DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum</p> <p>Individual Demonstrate oral, interpersonal, written and electronic communication and presentation skills and understand how to apply those skills.</p>	<p>Interpersonal Exercises leadership—communicates ideas to justify position, persuades and convinces others, responsibility challenges existing procedures and policies.</p>	30	Employees must understand and implement safety, security and health procedures
Students will prepare a customer profile and direct all marketing activities to the customer	<p><u>Marketing</u></p> <p>Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making; Explain customer/client/business buying behavior Discuss levers employees can use to motivate decision-making</p>	<p>Reading 1.1 Build vocabulary through reading. 3.1 Read and learn new information.</p> <p>Communication 1.1 Focus attention. 1.2 Listen and observe to gain and interpret</p>	<p>Observe Cause and effect Reasoning Decision-making Fact/opinion</p>	<p>DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum</p> <p>Group Communicate, participate and</p>	<p>Resources Material and facilities-acquires, stores, allocates and uses materials efficiently</p> <p>Systems Understands systems—knows how social,</p>	10	Understand what motivates customer buying decisions and promote the unique advantages of the company

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours Student Learning Time	Relevance to Work Washington State Goal 4
Students will evaluate opportunities for new products and develop plans to implement.	<p>Understand company's unique selling proposition to recognize what sets the company apart from its competitors. Identify company's unique selling proposition Identify internal and external service standards</p> <p>Professional Development See Professional Development on page 2.</p>	<p>information. 1.3 Check for understanding by asking questions and paraphrasing.</p>	<p>Inference</p>	<p>advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.</p>	<p>organizational, and technological systems work and operates effectively with them.</p>	10	Understand the importance of customer service in brand image
	<p>Product Service Management Position products/services to acquire desired business image. Explain the role of customer service in positioning/image Build product/service brand</p>	<p>Reading 2.1 Comprehend important ideas and details. Writing 1.3 Develop concept and design. Communications 2.1 Communicate clearly to a range of audiences 2.2 Develop content and Ideas 4.1 Assess Strengths and need for improvements</p>	<p>Cause and effect Reasoning Compare/contrast Analysis Fact/opinion</p>	<p>DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum</p> <p>Individual Be involved in activities that require applying theory, problem-solving and using critical thinking skills while understanding the outcomes of decisions</p>	<p>Resources Material and facilities-acquires, stores, allocates and uses materials efficiently</p>	10	

Auburn School District #408
Career and Technical Education

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements & GLEs Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated Hours Student Learning Time	Relevance to Work Washington State Goal 4
Store Managers will maintain employee records and evaluate employees	<p style="text-align: center;"><u>Human Resource Management</u></p> <p>Utilize techniques to staff an organization or a department within an organization Determine hiring needs Screen job applications/resumes Interview job applicants Select and hire new employees Conduct exit interview Dismiss/fire employees Maintain personnel records</p> <p>Lead staff growth and development to increase productivity and employee satisfaction Orient new employees Explain the role of training and human resources Coach employees Recognize/reward employees Handle employee complaints and grievances Ensure equitable opportunities for employees Assess employee performance</p>	<p>Communication 2.1 Communicates clearly to a range of audiences 4.1 Assess Strengths and need for improvement</p> <p>Writing 1.4 Develop concept and design. 1.5 Apply writing conventions</p>	Reasoning Analysis Inference	DECA provides leadership activities that correlate with the Introduction to Marketing curriculum. At a minimum	Acquires and evaluates information. Interprets and communicates information	20	Students must understand the importance of employee performance and hiring, evaluation and termination practices in the workplace
Students will prepare quarterly and annual profit and loss statements, cash flow statements and balance sheets.	<p style="text-align: center;"><u>Financial Analysis</u></p> <p>Understand the fundamental principles of money needed to make financial exchanges Explain forms of financial exchange Identify types of Describe functions of money Describe sources of income Explain the time value of money Explain legal responsibilities associated with financial exchanges</p>	<p>Math 4.1 Gather information. 4.2 Organize and interpret information Writing 1.6 Apply writing conventions</p> <p>Communications 1.3 Focus attention. 1.2 Listen and observe to gain and interpret information. 2.3 Develop content and ideas.</p>	Analysis Reasoning Inference	<p>Individual Be involved in activities that require applying theory, problem-solving and using critical thinking skills while understanding the outcomes of decisions</p> <p>Individual Be involved in activities that require applying theory, problem-solving and using critical thinking skills while understanding the outcomes of decisions</p>	<p>Resources Material and facilities-acquires, stores, allocates and uses materials efficiently</p> <p>Resources Material and facilities-acquires, stores, allocates and uses materials efficiently</p> <p>Systems Understands systems—knows how social, organizational, and technological systems work and operates effectively with them.</p>	20	Be able to handle money accurately and identify the different types of financial exchanges

1. Certificated and Classified Personnel Report

Recommendation: That the board approve the attached report.

Recommendation: That the above request for travel be approved as presented.

Recommendation: That the tentative agreement with the Auburn Education Association be ratified and the school board president be authorized to sign the negotiated Agreement as presented.

PERSONNEL--CERTIFICATED

Curriculum/Non-Curriculum hours

Align teaching resources

- | | |
|-----------------|---|
| 1. Mohler, Eric | 6 hour(s) @ hourly rate of pay effective 6/5/2009 |
|-----------------|---|

Camp Auburn director

- | | |
|--------------------------|--|
| 1. Christiansen, Stephen | As needed effective 4/28/2009
Stipend \$3393.32 |
|--------------------------|--|

Certificated Interview Team

- | | |
|--------------------|---|
| 1. Barlow, Colleen | 4.25 hour(s) @ hourly rate of pay effective 6/25/2009 |
| 2. Fulton, Tara | 4.5 hour(s) @ hourly rate of pay effective 6/24/2009 |
| 3. King, Norma | 4.5 hour(s) @ hourly rate of pay effective 6/24/2009 |

COE submittals

- | | |
|-----------------------|---|
| 1. DeBolt, Peter | As needed effective 6/10/2009
Stipend \$2,863.50 |
| 2. Gravning, Kirsten | As needed effective 6/10/2009
Stipend \$1,173.00 |
| 3. Hammer, Evelyn | As needed effective 6/10/2009
Stipend \$1,966.50 |
| 4. O'Brien, Leahmarie | As needed effective 6/10/2009
Stipend \$897.00 |

Curriculum support

- | | |
|----------------------|--|
| 1. McKeehan, Janalyn | 25 hour(s) @ hourly rate of pay effective 6/1/2009 |
|----------------------|--|

Development of math resources

- | | |
|------------------|--|
| 1. Jenks, Karen | 32 hour(s) @ hourly rate of pay effective 6/5/2009 |
| 2. Voiles, Peter | 32 hour(s) @ hourly rate of pay effective 6/5/2009 |

ELL summer school

- 1 . Calhoun, Heidi 52 hour(s) @ hourly rate of pay effective 8/10/2009
- 2 . Carlson-Ray, Carol 42.5 hour(s) @ hourly rate of pay effective 8/3/2009
- 3 . Carrizosa, Carla 42.5 hour(s) @ hourly rate of pay effective 8/3/2009
- 4 . Garcia, Deayrdra 52 hour(s) @ hourly rate of pay effective 8/10/2009
- 5 . Kilburg, Kristi 52 hour(s) @ hourly rate of pay effective 8/10/2009
- 6 . Nurzhanov, Nuka 60 hour(s) @ hourly rate of pay effective 6/22/2009
- 7 . Telford, Christopher 60 hour(s) @ hourly rate of pay effective 6/22/2009

Fundraiser for ARHS boys' basketball

- 1 . Adams, Thomas 21 hour(s) @ hourly rate of pay effective 5/1/2009

Health CBA implementation

- 1 . Crain, Lori 14 hour(s) @ hourly rate of pay effective 6/23/2009
- 2 . Daniels, Treena 14 hour(s) @ hourly rate of pay effective 6/23/2009
- 3 . Jeffreys, Brendan 14 hour(s) @ hourly rate of pay effective 6/23/2009
- 4 . Sweeney, Devan 14 hour(s) @ hourly rate of pay effective 6/23/2009

Involuntary room move

- 1 . Enz, Kimberly 14 hour(s) @ hourly rate of pay effective 6/22/2009
- 2 . Grant, Anna 14 hour(s) @ hourly rate of pay effective 6/22/2009
- 3 . Martin, Michael 14 hour(s) @ hourly rate of pay effective 6/22/2009

4 . Orr, Megan 14 hour(s) @ hourly rate of pay effective
6/22/2009

LAP summer school

1 . Stalmaster, Margaret 22 hour(s) effective 6/8/2009
Stipend \$1,234

2 . Swanson, Darlene 40 hour(s) @ hourly rate of pay effective
8/10/2009

3 . Wickstrom, Erin 40 hour(s) @ hourly rate of pay effective
8/10/2009

Mathematics inservice

1 . Cartwright-Marvik, LaWanda 6 hour(s) @ hourly rate of pay effective
6/17/2009

2 . Koger, Angela 6 hour(s) @ hourly rate of pay effective
6/17/2009

Music consultant

1 . Harper, James 37 hour(s) @ hourly rate of pay effective
2/2/2009

PLC workshop

1 . Morgan, Robert 7 hour(s) @ hourly rate of pay effective
6/23/2009

2 . Neu, Susan 7 hour(s) @ hourly rate of pay effective
6/23/2009

3 . Wright, Timothy 7 hour(s) @ hourly rate of pay effective
6/23/2009

Portfolio and advisory updating

1 . Hodge, Shawna 10 hour(s) @ hourly rate of pay effective
6/1/2009

Professional learning workshop

1 . Harris, Shelley 14 hour(s) @ hourly rate of pay effective
6/22/2009

2 . Radcliff, Beth 14 hour(s) @ hourly rate of pay effective
6/22/2009

Reading first conference

- 1 . Dragseth, Paula 21 hour(s) @ hourly rate of pay effective 6/8/2009
- 2 . Erickson, Seasan 21 hour(s) @ hourly rate of pay effective 7/27/2009
- 3 . Espinoza, Cori 21 hour(s) @ hourly rate of pay effective 7/27/2009
- 4 . Graham, Jennifer 21 hour(s) @ hourly rate of pay effective 7/27/2009
- 5 . Hadley, Barbara 21 hour(s) @ hourly rate of pay effective 7/27/2009
- 6 . Harris, Shelley 21 hour(s) @ hourly rate of pay effective 7/27/2009
- 7 . Helm, Debra 21 hour(s) @ hourly rate of pay effective 7/27/2009
- 8 . Hopkins, Jill 21 hour(s) @ hourly rate of pay effective 7/27/2009
- 9 . Johnson, Lindsey 21 hour(s) @ hourly rate of pay effective 7/27/2009
- 10 . Monroe, Stephanie 21 hour(s) @ hourly rate of pay effective 7/27/2009
- 11 . Nissen-Haney, Jacqueline 21 hour(s) @ hourly rate of pay effective 7/27/2009
- 12 . Pratt, Robin 21 hour(s) @ hourly rate of pay effective 7/27/2009
- 13 . Price, Sarah 21 hour(s) @ hourly rate of pay effective 7/27/2009
- 14 . Radcliff, Beth 21 hour(s) @ hourly rate of pay effective 7/27/2009
- 15 . Saiki, Donna 21 hour(s) @ hourly rate of pay effective 7/27/2009
- 16 . Signal, Michael 21 hour(s) @ hourly rate of pay effective 7/27/2009

17. Urling, Leah 21 hour(s) @ hourly rate of pay effective
7/27/2009

Rebranding committee

1. Harlor II, John 4 hour(s) @ hourly rate of pay effective
6/17/2009

2. James, Susan E. 4 hour(s) @ hourly rate of pay effective
6/17/2009

Summer curriculum for science

1. Crain, Lori 5 hour(s) @ hourly rate of pay effective
6/23/2009

2. Evans, Michael 5 hour(s) @ hourly rate of pay effective
6/23/2009

3. Fettig, Michael 5 hour(s) @ hourly rate of pay effective
6/23/2009

4. Gustafson, Gena 10 hour(s) @ hourly rate of pay effective
6/23/2009

5. Harlor, Roxanne 5 hour(s) @ hourly rate of pay effective
6/23/2009

6. Leaf, Vicki 5 hour(s) @ hourly rate of pay effective
6/23/2009

7. Luetzgen, Jocelyn 5 hour(s) @ hourly rate of pay effective
6/23/2009

8. Mansour, Najwa 5 hour(s) @ hourly rate of pay effective
6/23/2009

9. Schiesz, Jeryl Diane 5 hour(s) @ hourly rate of pay effective
6/23/2009

Summer school

1. Ammons, Tori 28 hour(s) @ hourly rate of pay effective
6/24/2009

2. Birk, Karen 42 hour(s) @ hourly rate of pay effective
8/10/2009

3. Buetow, Jennie 56 hour(s) @ hourly rate of pay effective
6/24/2009

- 4 . Coffey, Regan 56 hour(s) @ hourly rate of pay effective 6/24/2009
- 5 . Davis, Jennifer 4 hour(s) @ hourly rate of pay effective 7/27/2009
- 6 . Gomez, Caroline 4 hour(s) @ hourly rate of pay effective 7/27/2009
- 7 . Hammer, Evelyn 48 hour(s) @ hourly rate of pay effective 7/20/2009
- 8 . Harlor II, John 42 hour(s) @ hourly rate of pay effective 8/10/2009
- 9 . Locascio, Anne 4 hour(s) @ hourly rate of pay effective 7/27/2009
- 10 . Osborne, Norene 28 hour(s) @ hourly rate of pay effective 6/24/2009
- 11 . Petrie, Amber 4 hour(s) @ hourly rate of pay effective 7/27/2009

Summer school prep

- 1 . Ammons, Tori 3.5 hour(s) @ hourly rate of pay effective 6/24/2009
- 2 . Buetow, Jennie 7 hour(s) @ hourly rate of pay effective 6/24/2009
- 3 . Coffey, Reagan 7 hour(s) @ hourly rate of pay effective 6/24/2009
- 4 . Hammer, Evelyn 6 hour(s) @ hourly rate of pay effective 6/24/2009
- 5 . Lee, Jessica 7 hour(s) @ hourly rate of pay effective 6/24/2009
- 6 . Osborne, Norene 3.5 hour(s) @ hourly rate of pay effective 6/24/2009
- 7 . Rumbaugh, Deborah 2 hour(s) @ hourly rate of pay effective 6/24/2009

Supervise junior olympics

1. St Mary, Daniel 7 hour(s) @ hourly rate of pay effective
6/12/2009

Title 1 summer school

1. Beers, Timothy 52 hour(s) @ hourly rate of pay effective
8/10/2009

2. Long, Stephanie 60 hour(s) @ hourly rate of pay effective
8/3/2009

3. Riestra, Jennifer 60 hour(s) @ hourly rate of pay effective
8/3/2009

4. Smith, Tori 52 hour(s) @ hourly rate of pay effective
8/10/2009

5. Volk, Travis 52 hour(s) @ hourly rate of pay effective
8/10/2009

WASL PAS summer school

1. Dooley, Laurie 10 hour(s) @ hourly rate of pay effective
6/23/2009

2. Hartt, Samuel 10 hour(s) @ hourly rate of pay effective
6/23/2009

3. Mead, Steven 10 hour(s) @ hourly rate of pay effective
6/23/2009

4. Polley, Daniel 10 hour(s) @ hourly rate of pay effective
6/23/2009

5. Raguzin-Holloman, Veronika 10 hour(s) @ hourly rate of pay effective
6/23/2009

6. Sigurdson, Janice 10 hour(s) @ hourly rate of pay effective
6/23/2009

Leave

Teacher

1. Berg, Kelby effective 6/22/2009
Childrearing

2. Martens, Anna effective 6/22/2009
Temporary relocation

3. Phinney, Jennifer

effective 6/19/2009
Temporary relocation

PERSONNEL--CLASSIFIED

Curriculum/Non-Curriculum hours

Consultant - Music

- | | |
|-----------------------|---|
| 1 . Paustian, Anthony | 27 hour(s) @ hourly rate of pay effective
6/1/2009 |
| 2 . Wagner, Ryan | 23 hour(s) @ hourly rate of pay effective
6/1/2009 |

Consultant - Orchestra

- | | |
|-----------------------|---|
| 1 . Paustian, Anthony | 20 hour(s) @ hourly rate of pay effective
6/1/2009 |
|-----------------------|---|

Head Start - Recruitment and enrollment

- | | |
|----------------------------|--|
| 1 . Adams, Jennifer | 56 hour(s) @ hourly rate of pay effective
6/19/2009 |
| 2 . Dowden-Hughes, Sherith | 76 hour(s) @ hourly rate of pay effective
6/19/2009 |
| 3 . Murphy, Jennifer | 66 hour(s) @ hourly rate of pay effective
6/19/2009 |

Placement testing - ELL

- | | |
|------------------|--|
| 1 . Jensen, Lois | 18 hour(s) @ hourly rate of pay effective
6/18/2009 |
|------------------|--|

SIP grant training

- | | |
|-------------------------|---|
| 1 . Cruickshank, Cristi | 20 hour(s) @ hourly rate of pay effective
6/1/2009 |
| 2 . Lee, Kathleen | 20 hour(s) @ hourly rate of pay effective
6/1/2009 |

Summer custodial helper

- | | |
|-----------------|---|
| 1 . Piper, Mark | 384 hour(s) @ hourly rate of pay effective
6/24/2009 |
|-----------------|---|

Summer feeding program - Assistant cook

- | | |
|------------------------|---|
| 1 . Aguinaldo, Yolanda | As needed @ hourly rate of pay effective
6/23/2009 |
|------------------------|---|

2 . Alexander, Cindy	As needed @ hourly rate of pay effective 6/23/2009
3 . Brown, Lisa	As needed @ hourly rate of pay effective 6/23/2009
4 . Casad, Diana	As needed @ hourly rate of pay effective 6/23/2009
5 . Coronado, Azucena	As needed @ hourly rate of pay effective 6/23/2009
6 . Estrada, Susanne	As needed @ hourly rate of pay effective 6/23/2009
7 . Flores, Frances	As needed @ hourly rate of pay effective 6/23/2009
8 . Gerard, Terry	As needed @ hourly rate of pay effective 6/23/2009
9 . Gieszler, Kathy	As needed @ hourly rate of pay effective 6/23/2009
10 . Kalasountas, Julie	As needed @ hourly rate of pay effective 6/23/2009
11 . Kumar, Rajni	As needed @ hourly rate of pay effective 6/23/2009
12 . Lindsey, Heidi	As needed @ hourly rate of pay effective 6/23/2009
13 . McCarty, Krystal	As needed @ hourly rate of pay effective 6/23/2009
14 . Nawaz, Rizwana	As needed @ hourly rate of pay effective 6/23/2009
15 . Newman, Kristi	As needed @ hourly rate of pay effective 6/23/2009
16 . Quarnstrom, Luz Mary	As needed @ hourly rate of pay effective 6/23/2009
17 . Rockey, Susanna	As needed @ hourly rate of pay effective 6/23/2009
18 . Rogers, Doreen	As needed @ hourly rate of pay effective 6/23/2009

- | | | |
|------|------------------------|---|
| 19 . | Rossiytseva, Valentina | As needed @ hourly rate of pay effective
6/23/2009 |
| 20 . | Smirnova, Irina | As needed @ hourly rate of pay effective
6/23/2009 |
| 21 . | Smith, Melody | As needed @ hourly rate of pay effective
6/23/2009 |
| 22 . | Ward, Michelle | As needed @ hourly rate of pay effective
6/23/2009 |
| 23 . | Warren, Lorie | As needed @ hourly rate of pay effective
6/23/2009 |

Summer feeding program - Kitchen manager

- | | | |
|------|--------------------|---|
| 1 . | Alexander, Cindy | As needed @ hourly rate of pay effective
6/23/2009 |
| 2 . | Ball, Loretta | As needed @ hourly rate of pay effective
6/23/2009 |
| 3 . | Bernier, Leona | As needed @ hourly rate of pay effective
6/23/2009 |
| 4 . | Gieszler, Kathy | As needed @ hourly rate of pay effective
6/23/2009 |
| 5 . | Hutchinson, Pamela | As needed @ hourly rate of pay effective
6/23/2009 |
| 6 . | Jones, Tresa | As needed @ hourly rate of pay effective
6/23/2009 |
| 7 . | Madrid, Breanna | As needed @ hourly rate of pay effective
6/23/2009 |
| 8 . | McMichael, Rebecca | As needed @ hourly rate of pay effective
6/23/2009 |
| 9 . | Smith, Melody | As needed @ hourly rate of pay effective
6/23/2009 |
| 10 . | Stroomer, Claudia | As needed @ hourly rate of pay effective
6/23/2009 |
| 11 . | Wagner, Sheryl | As needed @ hourly rate of pay effective
6/23/2009 |

12. Warren, Lorie As needed @ hourly rate of pay effective
6/23/2009

13. Wilson, Shellie As needed @ hourly rate of pay effective
6/23/2009

Summer maintenance helper

1. Julio, Rafael As needed @ hourly rate of pay effective
7/6/2009

2. Kyllonen, Robert As needed @ hourly rate of pay effective
7/6/2009

Summer school para

1. Ankerfelt, Patty 72 hour(s) @ hourly rate of pay effective
7/6/2009

2. Bassham, Chantal 72 hour(s) @ hourly rate of pay effective
7/6/2009

3. Binetti, Michelle 60 hour(s) @ hourly rate of pay effective
7/20/2009

4. Carter, Diane 52.5 hour(s) @ hourly rate of pay effective
8/10/2009

5. Erickson, Christine 44 hour(s) @ hourly rate of pay effective
7/10/2009

6. Hall, Sarah 72 hour(s) @ hourly rate of pay effective
7/6/2009

7. Harris, Kellie 72 hour(s) @ hourly rate of pay effective
7/6/2009

8. Isom, Kimberly 72 hour(s) @ hourly rate of pay effective
7/6/2009

9. Jensen, Lois 52 hour(s) @ hourly rate of pay effective
8/10/2009

10. Lisitsyna, Irina 60 hour(s) @ hourly rate of pay effective
6/23/2009

11. Muhich, Stephanie 44 hour(s) @ hourly rate of pay effective
7/10/2009

12. Ortiz, Mary	52.5 hour(s) @ hourly rate of pay effective 8/10/2009
13. Roberts, Patricia	72 hour(s) @ hourly rate of pay effective 7/6/2009
14. Rossman, Rhonda	44 hour(s) @ hourly rate of pay effective 7/10/2009
15. Shemchuck, Natalya	42.5 hour(s) @ hourly rate of pay effective 8/3/2009
16. Spaid, Dixie	72 hour(s) @ hourly rate of pay effective 7/6/2009
17. Spyksma, Cali	42.5 hour(s) @ hourly rate of pay effective 8/3/2009
18. Spyksma, Carita	44 hour(s) @ hourly rate of pay effective 7/10/2009
19. Tyree, Jill	45 hour(s) @ hourly rate of pay effective 7/27/2009

Supervisory Duties

District/Non-district activities and events

1. Olsen, Mohamadou	As needed @ hourly rate of pay effective 5/6/2009
2. Shelton, Shennon	As needed @ hourly rate of pay effective 5/6/2009

Supplemental Assignment

Boy's basketball fundraiser

1. Pegram, Derek	5 hour(s) @ hourly rate of pay effective 5/1/2009
------------------	---

Coach - 6th grade boy's track

1. Weaver, Rory	40 hour(s) @ hourly rate of pay effective 6/19/2009 Stipend - \$865
-----------------	--

Post season pay - Fastpitch

1. Thompson, Alicia	As needed effective 5/11/2009 Stipend - \$524
---------------------	--

BUILDING PROGRAM

1. Authorization of Award of Contract--Auburn High School Hydronic Piping Replacement Project

Bids for the Auburn High School Hydronic Piping Replacement project were received July 8, 2009. Bids were received from eight bidders. Regency NW Construction, Inc. of Bellevue was the apparent low bidder with a base bid in the amount of \$104,000. A bid tabulation and recommendation from the Engineer are attached.

Jeffrey Grose, executive director of capital projects, will recommend award of contract.

Recommendation:	That the contract for the Auburn High School Hydronic Piping Replacement project be awarded to the low responsive bidder, Regency NW Construction, Inc.
-----------------	---

July 9, 2009

Auburn School District No. 408
915 Fourth Street NE
Auburn, WA 98002

Attention: Bob Kenworthy

Regarding: Auburn High School Hydronic Piping

We have reviewed the results from the bid opening for the Auburn High School Hydronic Piping project, which occurred at the James P. Fugate Administration Building Board Room on July 8, 2009 at 4:00 PM.

Based upon our review of the 8 bids submitted, the low bid was provided by Regency NW Construction, Inc. in the amount of \$104,000 for the Base Bid.

Based upon our review of the contract document requirements, and our conversations with Regency NW Construction, we find this bid to be competitive and responsive and recommend the Contract be awarded to Regency NW Construction, Inc.

Sincerely,



Josh Robischon, PE
Senior Associate- Mechanical

H A R G I S

600 Stewart Street
Suite 1000
Seattle, WA 98101

t | 206.449.3376
f | 200.449.4450

w | hargis.biz

MECHANICAL • ELECTRICAL • TELECOMMUNICATIONS

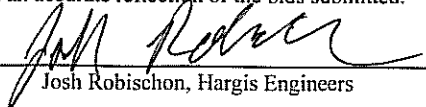
ENGINEERS

BID TABULATION

Project: **Auburn High School Hydronic Piping**
 Owner: Auburn School District No. 408
 Engineer: Hargis Engineers
 Bid Date: July 8, 2009
 Bid Time: 4:00 P.M., P.D.T.
 Place: Auburn School District Administration Building, Board Room

Contractor	Base Bid	Acknowledgments	
		Bid Signed	Bid Security
Regency NW Construction Inc. P.O. Box 6429 Bellevue, WA 98008 (425) 883-1301 brianf@regencynw.com	\$104,000	Yes	Bid Bond
Cope Construction Company P.O. Box 2087 Issaquah, WA 98027-0093 (425) 888-5356 karen@copeconstruction.net	\$116,120	Yes	Bid Bond
Western Mechanical Systems Inc. 1911 SW Campus Drive #321 Federal Way, WA 98023 (253) 946-9544 matt@wmsi.us	\$107,664	Yes	Bid Bond
Mike Werlech Construction Inc. P.O. Box 46579 Seattle, WA 98146 (206) 937-2208 robl@mikewerlechconstruction.com	\$144,789	Yes	Bid Bond
Holmberg Company 1228 8th Street Kirkland, WA 98033 (425) 822-2233 wade@holmbergco.com	\$198,700	Yes	Bid Bond
Plumbing Today Inc. 17675 State Route 536 Mount Vernon, WA 98273 (360) 848-6685 jdrudge@plumbingtoday.com	\$179,000	Yes	Bid Bond
Design Air, Ltd. 8657 S. 190th Street Kent, WA 98031 (253) 854-2770 r.hagen@design-air.com	\$141,700	Yes	Bid Bond
Auburn Mechanical 2623 West Valley Highway N. Auburn, WA 98001 (253) 838-9780 kimjohnson@auburnmechanical.com	\$115,984	Yes	Bid Bond

The bid amounts and information provided above were recorded by Hargis Engineers,
 and to the best of their knowledge is an accurate reflection of the bids submitted.


 Josh Robischon, Hargis Engineers

1. Vouchers

Recommendation: That these vouchers be signed.

A tabulation of the bids received for the purchase and delivery of lunchtime pizza products for the Child Nutrition Services school lunch program and the DECA student stores for the 2009-10 school year is attached. It is recommended to award the contract to the low bidder, Pizza Time, as shown on the attached tabulation. Total recommended award is \$130,000, based on previous usage and estimated quantities.

Recommendation: That the contract be awarded to the sole bidder as indicated above.

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of July 13, 2009, the board, by a _____ vote, does approve for payment those checks (warrants) included in the following list and further described as follows: Key Bank of Washington
 Check Number 385244 through 385689
 in the total amount of \$1,034,420.96.

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
385244	3 WIRE RESTAURANT APPLIANCE SR	07/13/2009	2,916.71
385245	911 ETC INC	07/13/2009	328.86
385246	AA PARTY RENTALS	07/13/2009	1,070.91
385247	ABBOTT, HEIDI L	07/13/2009	340.00
385248	ACADEMIC SUPPLIER	07/13/2009	37.97
385249	ADAMS, THOMAS W	07/13/2009	71.17
385250	ADVANTAGE GRAPHICS	07/13/2009	459.90
385251	AGRISHOP INC	07/13/2009	45.97
385252	ALPINE PRODUCTS INC	07/13/2009	10.84
385253	AMERICAN TIME AND SIGNAL CO	07/13/2009	1,058.77
385254	AMMONS, TORI TERESA	07/13/2009	99.00
385255	ANDERSON, KATIE L	07/13/2009	160.00
385256	APPLE CONSULTING LLC	07/13/2009	300.00
385257	ARAMARK UNIFORM SERVICES	07/13/2009	79.76
385258	ASSOCIATED PETROLEUM PRODUCTS	07/13/2009	45,057.05
385259	AT&T	07/13/2009	155.04
385260	AUBURN SCHOOL DIST 408 **	07/13/2009	1,330.00

Check Nbr	Vendor Name	Check Date	Check Amount
385261	AUBURN SCHOOL DIST CHILD NUTR*	07/13/2009	25.00
385262	AUBURN SCHOOL DIST REVOLVING F	07/13/2009	355.52
385263	AUBURN SENIOR H S	07/13/2009	1,925.00
385264	AUBURN SENIOR HIGH CULINARY AR	07/13/2009	345.75
385265	AUBURN TWIN LAKES POST OFFICE	07/13/2009	1,027.86
385266	AXIS CUT PARTS	07/13/2009	410.63
385267	B & H PHOTO VIDEO INC	07/13/2009	3,229.35
385268	BADGE A MINIT LTD	07/13/2009	50.39
385269	BAER, STEVEN	07/13/2009	17.00
385270	BANCTEC INC	07/13/2009	1,092.96
385271	BARKER, CAROL JEAN	07/13/2009	103.85
385272	BARNES & NOBLE INC 5903315	07/13/2009	651.68
385273	BATES, SHANNON	07/13/2009	9.99
385274	BAUMSTARK, PATRIA R	07/13/2009	160.00
385275	BAYER, JAMES L	07/13/2009	49.24
385276	BAYLISS, BONNIE FANNIN	07/13/2009	264.55
385277	BEAUCHAMP, CLAUDETTE	07/13/2009	5.00
385278	BELLEVUE SCHOOL DISTRICT	07/13/2009	5,295.00
385279	BERG, BARBARA Diane	07/13/2009	126.12
385280	BERG, SARAH PATRICIA	07/13/2009	122.00
385281	BINDER PRODUCTS INC	07/13/2009	346.18
385282	BIRKLAND, MAURITA	07/13/2009	25.63
385283	BIRTH TO THREE DEVELOPMENTAL C	07/13/2009	6,574.00
385284	BLICK ART MATERIALS	07/13/2009	160.63
385285	BLOEDEL, JEANNE H	07/13/2009	199.00

Check Nbr	Vendor Name	Check Date	Check Amount
385286	BODKINS, DEBRA L	07/13/2009	183.80
385287	BOLEN, PAMELA M	07/13/2009	43.69
385288	BONSAI NORTHWEST	07/13/2009	499.70
385289	BORDERS INC	07/13/2009	511.24
385290	BOUTIN, ERIC Ray	07/13/2009	156.32
385291	BRANESKY, JEAN C	07/13/2009	42.90
385292	BRANNUM, ALISON Kay	07/13/2009	210.00
385293	BRAVENEC, JOEDY	07/13/2009	4.00
385294	BREIDENBACH CONSULTING	07/13/2009	1,790.88
385295	BRIGHT APPLE INC	07/13/2009	456.44
385296	BRODART COMPANY	07/13/2009	172.97
385297	BROUSSARD, BROOKE	07/13/2009	250.00
385298	BROWNFIELD, DEBRA	07/13/2009	160.00
385299	BROWN, GREGORY S	07/13/2009	29.15
385300	BRYANT MOTORS INC	07/13/2009	768.48
385301	BUILDERS HARDWARE & SUPPLY CO	07/13/2009	278.34
385302	BULSON, LAURIE Jean	07/13/2009	83.44
385303	BURCHATZ, KEVIN Scott	07/13/2009	48.65
385304	BURKHAUSER, VALERIE Kaye	07/13/2009	24.75
385305	BURKHART, VICTORIA E.	07/13/2009	350.90
385306	CAMBIUM LEARNING INC	07/13/2009	1,527.74
385307	CAMPBELL, JULIE D	07/13/2009	31.63
385308	CARLOS, NANCY Hammond	07/13/2009	546.99
385309	CARLOS, STACEY ANNE	07/13/2009	250.00
385310	CARPINITO BROTHERS INC	07/13/2009	1,340.83

Check Nbr	Vendor Name	Check Date	Check Amount
385311	CARQUEST OF AUBURN	07/13/2009	168.08
385312	CARRIZOSA, CARLA	07/13/2009	35.04
385313	CARSTENS, TIMOTHY Andrew	07/13/2009	17.93
385314	CASAD, TANA H	07/13/2009	135.00
385315	CASCIO- INTERSTATE MUSIC	07/13/2009	1,318.26
385316	CDW GOVERNMENT INC	07/13/2009	503.35
385317	CENGAGE LEARNING	07/13/2009	1,057.04
385318	CENTER FOR LEARNING CONNECTION	07/13/2009	99.00
385319	CENTRAL RESTAURANT PRODUCTS	07/13/2009	9,506.46
385320	CERTIPOINT INC	07/13/2009	180.00
385321	CHARACTER DEVELOPMENT GROUP	07/13/2009	326.95
385322	CHARLIES PRODUCE	07/13/2009	625.35
385323	CHILDCRAFT EDUCATION CORP	07/13/2009	25.12
385324	CHRISTIANSEN, STEPHEN L	07/13/2009	46.59
385325	CITY OF PACIFIC	07/13/2009	2,047.98
385326	CLASSROOMDIRECT	07/13/2009	268.80
385327	CLOVER PARK TECHNICAL COLLEGE	07/13/2009	3,511.47
385328	COASTWIDE LABORATORIES	07/13/2009	446.26
385329	COCA COLA ENTERPRISES NW DIV	07/13/2009	216.81
385330	COLLIER, DIANE Marie	07/13/2009	77.51
385331	COMMERCIAL CARD SOLUTIONS	07/13/2009	1,728.67
385332	COMMERCIAL CARD SOLUTIONS TRAV	07/13/2009	1,561.74
385333	COMPLETE OFFICE SOLUTIONS	07/13/2009	370.11
385334	CONDORI, ROXANA	07/13/2009	16.85
385335	CONSOLIDATED ELECTRICAL DIST I	07/13/2009	597.10

Check Nbr	Vendor Name	Check Date	Check Amount
385336	CONSORTIUM ON READING EXCELLEN	07/13/2009	3,500.00
385337	CORPORATE EXPRESS	07/13/2009	1,959.02
385338	CORTES, VICTOR	07/13/2009	9.99
385339	COUNCIL FOR EXCEPTIONAL CHILDR	07/13/2009	94.00
385340	CRAFT, PAMELA S	07/13/2009	17.16
385341	CRAWFORD, LESLEY L	07/13/2009	68.80
385342	CROP PRODUCTION SERVICES	07/13/2009	1,406.26
385343	CRUZ, PIA	07/13/2009	160.00
385344	CUGHAN, RONALD Lee	07/13/2009	75.90
385345	CUMMINS NW LLC	07/13/2009	277.95
385346	CUMMINGS, TIMOTHY Allen	07/13/2009	115.64
385347	CURRAN, KENNY MICHAEL	07/13/2009	2.53
385348	CURRY, KIMBERLY J	07/13/2009	19.85
385349	CUSTOM MECHANICAL SOLUTIONS IN	07/13/2009	3,381.68
385350	CYR, KEN	07/13/2009	2.99
385351	DAILY JOURNAL OF COMMERCE	07/13/2009	554.40
385352	DAIRY FRESH FARMS INC	07/13/2009	10,830.51
385353	DEGROOT, KAREN Marie	07/13/2009	500.00
385354	DELL MARKETING LP % DELL USA L	07/13/2009	84.29
385355	DELTA EDUCATION INC	07/13/2009	332.41
385356	DEMCO INC	07/13/2009	245.54
385357	DEPT OF GENERAL ADMIN	07/13/2009	1,000.00
385358	DISCOUNT SCHOOL SUPPLY	07/13/2009	133.45
385359	DISHNETWORK	07/13/2009	40.47
385360	DONALDSON, JANICE L	07/13/2009	30.64

Check Nbr	Vendor Name	Check Date	Check Amount
385361	DORSE AIR PRODUCTS	07/13/2009	125.93
385362	DOWDEN HUGHES, SHERITH L	07/13/2009	47.85
385363	DYNAMIC LANGUAGE CENTER LTD	07/13/2009	817.33
385364	EBEY, VIRGINIA Lynne	07/13/2009	83.55
385365	ECOLAB INC	07/13/2009	1,492.92
385366	EDUCATIONAL TESTING SERVICE	07/13/2009	769.76
385367	ELECTRONIX EXPRESS	07/13/2009	38.35
385368	ENCHANTED HARP INC	07/13/2009	389.60
385369	ERDMANN, HEIDI Ann	07/13/2009	25.00
385370	ETA/CUISENAIRE	07/13/2009	1,029.75
385371	EVAN-MOOR EDUCATIONAL PUBLISHE	07/13/2009	44.98
385372	FAGER, ELSA Topacio	07/13/2009	99.72
385373	FAIRFAX HOSPITAL	07/13/2009	4,275.00
385374	FAWVER, RICHARD ALLEN	07/13/2009	72.23
385375	FERGUSON ENTERPRISES INC SEA #	07/13/2009	849.28
385376	FERRELLGAS	07/13/2009	54.96
385377	FIELDTURF NORTHWEST INC	07/13/2009	2,495.00
385378	FILLER, ROB	07/13/2009	15.00
385379	FINNEY, DONALD	07/13/2009	35.00
385380	FISHER, ANNE ELIZABETH	07/13/2009	37.84
385381	FLEET GLASS REPAIR	07/13/2009	380.80
385382	FLEETPRIDE	07/13/2009	71.94
385383	FOLLETT LIBRARY RESOURCES	07/13/2009	199.45
385384	FOOD SERVICES OF AMERICA	07/13/2009	38,808.02
385385	FOSTER, RYAN Brent	07/13/2009	1,256.81

Check Nbr	Vendor Name	Check Date	Check Amount
385386	FRANZ FAMILY BAKERIES	07/13/2009	3,910.22
385387	FREELUND, VICKI Rae	07/13/2009	62.70
385388	FRIENDSHIP HOUSE	07/13/2009	29.45
385389	FRYS WELDING INC	07/13/2009	2,693.70
385390	FULL COMPASS SYSTEMS LTD	07/13/2009	592.38
385391	FULLERTON, SEAN PATRICK	07/13/2009	96.77
385392	GALETON	07/13/2009	81.30
385393	GALLAGHER, LINDSEY KAY	07/13/2009	39.55
385394	GAYMAN, MARY ANNE Anne	07/13/2009	66.94
385395	GIBSON-MYERS, ELIZABETH Ann	07/13/2009	36.03
385396	GILDEN, JAN B	07/13/2009	69.35
385397	GOPHER SPORT	07/13/2009	491.85
385398	GOSNEY MOTOR PARTS INC	07/13/2009	2,118.52
385399	GRAD, DENNIS J	07/13/2009	29.27
385400	GRAFFITI SOLUTIONS INC	07/13/2009	1,862.00
385401	GRAPE, MANDIE MICHELLE	07/13/2009	15.95
385402	GREEN RIVER COMMUNITY COLLEGE	07/13/2009	272,977.34
385403	GREEN RIVER MUSIC INC	07/13/2009	919.80
385404	GROSE, JEFFREY LEE	07/13/2009	40.15
385405	GROUP HEALTH COOPERATIVE	07/13/2009	773.25
385406	GUARDIAN SECURITY SYSTEMS INC	07/13/2009	1,444.00
385407	GUIDANCE GROUP INC	07/13/2009	559.79
385408	GYM CLOSET	07/13/2009	850.04
385409	HAGEDORN, BARBARA Beane	07/13/2009	89.27
385410	HAGGEN INC TOP FOODS	07/13/2009	344.58

Check Nbr	Vendor Name	Check Date	Check Amount
385411	HALFORD JR, DAVID Lynn	07/13/2009	34.65
385412	HAMMOND ASHLEY VIOLINS	07/13/2009	1,642.50
385413	HANSEN, MATTHEW	07/13/2009	9,526.20
385414	HAPPENNY, ERIN CLAIRE	07/13/2009	10.34
385415	HARBOR FREIGHT TOOLS	07/13/2009	640.78
385416	HARKNESS, KIMBERLY Gene	07/13/2009	18.33
385417	HARR, JEANNE M	07/13/2009	39.38
385418	HARRIS, HEIDI Nikoe	07/13/2009	521.99
385419	HAYNES, THERESA Ann	07/13/2009	99.00
385420	HAZELWOOD ELEM	07/13/2009	1,142.65
385421	HD FOWLER COMPANY INC	07/13/2009	756.70
385422	HEALTH VENTURE	07/13/2009	1,968.75
385423	HEARING SPEECH AND DEAFNESS CE	07/13/2009	1,200.00
385424	HEDGER, DUSTIN P	07/13/2009	66.00
385425	HEIER, ADRIENNE R	07/13/2009	46.20
385426	HIGHLINE COMMUNITY COLLEGE	07/13/2009	47,068.97
385427	HOBART SERVICE	07/13/2009	157.07
385428	HOLLOMAN, LEONARD E	07/13/2009	16.83
385429	HOLM, CYNTHIA	07/13/2009	491.30
385430	HOLZ, SUSAN T	07/13/2009	22.00
385431	HOME DEPOT CREDIT SERVICES	07/13/2009	209.81
385432	HOUGHTON MIFFLIN CO HM RECEIVA	07/13/2009	2,387.97
385433	HOWARD, KENNETH	07/13/2009	6.95
385434	HULST, TOM	07/13/2009	2,013.58
385435	IBBETSON THERAPEUTIC SERVICES	07/13/2009	9,000.00

Check Nbr	Vendor Name	Check Date	Check Amount
385436	IBS INDUSTRIAL BOLT SUPPLY INC	07/13/2009	44.34
385437	IMAGE MASTERS INC	07/13/2009	55.19
385438	JACKOWSKI, ERIN ANDREWS	07/13/2009	189.00
385439	JACKSON, APRIL Jean	07/13/2009	9.82
385440	JAQUES, CHRISTOPHER JAMES	07/13/2009	15.40
385441	JENSEN, PATRICIA Ann	07/13/2009	11.25
385442	JENSEN-O'CONNELL, SEAN MCGREGO	07/13/2009	13.34
385443	JOHN JULIAN & SON	07/13/2009	963.33
385444	JOHNSON, MARCI Rae	07/13/2009	160.00
385445	JOHNSTONE SUPPLY	07/13/2009	1,237.80
385446	JONES, RONISHA	07/13/2009	76.23
385447	JORDAN, GARY D	07/13/2009	94.22
385448	JORDAN, KERI H	07/13/2009	160.00
385449	JORDISON, STACY Ann	07/13/2009	41.84
385450	JOSTENS	07/13/2009	250.70
385451	JUDD, PATRICIA LOUISE	07/13/2009	15.95
385452	JUNELL, KATARINA ANNA MARIA	07/13/2009	40.76
385453	JUNIOR ACHIEVEMENT OF WASH	07/13/2009	525.00
385454	JW PEPPER & SON INC	07/13/2009	684.04
385455	K & L GATES LLP	07/13/2009	314.50
385456	K LOG INC	07/13/2009	332.20
385457	KALLMAN, BONNIE E	07/13/2009	160.00
385458	KAPCO KENT ADHESIVE PRODUCTS C	07/13/2009	326.56
385459	KAROW, SARAH ELIZABETH	07/13/2009	27.00
385460	KDL HARDWARE SUPPLY INC	07/13/2009	82.51

Check Nbr	Vendor Name	Check Date	Check Amount
385461	KELLY KENNEDY, ERIKA	07/13/2009	370.00
385462	KENNEDY, KIRSTEN EMERALD	07/13/2009	27.83
385463	KENT OXYGEN CO INC	07/13/2009	6,466.83
385464	KIESWETHER, LINDA M	07/13/2009	160.00
385465	KIILSGAARD, LESLIE Louise	07/13/2009	500.00
385466	KING COUNTY FINANCE	07/13/2009	600.00
385467	KING, MARLA L	07/13/2009	27.00
385468	KING COUNTY DIRECTORS ASSN	07/13/2009	29,604.10
385469	KLONTZ, COLLIN L	07/13/2009	655.91
385470	KNOWLEDGE MATTERS	07/13/2009	3,888.00
385471	KOGER, ANGELA M	07/13/2009	109.59
385472	KONICA MINOLTA BUSINESS SOLUTI	07/13/2009	5,563.57
385473	KOVASH, JULIE K	07/13/2009	500.00
385474	KRALL PHYSICAL THERAPY	07/13/2009	3,682.25
385475	KUKORS, JAAPJE A	07/13/2009	61.05
385476	LAKEHAVEN UTILITY DISTRICT	07/13/2009	225.51
385477	LAKESHORE LEARNING MATERIALS	07/13/2009	441.76
385478	LAM, TAN VAN	07/13/2009	39.27
385479	LARSON, ERIC	07/13/2009	15.95
385480	LARSON, RHONDA	07/13/2009	424.39
385481	LEADER SERVICES	07/13/2009	1,908.20
385482	LEE, JESSICA C	07/13/2009	340.00
385483	LEITZ TOOLING SYSTEMS INC	07/13/2009	96.56
385484	LEONARD, SHAWNA	07/13/2009	54.40
385485	LES SCHWAB TIRE CENTER	07/13/2009	319.42

Check Nbr	Vendor Name	Check Date	Check Amount
385486	LIBRARY VIDEO CO	07/13/2009	21.90
385487	LIESMAKI, ALICE	07/13/2009	6.00
385488	LLERA, KANDICE V	07/13/2009	141.64
385489	LOBDELL, KATHY KAY	07/13/2009	127.00
385490	LOGAN, CAROL Robin	07/13/2009	347.22
385491	LOWES COMPANIES INC	07/13/2009	1,502.88
385492	LUKE, DOROTHY M	07/13/2009	199.00
385493	MACKIN LIBRARY MEDIA	07/13/2009	1,544.59
385494	MAIN STREET SIGNS	07/13/2009	919.80
385495	MASON, JERI LYNN	07/13/2009	395.00
385496	MATH LEARNING CENTER	07/13/2009	937.32
385497	MAY, JONNA G	07/13/2009	310.00
385498	MAYER, MARGARET S	07/13/2009	199.93
385499	MCGRAW-HILL COMPANIES INC	07/13/2009	9,199.36
385500	MCGUIRE BEARING CO	07/13/2009	202.04
385501	MCKENZIE, LISA	07/13/2009	17.00
385502	MCKINNEY, BARBARA Nielsen	07/13/2009	42.76
385503	MELIUS, KIMBERLY	07/13/2009	185.90
385504	MENSTER, HEATHER	07/13/2009	15.89
385505	METALLIFEROUS INC	07/13/2009	139.60
385506	METRO PARKS OF TACOMA	07/13/2009	155.50
385507	MICONTROLS INC	07/13/2009	500.63
385508	MIDWEST SIGN SCREEN PRINT	07/13/2009	383.60
385509	MILLER, KAREN LEE	07/13/2009	4.00
385510	MILLER JR, KENNETH LEE	07/13/2009	8.53

Check Nbr	Vendor Name	Check Date	Check Amount
385511	MILLER, TANA LYNN	07/13/2009	341.52
385512	MILLS, ELIZABETH ANNE	07/13/2009	93.23
385513	MIRGORODSKIY, PETR	07/13/2009	30.86
385514	MITCHELL, TERESA Dawn	07/13/2009	27.00
385515	MOCKINGBIRD EDUC CONSULT	07/13/2009	3,240.00
385516	MOORE, CHRISTY K	07/13/2009	1,237.66
385517	MORRIS, LYND SAY ELIZABETH	07/13/2009	160.00
385518	MURREYS DISPOSAL CO INC	07/13/2009	730.59
385519	NAKAYA, CINDY J	07/13/2009	17.52
385520	NATIONAL MIDDLE SCHOOL ASSN	07/13/2009	349.00
385521	NEIL, CATHIE	07/13/2009	75.00
385522	NELSON, KATRINA Elaine	07/13/2009	27.23
385523	NELSON, MICHELLE L Lynn profit	07/13/2009	27.00
385524	NEVERS, SUSAN KAY	07/13/2009	79.75
385525	NEWMAN, MICHAEL V	07/13/2009	239.68
385526	NW ASSN OF ACCREDITED SCHOOL	07/13/2009	350.00
385527	NW CASCADE INC/FLOHAWKS SEPTIC	07/13/2009	107.60
385528	NW TEXTBOOK DEPOSITORY	07/13/2009	6,440.85
385529	O'DELL, GORDON DUANE	07/13/2009	113.68
385530	OETC	07/13/2009	25.00
385531	OFFICE DEPOT	07/13/2009	708.82
385532	OLSEN, TIFFANY ANN	07/13/2009	90.98
385533	OPENIANO, JOHN-JOSHUA MACABALE	07/13/2009	75.00
385534	ORCA PACIFIC INC	07/13/2009	1,031.00
385535	ORIENTAL TRADING CO INC	07/13/2009	183.31

Check Nbr	Vendor Name	Check Date	Check Amount
385536	OSPI AGENCY ACCOUNTING	07/13/2009	18,831.55
385537	PACIFIC INTERPRETERS INC	07/13/2009	139.32
385538	PACIFIC LANDSCAPE MANAGEMENT I	07/13/2009	8,373.59
385539	PACIFIC MATERIAL HAND SOLUTION	07/13/2009	530.83
385540	PARENT INSTITUTE	07/13/2009	567.00
385541	PARKER PAINT MFG CO INC	07/13/2009	1,255.13
385542	PEARSON EDUCATION INC	07/13/2009	7,574.49
385543	PEARSON EDUCATION INC	07/13/2009	820.28
385544	PENINSULA THERAPY REGISTRY	07/13/2009	1,247.00
385545	PETRINA, TAMI	07/13/2009	186.13
385546	PETRIE JR, TIMOTHY TJ WAYNE	07/13/2009	224.00
385547	PETTIT, DANIELLE	07/13/2009	22.00
385548	PHILIPS MEDICAL SYSTEMS	07/13/2009	366.59
385549	PHILLIPS, BRUCE Scott	07/13/2009	579.58
385550	PIERCE COLLEGE	07/13/2009	3,046.68
385551	PITSCO INC	07/13/2009	169.07
385552	PIZZA FROM PARADIZE	07/13/2009	3,394.84
385553	PLANK ROAD PUBLISHING INC	07/13/2009	157.20
385554	PLATT ELECTRIC	07/13/2009	413.39
385555	POLLARD GROUP INC	07/13/2009	3,606.28
385556	POSITIVE PROMOTIONS INC	07/13/2009	427.85
385557	POSTMASTER STAMPS BY MAIL	07/13/2009	132.00
385558	PRATT, ROBIN J	07/13/2009	285.64
385559	PRICE, KATHERINE Ann	07/13/2009	195.00
385560	PRIMARY CONCEPTS	07/13/2009	526.13

Check Nbr	Vendor Name	Check Date	Check Amount
385561	PRO ED	07/13/2009	51.70
385562	PUCKETT, DARA Anne	07/13/2009	233.58
385563	PUGET SOUND ESD	07/13/2009	2,260.00
385564	PUGET SOUND INSTRUMENTS	07/13/2009	774.99
385565	PUGET SOUND ENERGY ELECTRIC	07/13/2009	115,301.05
385566	PUGET SOUND ENERGY NAT GAS	07/13/2009	14,992.20
385567	QUALITY PRODUCTS INC	07/13/2009	261.84
385568	QUILL	07/13/2009	540.58
385569	QWEST	07/13/2009	4,307.50
385570	RADIO ENGINEERING INDUSTRIES	07/13/2009	1,521.47
385571	RAGING RIVER DISTRIBUTING CO	07/13/2009	352.70
385572	RAND MCNALLY	07/13/2009	91.31
385573	READ NATURALLY INC	07/13/2009	672.10
385574	REID, CARA	07/13/2009	9.96
385575	RENAISSANCE LEARNING INC	07/13/2009	284.84
385576	RICHSTAD, KEVIN K	07/13/2009	27.00
385577	RIO GRANDE THE BELL GROUP	07/13/2009	386.27
385578	ROBERSON, AMANDA Sue	07/13/2009	122.00
385579	ROBINSON, SHERI	07/13/2009	5.95
385580	ROBLE, MICHELLE MARIE	07/13/2009	170.00
385581	RODRIGUEZ, LAURA	07/13/2009	10.00
385582	ROEN, CATHERINE VIRGINIA	07/13/2009	13.99
385583	RUGGS RECOMMENDATIONS	07/13/2009	31.95
385584	SAFARI VIDEO NETWORKS	07/13/2009	1,295.00
385585	SAFEWAY INC	07/13/2009	1,038.34

Check Nbr	Vendor Name	Check Date	Check Amount
385586	SAMUELSON, DAVID A	07/13/2009	386.00
385587	SAMUELSON, JENNIFER M	07/13/2009	34.10
385588	SANTMAN, DARCIE L	07/13/2009	500.00
385589	SAX ARTS & CRAFTS	07/13/2009	40.34
385590	SAXON, JAN K	07/13/2009	61.05
385591	SCHADEL, KENDRA ARLEEN	07/13/2009	173.00
385592	SCHETKY NW SALES INC	07/13/2009	626.17
385593	SCHOLASTIC BOOK CLUBS INC	07/13/2009	16.70
385594	SCHOLASTIC BOOK FAIRS 13	07/13/2009	110.51
385595	SCHREIB, DANNETTE R	07/13/2009	49.37
385596	SCOTT, ERIN Finley	07/13/2009	75.00
385597	SEATTLE OFFICIALS WOMENS BASKE	07/13/2009	1,890.50
385598	SEATTLE PACIFIC UNIV	07/13/2009	150.00
385599	SEATTLE STERLING MACK SALES	07/13/2009	1,835.68
385600	SEBOLBORO, PAULETTE Joann	07/13/2009	225.00
385601	SHARP BUSINESS SYSTEMS	07/13/2009	10.30
385602	SHERROD, CYNTHIA HADLY	07/13/2009	1,530.00
385603	SHU-MINUTOLI, KAREN	07/13/2009	46.20
385604	SIMMONS, DAVID	07/13/2009	71.00
385605	SLANE JR, WILLIS JACK	07/13/2009	865.44
385606	SMITH & GREENE COMPANY	07/13/2009	17,726.96
385607	SMITH, TORI Ann	07/13/2009	347.10
385608	SOCIAL STUDIES SCHOOL SERVICES	07/13/2009	232.62
385609	SOLUTION TREE	07/13/2009	138.75
385610	SOUND GLASS SALES INC	07/13/2009	175.21

Check Nbr	Vendor Name	Check Date	Check Amount
385611	SPECTRUM SIGN COMPANY	07/13/2009	2,411.19
385612	SPENCE, AMY REBECCA	07/13/2009	250.17
385613	SPORTIME	07/13/2009	1,164.32
385614	SPRAGUE, BRAD L	07/13/2009	357.70
385615	SPRINT	07/13/2009	99.99
385616	STAFFORD, DAVID Lee	07/13/2009	82.28
385617	STALMASTER, MARGARET K	07/13/2009	1,112.54
385618	STANG, BEVERLY E	07/13/2009	93.34
385619	STANLEY CONVERGENT SECURITY SO	07/13/2009	752.27
385620	STAPLES ADVANTAGE	07/13/2009	8,401.98
385621	STUSSER ELECTRIC COMPANY	07/13/2009	399.53
385622	SUKERT, CARRIE MICHELLE	07/13/2009	500.00
385623	SULLIVAN, FRANCINE A	07/13/2009	294.00
385624	SUMMIT SUPPLY CORP OF COLORADO	07/13/2009	396.00
385625	SUMNER, GEORGE WILLIAM	07/13/2009	108.00
385626	SUPERIOR FIRE ELECTRIC INC	07/13/2009	2,178.00
385627	SWAIM, ROBERT Paul	07/13/2009	165.00
385628	SWANSON, DARLENE Renee	07/13/2009	18.57
385629	SWANSON, JENNIFER L	07/13/2009	27.00
385630	SWENDDAL-WHITE, KAISA	07/13/2009	100.00
385631	SWIFT TOOL COMPANY INC	07/13/2009	385.71
385632	TALBERT, BENJAMIN Sewell	07/13/2009	234.79
385633	TEAM EXPRESS	07/13/2009	295.58
385634	TED BROWN MUSIC COMPANY	07/13/2009	348.66
385635	TERRA ORGANICS	07/13/2009	405.00

Check Nbr	Vendor Name	Check Date	Check Amount
385636	THERMAL SUPPLY INC	07/13/2009	204.14
385637	TMA SYSTEMS LLC	07/13/2009	5,979.00
385638	TOSHIBA AMERICA INC	07/13/2009	311.37
385639	TOTAL FILTRATION SERVICES, INC	07/13/2009	1,870.25
385640	TOTAL UPHOLSTERY	07/13/2009	760.96
385641	TOWNSEND PRESS BOOK CENTER	07/13/2009	400.28
385642	TRANSOURCE	07/13/2009	31.21
385643	TROXELL COMMUNICATIONS INC	07/13/2009	502.34
385644	TURNER, MEGAN DENISE	07/13/2009	51.54
385645	UHLENDORF, JANA J	07/13/2009	53.24
385646	UNIFIRST CORPORATION	07/13/2009	543.01
385647	US BANK CORP PAYMENT SYSTEMS P	07/13/2009	63,171.93
385648	US BANK CORP PAYMENT SYSTEM TR	07/13/2009	1,463.37
385649	US SCHOOL SUPPLY	07/13/2009	96.70
385650	VALENZUELA, ANA	07/13/2009	250.00
385651	VALLEY COMMUNICATIONS CENTER	07/13/2009	120.00
385652	VAN EATON, MICHAEL	07/13/2009	500.00
385653	VANDUYN, DONNA J	07/13/2009	14.30
385654	VAVRIK, DONNA	07/13/2009	3,456.00
385655	VEST CATHLEEN ELIZABETH	07/13/2009	651.96
385656	WAGNER, VICKI	07/13/2009	154.72
385657	WALMART SAMS CLUB	07/13/2009	456.94
385658	WARNER, SHELLEY S	07/13/2009	49.50
385659	WASH ASSN OF SCHOOL ADMINISTRA	07/13/2009	500.00
385660	WASH ASSN SCHOOL BUSINESS OFFI	07/13/2009	945.00

Check Nbr	Vendor Name	Check Date	Check Amount
385661	WASH CEDAR & SUPPLY CO	07/13/2009	340.47
385662	WASH COUNCIL HIGH SCHOOL COLLE	07/13/2009	35.00
385663	WASH FLORAL SERVICE	07/13/2009	158.50
385664	WASH STATE ASSN FOR SUP & CUR	07/13/2009	6,850.00
385665	WASTE MANAGEMENT RECYCLE COMPA	07/13/2009	794.83
385666	WEA/APA FUND - COBRA	07/13/2009	5,181.43
385667	WENGER CORPORATION	07/13/2009	4,113.92
385668	WENTZEL, MELINDA M	07/13/2009	126.50
385669	WEST COAST PLATEN COMPANY	07/13/2009	104.66
385670	WEST MUSIC	07/13/2009	271.29
385671	WESTERN BUS SALES	07/13/2009	174.56
385672	WESTERN TOOL SUPPLY	07/13/2009	695.76
385673	WHEELER, JAMES Michael	07/13/2009	136.70
385674	WHITE RIVER VALLEY MUSEUM	07/13/2009	126.00
385675	WHITE, SHANNON E	07/13/2009	500.00
385676	WHYTRY INC	07/13/2009	363.00
385677	WICKENS, JAMES C	07/13/2009	95.15
385678	WILLAMETTE DENTAL	07/13/2009	82.45
385679	WILLIAM V MACGILL & CO	07/13/2009	280.35
385680	WILLIAMS, GREGORY	07/13/2009	1,521.25
385681	WILSON, NOLA Rae	07/13/2009	667.64
385682	WINTER, SUSAN RENEE	07/13/2009	160.00
385683	WOOLERY, MICHELLE MARIE	07/13/2009	27.00
385684	WORLD LANGUAGE SERVICES	07/13/2009	899.69
385685	WORLD WIDE VINYL REPAIR SYSTEM	07/13/2009	0.00

Check Nbr	Vendor Name	Check Date	Check Amount
385686	WSIPC NW ESD FISCAL AGENT	07/13/2009	23,821.10
385687	ZALDIVAR, MELISA	07/13/2009	4,932.56
385688	ZAREMBA, STACEY Lynise	07/13/2009	17.60
385689	ZIMMERMAN, RICHARD A	07/13/2009	71.05
446	Computer	Check(s) For a Total of	1,034,420.96

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
446	Computer	Checks For a Total of	1,034,420.96
Total For 446 Manual, Wire Tran, ACH & Computer Checks			1,034,420.96
Less 0	Voided	Checks For a Total of	0.00
Net Amount			1,034,420.96

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	5,929.36	3,488.67	1,025,002.93	1,034,420.96

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of July 13, 2009, the board, by a _____ vote, does approve for payment those checks (warrants) included in the following list and further described as follows: Key Bank of Washington
Check Number 385690 through 385724
in the total amount of \$489,603.31.

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
385690	A A ASPHALTING COMPANY	07/13/2009	685.50
385691	AHBL INC	07/13/2009	4,321.52
385692	AUBURN SCHOOL DIST 408 **	07/13/2009	61,894.58
385693	AUBURN SCHOOL DIST REVOLVING F	07/13/2009	47.00
385694	BERSCHAUER PHILLIPS CONST CO	07/13/2009	1,632.80
385695	CAMBIUM LEARNING INC	07/13/2009	5,572.52
385696	CDW GOVERNMENT INC	07/13/2009	37.33
385697	CHOWN HARDWARE	07/13/2009	74.44
385698	CIM AUDIO VISUAL	07/13/2009	789.50
385699	CITY OF AUBURN	07/13/2009	26.00
385700	CLM GROUP INC	07/13/2009	13,502.50
385701	DELL MARKETING LP % DELL USA L	07/13/2009	115,665.20
385702	DEPT OF REVENUE LEASEHOLD TAX	07/13/2009	1,879.55
385703	DIMENSION DATA	07/13/2009	11,530.87
385704	FULLER ELECTRIC INC	07/13/2009	30,942.45
385705	GOVCONNECTION INC	07/13/2009	6,043.01
385706	HARGIS ENGINEERS	07/13/2009	6,623.34

Check Nbr	Vendor Name	Check Date	Check Amount
385707	INSLEE BEST DOEZIE & RYDER PS	07/13/2009	9,754.00
385708	KING COUNTY DIRECTORS ASSN	07/13/2009	95,553.62
385709	LENOVO INC	07/13/2009	7,708.84
385710	LUMIN ART SIGNS INC	07/13/2009	58.86
385711	MICRO COMPUTER SYS INC	07/13/2009	27.38
385712	NW TEXTBOOK DEPOSITORY	07/13/2009	69.28
385713	OETC	07/13/2009	68.00
385714	OLYMPIC REPROGRAPHICS	07/13/2009	1,216.83
385715	PACIFIC LANDSCAPE MANAGEMENT I	07/13/2009	4,119.39
385716	REPROGRAPHICS NORTHWEST INC.	07/13/2009	351.05
385717	SAFARI VIDEO NETWORKS	07/13/2009	1,645.00
385718	SHANNON & WILSON, INC	07/13/2009	3,500.00
385719	TECHNOLOGY EXPRESS	07/13/2009	12,618.30
385720	TROXELL COMMUNICATIONS INC	07/13/2009	490.26
385721	TURNING TECHNOLOGIES 714472	07/13/2009	2,622.88
385722	US BANK CORP PAYMENT SYSTEMS P	07/13/2009	87,590.73
385723	VENTURE BANK LACEY BRANCH	07/13/2009	78.50
385724	WESTMARK PRODUCTS INC	07/13/2009	862.28

35	Computer	Check(s) For a Total of	489,603.31
----	----------	-------------------------	------------

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	35	Computer	Checks For a Total of	489,603.31
Total For	35	Manual, Wire Tran, ACH & Computer Checks		489,603.31
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		489,603.31

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
20	Capital Projects	61,754.57	0.00	427,848.74	489,603.31

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of July 13, 2009, the board, by a _____ vote, does approve for payment those checks (warrants) included in the following list and further described as follows: Key Bank of Washington.
 Check Number 385725 through 385827
 in the total amount of \$180,846.75.

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
385725	ACT VIDEO PRODUCTIONS INC	07/13/2009	610.69
385726	AMERICAS FOUNDATION FOR CHESS	07/13/2009	1,300.00
385727	AMERICAN PRINTING & PUBLISHING	07/13/2009	5,620.31
385728	AUBURN FOOD BANK	07/13/2009	2,251.50
385729	AUBURN MOUNTAINVIEW HS IMPREST	07/13/2009	5,940.62
385730	AUBURN RIVERSIDE HIGH SCHOOL I	07/13/2009	8,850.02
385731	AUBURN SCHOOL DIST 408 **	07/13/2009	5,225.76
385732	AUBURN SCHOOL DIST CHILD NUTR*	07/13/2009	291.90
385733	AUBURN SENIOR HIGH IMPREST	07/13/2009	6,350.71
385734	AWARD EMBLEM MFG CO INC	07/13/2009	45.06
385735	BAUDVILLE	07/13/2009	222.89
385736	BRAND ATHLETICS	07/13/2009	1,378.61
385737	BRYANT, VALERIE Elton	07/13/2009	17.49
385738	CARNEY, ORLYN M	07/13/2009	51.43
385739	CASCADE VALLEY BLENDS LLC	07/13/2009	87.50
385740	CASCADE CAMP & CONFERENCE	07/13/2009	746.50
385741	CLOUD 9 SPORTS	07/13/2009	388.82

Check Nbr	Vendor Name	Check Date	Check Amount
385742	COMMERCIAL CARD SOLUTIONS TRAV	07/13/2009	3,697.83
385743	COSTCO	07/13/2009	1,602.45
385744	CROSS FIVE DESIGNS	07/13/2009	393.49
385745	DAVIDSON, SCOTT Deane	07/13/2009	196.98
385746	DAWN FOOD PRODUCTS INC	07/13/2009	39.25
385747	DAYRIT, RENEL	07/13/2009	35.00
385748	DECATERET DESIGNS	07/13/2009	198.00
385749	DELAY, ERIC	07/13/2009	35.00
385750	DISPLAY & COSTUME SUPPLY	07/13/2009	122.80
385751	DOMINOS PIZZA	07/13/2009	516.83
385752	DONNELLY, HOLLY Anne	07/13/2009	32.42
385753	DUGANS INCORPORATED	07/13/2009	1,911.21
385754	DWF WHOLESALE FLORIST SEA TAC	07/13/2009	677.10
385755	EDUCATIONAL THEATRE ASSN	07/13/2009	146.00
385756	EILENBERGER, TOM	07/13/2009	35.00
385757	EXPERIENCE MUSIC PROJECT	07/13/2009	90.00
385758	FOOD SERVICES OF AMERICA	07/13/2009	329.19
385759	FULL COMPASS SYSTEMS LTD	07/13/2009	3,426.70
385760	FUNRENT	07/13/2009	2,625.37
385761	GALATI, ELIZABETH Ann	07/13/2009	10.69
385762	GILBERT, SHARON Prentice	07/13/2009	65.00
385763	GONZAGA UNIVERSITY	07/13/2009	1,600.00
385764	GOSNEY MOTOR PARTS INC	07/13/2009	178.49
385765	HELY & WEBER	07/13/2009	26.95
385766	HERFF JONES YEAR BOOK PAYMENTS	07/13/2009	63,484.52

Check Nbr	Vendor Name	Check Date	Check Amount
385767	HOLIDAY INN EXPRESS & SUITES	07/13/2009	5,919.76
385768	HOMFELDT, JENNY	07/13/2009	100.91
385769	HORTICULTURAL SERVICES INC	07/13/2009	60.29
385770	IDEAWORKS NW	07/13/2009	1,862.50
385771	IMAGE MASTERS INC	07/13/2009	1,074.42
385772	ISWIM USA	07/13/2009	1,293.81
385773	JACKS GAMES INC	07/13/2009	158.00
385774	JOHNSON, MELISA MARIE	07/13/2009	17.84
385775	JOHNSON, TRACY	07/13/2009	159.03
385776	JOSTENS INC	07/13/2009	553.42
385777	JW PEPPER & SON INC	07/13/2009	12.24
385778	LANDIS, DEBRA Jo	07/13/2009	285.22
385779	LANE, ANNETTE	07/13/2009	225.00
385780	LAS MARGARITAS	07/13/2009	454.41
385781	LOWES COMPANIES INC	07/13/2009	356.26
385782	MCCONKEY COMPANY	07/13/2009	96.99
385783	MICHAELO ESPRESSO INC	07/13/2009	197.10
385784	MONROE, STEPHANIE Jeanne	07/13/2009	11.75
385785	MOORE, MARVIN	07/13/2009	35.00
385786	MT BAKER MS IMPREST	07/13/2009	669.95
385787	NASCO MODESTO	07/13/2009	42.01
385788	NATIONAL ASSN OF ELEM SCHOOL P	07/13/2009	17.50
385789	NATIONAL SCHOLASTIC PRESS ASSN	07/13/2009	224.00
385790	NEEDLEWORKS INC	07/13/2009	316.89
385791	NW BASEBALL UMPIRE ASSN	07/13/2009	540.00

Check Nbr	Vendor Name	Check Date	Check Amount
385792	NW CASCADE INC/FLOHAWKS SEPTIC	07/13/2009	107.60
385793	NW HANDLING SYSTEMS INC	07/13/2009	792.78
385794	OLYMPIC MS IMPREST FUND	07/13/2009	231.36
385795	PACIFIC NW THEATRE ASSN INC	07/13/2009	2,354.25
385796	PACIFIC PUBLISHING COMPANY	07/13/2009	2,036.34
385797	PACIFIC SCIENCE CENTER	07/13/2009	1,717.50
385798	PIZZA FROM PARADIZE	07/13/2009	3,490.04
385799	PIZZA HUT EMERALD CITY PIZZA	07/13/2009	275.00
385800	PORTA PHONE CO	07/13/2009	662.28
385801	PRAXAIR DIST INC	07/13/2009	337.09
385802	RAINIER MS IMPREST FUND	07/13/2009	268.69
385803	RED LION HOTEL KENNEWICK	07/13/2009	1,229.25
385804	ROTTER, STEPHANIE	07/13/2009	40.09
385805	RUSSELL, ANGELA	07/13/2009	35.00
385806	S & R SPORTS	07/13/2009	1,778.00
385807	SAFEWAY INC	07/13/2009	246.91
385808	SANDERS, LISA ANN	07/13/2009	35.02
385809	SCHOLASTIC BOOK FAIRS 13	07/13/2009	2,688.93
385810	SHERIN, TRACY M	07/13/2009	293.93
385811	SOUND YEARBOOKS	07/13/2009	395.00
385812	STRAND, DEBRA MARIE	07/13/2009	43.78
385813	STT SPORTS LETTERING	07/13/2009	779.10
385814	TAYLOR, KATHY	07/13/2009	47.45
385815	TAYLOR PUBLISHING COMPANY	07/13/2009	15,551.09
385816	THOMAS, PAULINE MILDRED	07/13/2009	71.76

Check Nbr	Vendor Name	Check Date	Check Amount
385817	THOMPSON SIGNS	07/13/2009	1,705.86
385818	TITUS, WENDY SIMS	07/13/2009	40.00
385819	US BANK CORP PAYMENT SYSTEMS P	07/13/2009	162.17
385820	VAN EATON, MICHAEL	07/13/2009	41.39
385821	WALMART SAMS CLUB	07/13/2009	226.43
385822	WEST AUBURN H S	07/13/2009	584.61
385823	WEST CENTRAL DISTRICT III	07/13/2009	2,525.00
385824	WEST COAST AWARDS & ATHLETICS	07/13/2009	2,289.64
385825	WHEELER, MARTIN LEE	07/13/2009	230.00
385826	WHITE RIVER VALLEY MUSEUM	07/13/2009	144.00
385827	WINNING SEASONS	07/13/2009	1,849.03
103	Computer	Check(s) For a Total of	180,846.75

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
103	Computer	Checks For a Total of	180,846.75
Total For 103 Manual, Wire Tran, ACH & Computer Checks			180,846.75
Less 0	Voided	Checks For a Total of	0.00
Net Amount			180,846.75

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Stude	1,416.87	0.00	179,429.88	180,846.75

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of July 13, 2009, the board, by a _____ vote, does approve for payment those checks (warrants) included in the following list and further described as follows: Key Bank of Washington
Check Number 385828 through 385828
in the total amount of \$500.00.

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
385828	WELLS, KYLIE AND PIERCE CC	07/13/2009	500.00

1	Computer	Check(s) For a Total of	500.00
---	----------	-------------------------	--------

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
1	Computer	Checks For a Total of	500.00
Total For 1	Manual, Wire Tran, ACH & Computer Checks		500.00
Less 0	Voided	Checks For a Total of	0.00
	Net Amount		500.00

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
70	Private Purpose	0.00	0.00	500.00	500.00

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of July 13, 2009, the board, by a _____ vote, does approve for payment those checks (warrants) included in the following list and further described as follows: Key Bank of Washington
Check Number 385829 through 385830
in the total amount of \$1,859.70.

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
385829	PEARSON EDUCATION INC	07/13/2009	1,519.70
385830	PETRIE, AMBER R	07/13/2009	340.00

2	Computer	Check(s) For a Total of	1,859.70
---	----------	-------------------------	----------

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
2	Computer	Checks For a Total of	1,859.70
Total For 2 Manual, Wire Tran, ACH & Computer Checks			1,859.70
Less 0	Voided	Checks For a Total of	0.00
Net Amount			1,859.70

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	1,859.70	1,859.70

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of July 13, 2009, the board, by a _____ vote, does approve for payment those checks (warrants) included in the following list and further described as follows: Key Bank of Washington
Check Number 385831 through 385833
in the total amount of \$5,893.81.

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
385831	DEPT OF REVENUE STATE OF WASH	07/13/2009	3,293.37
385832	DEPT OF REVENUE STATE OF WASH	07/13/2009	2,019.56
385833	DEPT OF REVENUE STATE OF WASH	07/13/2009	580.88

3	Computer	Check(s) For a Total of	5,893.81
---	----------	-------------------------	----------

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
3	Computer	Checks For a Total of	5,893.81
Total For 3 Manual, Wire Tran, ACH & Computer Checks			5,893.81
Less 0	Voided	Checks For a Total of	0.00
Net Amount			5,893.81

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	3,293.37	0.00	0.00	3,293.37
20	Capital Projects	2,019.56	0.00	0.00	2,019.56
40	Associated Stude	580.88	0.00	0.00	580.88

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of July 13, 2009, the board, by a _____ vote, does approve for payment those checks (warrants) included in the following list and further described as follows: AP Direct Dep Settlement Accou
Check Number 80900001 through 80900002
in the total amount of \$497.75.

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
80900001	LALLY, TONI Marie	07/13/2009	223.55
80900002	PODESTA, DEBRA SUE	07/13/2009	274.20

2	ACH	Check(s) For a Total of	497.75
---	-----	-------------------------	--------

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	2	ACH	Checks For a Total of	497.75
	0	Computer	Checks For a Total of	0.00
Total For	2	Manual, Wire Tran, ACH & Computer Checks		497.75
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		497.75

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	497.75	497.75

AUBURN SCHOOL DISTRICT NO. 408

PURCHASING SERVICES

BID OPENING: 2:00 PM July 6, 2009

BID-631 - LUNCHTIME SCHOOL PIZZA

2009-10 SCHOOL YEAR

TABULATION

	Bidding Firm's Name:	Bidding Firm's Name:	Bidding Firm's Name:
	PIZZA TIME	PIZZA FROM PARADIZ	DOMINOES PIZZA
Description	Delivered Unit Price	Delivered Unit Price	Delivered Unit Price
PEPPERONI PIZZA	\$4.57	\$5.65	\$6.09
CHEESE PIZZA	\$4.57	\$5.50	\$5.89
HAWAIIAN (Canadian bacon & pineapple)	\$4.80	\$5.75	\$6.29
VEGGIE PIZZA	\$4.80	\$5.75	\$6.29
BLACK OLIVE			
SAUSAGE			\$6.09
PEPPERONI AND MUSHROOM			
CANADIAN BACON 1 TOPPING	\$4.57		
PEPPERONI AND MUSHROOM			
	2-2OZ. .60		
BREADSTICKS	4-2OZ. .99	\$0.95	\$3.00
NUTRITIONAL ANALYSIS:			
NUTRITIONAL ANALYSIS REQUIRED WITH BID INCLUDED?	YES	YES	YES
RENEWAL OPTION	YES		
2009-2010 RENEWAL	5%	5%	3%
2010-2011 RENEWAL	5%	5%	3%
2011-2012 RENEWAL	5%	5%	3%

DIRECTORS

1. Approval of Minutes

The minutes of the special and regular board meetings of Monday, June 22, have been forwarded to the board.

Recommendation: That the minutes be approved.

2. Options for the November 3, 2009, election

The board will consider options for November 3, 2009, election. Michael Newman, deputy superintendent, will review the options and answer questions that the board may have regarding the options presented.

Recommendation: That the board directs the administration to bring a resolution for the selected option to the July 27, 2009, board meeting to set forth the election for November 3, 2009.

3. Evaluation of 2008-09 Board Objectives

The Evaluation of 2008-09 Stated District Objectives has been reviewed and revised by the board committee. The final draft of the Evaluation of the 2008-09 Stated District Objectives is attached for the board's review.

Recommendation: That the board approve the Evaluation of the 2008-09 Stated District Objectives as presented.

4. Board Objectives Development Criteria for 2009-10

Attached is a draft of the board objectives development criteria utilized by the board subcommittee for the 2009-10 Stated District Objectives. A draft of the 2009-10 Stated District Objectives will be presented at the Monday, July 27, board meeting.

5. Special Board Meeting

It is being recommended that a special board meeting be held on Monday, August 10, 6 p.m. in the James P. Fugate Administration Building to conduct the board's annual evaluation for the 2008-09 school year.

Recommendation: That the board hold a special board meeting on Monday, August 10, 6 p.m., to conduct their annual evaluation for the 2008-09 school year.

6. Legislative Report

7. Discussion

8. Executive Session

Background:

At the June 22, 2009 school board meeting, the board requested that the administration bring a number of options for them to consider for the General Election to be held on November 3, 2009. With the assistance of a DA Davidson analyst, we have generated five options for consideration. Details of those options are attached.

Options A and B are for the Capital Improvement Levy only. Options C, D and E use the Option A levy and then add the elementary replacement in Option C, the replacement Olympic Middle School only in Option D, and the replacement of Auburn High School only in Option E.

Assumptions:

The following assumptions are included in determining the tax rates and costs.

1. No assessed valuation growth in 2010 and 2011.
2. Assessed valuation growth in 2012 and beyond at 3%.
3. Assessed valuation for final section of Kent property transfer in 2014.
4. No change in the Capital Improvements Levy and same costs for replacement schools.

Options A and B – \$46.4 million Capital Improvements Levy

- Option A structures the Capital Improvements Levy in a manner that allows for collection of \$33.7 million in the first three years and then drops to collect the remaining \$12.7 million in the last three years. Combined tax rate is projected to be \$4.93 per \$1000. This would allow the district to address those immediate need projects. This structure drops the rate by 12 cents per \$1000 from the advertised March election amount of \$5.05. This increases the current tax rate 55 cents per \$1000 over the 2009 rate of \$4.38. The structure allows for future bonds and/or levies. On a \$300,000 home that would be an increase of \$165 for the tax year.
- Option B structures the Capital Improvements Levy in a manner that allows for collection of \$21.3 million in the first three years and then drops to collect the remaining \$25.1 million in the last three years. Combined tax rate is projected to be \$4.52 per \$1000. This structure is the lowest level tax rate possible in the given assumptions by 53 cents per \$1000 from the advertised March election amount of \$5.05. This increases current tax rate 14 cents per \$1000 over the 2009 rate of \$4.38. The structure allows for future bonds and/or levies. On a \$300,000 home that would be an increase of \$42 for the tax year. It should also be noted that this structure would lengthen the time to address those immediate need projects as the structure would take two tax years to collect what is collected in the first year of Option A.

Options C, D and E - \$46.4 million Capital Improvements Levy, plus Bond

- Option C structures the Capital Improvements Levy similar to Option A and adds in the elementary bond issue of \$36 million. The bonds would be sold starting in 2012 and tax collections would start in 2013 and run through 2033. The combined tax rate is projected to be \$4.93 in 2010-2012 and then step down to \$4.36 in 2013 and then another step down to \$3.92 in 2016.

- Option D structures the Capital Improvements Levy similar to Option A and adds in the middle school bond issue of \$67 million. The bonds would be sold starting in 2012 and tax collections would start in 2013 and run through 2033. The combined tax rate is projected to be \$4.93 in 2010-2012 and then step down to \$4.48 in 2013 and then another step down to \$4.07 in 2016.
- Option E structures the Capital Improvements Levy similar to Option A and adds in the high school bond issue of \$137 million. The bonds would be sold starting in 2012 and tax collections would start in 2013 and run through 2033. The combined tax rate is projected to be \$4.93 in 2010-2012 and then step down to \$4.62 in 2013 and then step down to \$4.41 in 2016.

The Capital Improvements Levy options both increase the tax rates over the current rate. Option A is an increase of 55 cents and provides for future bonds and levies within the structure. The future bonds could be addressed within the next few years. Option B is an increase of 14 cents and will have a level rate projected at \$4.52 for the next six years. This would require an increase in tax rates to add future bonds and levies to address the needs within the district.

Options C, D and E show the ability to add one or more bond projects in the future without raising the tax rates over \$4.93. The structure will also allow for the consideration of a replacement technology levy when the current levy expires in 2011.

At the July 13th school board meeting, a decision will need to be made regarding the potential election in November. This will allow for the appropriate resolution be brought to the board for the July 27th meeting.

Levy and Bond Options for November 2009 Election

- Assumptions:**
1. No assessed valuation growth in 2010 and 2011.
 2. AV growth of 3% from 2012 into the future
 3. Add last section of Kent Property transfer in 2014.

Option A: Six-year capital improvements levy with combined tax rate at \$4.93 in 2010, 2011, 2012
Rates step down in 2013 and into future for capacity to add future bonds and levies

	Capital Levy Amount		Cost per \$1000		Combined Rates
2010	\$ 12,000,000		\$ 1.20		\$ 4.93
2011	\$ 10,000,000		\$ 1.00		\$ 4.93
2012	\$ 11,700,000		\$ 1.14		\$ 4.93
2013	\$ 3,900,000		\$ 0.37		\$ 4.15
2014	\$ 4,400,000		\$ 0.40		\$ 4.15
2015	\$ 4,400,000		\$ 0.39		\$ 4.14
2016	\$ -		\$ -		\$ 3.74
2017	\$ -		\$ -		\$ 3.74

Option B: Six-year capital improvements levy with combined tax rate at \$4.52 in 2010 through 2015
Rates step down in 2016 and into future for capacity to add future bonds and levies

	Capital Levy Amount		Cost per \$1000		Combined Rates
2010	\$ 7,900,000		\$ 0.79		\$ 4.52
2011	\$ 5,900,000		\$ 0.59		\$ 4.52
2012	\$ 7,500,000		\$ 0.73		\$ 4.52
2013	\$ 7,800,000		\$ 0.74		\$ 4.52
2014	\$ 8,500,000		\$ 0.77		\$ 4.52
2015	\$ 8,800,000		\$ 0.78		\$ 4.52
2016	\$ -		\$ -		\$ 3.74
2017	\$ -		\$ -		\$ 3.74

Levy and Bond Options for November 2009 Election

- Assumptions:**
1. No assessed valuation growth in 2010 and 2011.
 2. AV growth of 3% from 2012 into the future
 3. Add last section of Kent Property transfer in 2014.

Option C: Six-year capital improvements levy with combined tax rate at \$4.93 in 2010, 2011, 2012
Rates step down in 2013 and into future for capacity to add future bonds and levies
\$36 million bond issue for elementary school replacement

	Capital Levy Amount	Cost per \$1000	\$36 mill Elem	Cost per \$1000	Combined Rates
2010	\$ 12,000,000	\$ 1.20			\$ 4.93
2011	\$ 10,000,000	\$ 1.00			\$ 4.93
2012	\$ 11,700,000	\$ 1.14			\$ 4.93
2013	\$ 3,050,000	\$ 0.29	\$ 3,150,000	\$ 0.29	\$ 4.36
2014	\$ 4,700,000	\$ 0.43	\$ 2,100,000	\$ 0.19	\$ 4.36
2015	\$ 4,950,000	\$ 0.44	\$ 2,100,000	\$ 0.18	\$ 4.36
2016	\$ -	\$ -	\$ 2,100,000	\$ 0.17	\$ 3.92
2017	\$ -	\$ -	\$ 2,100,000	\$ 0.17	\$ 3.91

Option D: Six-year capital improvements levy with combined tax rate at \$4.93 in 2010, 2011, 2012
Rates step down in 2013 and into future for capacity to add future bonds and levies
\$67 million bond issue for middle school replacement

	Capital Levy Amount	Cost per \$1000	\$67 mill Mid School	Cost per \$1000	Combined Rates
2010	\$ 12,000,000	\$ 1.20			\$ 4.93
2011	\$ 10,000,000	\$ 1.00			\$ 4.93
2012	\$ 11,700,000	\$ 1.14			\$ 4.93
2013	\$ 4,300,000	\$ 0.41	\$ 3,110,000	\$ 0.29	\$ 4.48
2014	\$ 4,250,000	\$ 0.39	\$ 3,899,000	\$ 0.19	\$ 4.48
2015	\$ 4,150,000	\$ 0.37	\$ 3,899,000	\$ 0.18	\$ 4.45
2016	\$ -	\$ -	\$ 3,899,000	\$ 0.17	\$ 4.07
2017	\$ -	\$ -	\$ 3,899,000	\$ 0.17	\$ 4.06

Levy and Bond Options for November 2009 Election

- Assumptions:**
1. No assessed valuation growth in 2010 and 2011.
 2. AV growth of 3% from 2012 into the future
 3. Add last section of Kent Property transfer in 2014.

Option E: Six-year capital improvements levy with combined tax rate at \$4.93 in 2010, 2011, 2012
Rates step down in 2013 and into future for capacity to add future bonds and levies
\$137 million bond issue for high school replacement

	Capital Levy Amount	Cost per \$1000	\$137 mill High School	Cost per \$1000	Combined Rates
2010	\$ 12,000,000	\$ 1.20			\$ 4.93
2011	\$ 10,000,000	\$ 1.00			\$ 4.93
2012	\$ 11,700,000	\$ 1.14			\$ 4.93
2013	\$ 4,300,000	\$ 0.41	\$ 3,107,000	\$ 0.28	\$ 4.62
2014	\$ 4,250,000	\$ 0.39	\$ 4,949,000	\$ 0.44	\$ 4.62
2015	\$ 4,150,000	\$ 0.37	\$ 7,956,000	\$ 0.68	\$ 4.61
2016	\$ -	\$ -	\$ 7,956,000	\$ 0.66	\$ 4.41
2017	\$ -	\$ -	\$ 7,956,000	\$ 0.64	\$ 4.38

EVALUATION OF STATED DISTRICT OBJECTIVES
2008-09 School Year
Auburn School Board

June, 2009

1. Objective--Recognize that the board is responsible for the quality of education in the Auburn schools.

Strategy

- a. Continue the instruction-curriculum assessment program as the number one priority of the board with emphasis on new mathematics standards to ensure results are at or above the state average. Ensure that new algebraic standards are implemented at middle and high school levels.**

Evaluation Statement:

The District Mathematics Steering Committee has completed mathematics power standards for distribution district wide, kindergarten through grade 12. The power standards will be distributed to classroom teachers for implementation during the 2009-10 school year. The power standards will provide structure and guidance for teachers to use in creating and using common (formative) assessments. Common assessments provide teachers with the information necessary to target instruction and reporting progress. Power Standards Examples Kindergarten, Middle School, and High School.

Training on the OSPI New Mathematics Standards was offered to high school and middle school math teachers. Twenty-five high school and 40 middle school teachers participated in the trainings held in the Board Room. Training was provided by Puget Sound ESD. Mathematics Standards Training Flyer.

Mathematics teachers at the middle schools continue to implement Algebraic Thinking at grades 6, 7, and 8. These teachers utilized the weekly lesson notes, newsletters, assessment skill builders and manipulative math tools included with the program. Six weeks prior to the April, 2009, Mathematics WASL, the teachers used WASL preparation items to help students prepare for the State assessment. Middle school teachers participated in monthly "Algebraic Thinking Booster Sessions" conducted by the Auburn School District Algebraic Thinking Mathematics Coach. The coach provides professional development focused on instructional strategies to use in the classroom. The Algebraic Thinking Olympics took place during the last week of May and first week in August. Students at each middle school had the opportunity to use their algebra skills through competitions such as "Fact Master Relay Race," and "Capture the Integer." All middle school students participated in this event. Algebraic Thinking Olympics.

The Key Elements to Algebra Success (KEAS) supplemental materials used in Algebra 1 classes continues to provide teachers and students at the middle and high school tools and strategies for success in Algebra 1. Middle school and high school Algebra 1 teachers continue to collaborate by attending monthly professional learning communities where they share information about the implementation of the KEAS program and receive professional development on instructional strategies and topics relevant to teaching Algebra 1 concepts.

On the May 11 Waiver Day, 90 grade 3-5 teachers, including resource room teachers, self-contained program teachers, and Title/LAP teachers received training on computational fluency. Inservice and instructional materials were provided by the Origo Mathematics Company. Similar training will be provided to our primary teachers in August. [Origo Training Flyer](#)

Frameworks for Algebra 1, [Geometry](#), and Algebra 2 have been drafted and will be available for teachers to implement during the 2009-2010 school year. The framework documents are a guide that aligns mathematics standards to assessment. The frameworks provide a quick glance at the level of cognitive demand, vocabulary, and the teaching and learning resources aligned with a particular mathematics standard within an instructional unit. The frameworks connect to the mathematics power standards. Mathematics frameworks for middle school are being developed.

- b. Convene a district improvement committee to develop a three-year Auburn School District strategic plan for closing the achievement gap for diverse populations and low income and high mobility demographics as well as improving the quality and opportunities for learning beyond standards. Develop a standards-based learning district.**

Evaluation Statement:

In August, 2008, the Auburn School District Board of Directors commissioned a committee to develop a three-year District Strategic Improvement Plan to address the learning needs of all students and to close learning gaps. Membership of the District Strategic Improvement Plan Committee represented a diverse group of stakeholders, including an OSPI district improvement facilitator, education consultants, parents, community members, students, teachers, and administrators. To include student voice and feedback, elementary and secondary student focus groups were also included throughout this process. At a minimum, the committee met twice each month from September, 2008, through March, 2009. Throughout their work, stakeholders at all levels were regularly informed of the processes and outcomes. The committee presented its final work and recommendations to the school board during their March, 2009, and April, 2009, school board meetings. The [District Strategic Improvement Plan](#) and committee recommendations were adopted for implementation by the Auburn School District Board of Directors on April 13, 2009. The District Strategic Improvement Plan is posted to the Auburn School District Website and a brochure is being completed to communicate the plan to parents and the community. The brochure will be available for distribution August, 2009.

- c. Continue to review and evaluate student achievement in relationship to school programs. Expect that grade levels will show improvement on the Washington Assessment of Student Learning (WASL) with expectation that performance will, be at or above the state average.**

Evaluation Statement:

At the time of this annual Evaluation of Stated Objectives, the 2009 grade 3-8 and high school WASL results have not been returned to the district from OSPI.

In preparation for the 2009-10 district-wide implementation of the District Strategic Improvement Plan, the departments of student learning and school programs modeled the use of student assessment data within a Professional Learning Community setting for the principal cadres. Professional Learning Communities will be implemented district wide within grade levels and between grade levels to increase student achievement through examination of student assessment results to adjust and differentiate classroom instruction. During the April, 2009, elementary school and middle school principals meetings, student assessment data was examined. Elementary principals examined the district second grade fluency Dynamic Indicators of Basic Early Literacy Skills Assessment DIBELS Scores. Middle school principals reviewed eighth grade mathematics MAP assessment results, and student semester grade data Cascade, Mt. Baker, Olympic, and Rainier Middle Schools. High school principals received their school's winter, February, 2009, Collection of Evidence (COE) results. The COE is a state-approved alternate assessment for students to demonstrate proficiency in reading, writing and mathematics. The winter COE results indicate the Auburn School District outperformed the state in reading, mathematics and writing through this alternative to the WASL assessment. See the full Winter COE summary

Collection of Evidence
District Summary Report
February, 2009, Submissions

Auburn School District	Reading	Writing	Math
Percent Met Standard	76.9%	62.5%	96.2%
State of Washington	Reading	Writing	Math
Percent Met Standard	68%	48.6%	86.4%

Middle school Learning Assistant Program (LAP) teachers received training this spring on program components that will bring them into compliance with LAP rules and regulations as well as enable them to provide more targeted assistance to their students and support their colleagues in the use of assessment data in the general classroom. Training included, reviewing the district LAP Handbook and PowerPoint; developing sufficient LAP plans, DIBELS for sixth grade; instructional materials alignment to standards; MAP assessments; and Skyward Student Report generation. Secondary administrators responsible for supervising the LAP program implementation in their buildings will be provided training on these components on Wednesday, June 17.

- d. Explore and expand communication vehicles in order to further keep community well informed in the various areas of district programs and services and profile successes of Auburn schools. Collect perceptual data from an array of stakeholders for district improvement.**

Evaluation Statement:

The District Strategic Improvement Plan Committee conducted an extensive study of both student performance data and school perceptual data. For the school years, 2005-06; 2006-07; and 2007-08 the committee reviewed state assessment results, discipline records, student and staff demographics, on-time graduation rates, extended graduation rates, and the drop-out

rates for the Auburn School District. Additionally, school perceptual survey data aligned to the Nine Characteristics of High Performing Schools was collected from thousands of district staff, students, parents and community members. The Center for Educational Effectiveness in Redmond conducted and tabulated the perceptual survey results for the district. The results were correlated to the Nine Characteristics of High Performing Schools. Data from student assessments and the school and district perceptual surveys was triangulated to develop a clear picture of the overall performance of the district.

All schools have updated SWIFT websites that allows parents to access information, school calendars and teachers' email addresses. In addition, a few principals have created their own distribution lists that include parents and community members in order to keep their families updated of local events within the school house. In order to generate and collect the perceptual data from our local families, Skyward Family Access was used to send an email directly to families where we had email addressed for, to encourage them to take the survey. Rainier Middle School also was the first middle school to pilot Student Access in the late spring of 2009. Open lines of communication between business partnerships and community are a trademark of CTE. "FOCUS" CTE newsletter is distributed two times a year, fall and spring; advisory meetings three times a year with specific agendas as attached; and the Auburn School District CTE district-wide plan is presented to the school board each year. It is an overview of the work that the Advisories CTE Advisory Group and Program teachers have worked on along with Perkins Grant Approval.

- e. Continue to emphasize citizen involvement in curriculum and textbook decisions. Collect perceptual data from an array of stakeholders.**

Evaluation Statement:

Parent representation was added to the K-12 Language Arts Committee and the Human Growth and Development/HIV-AIDS Committee.

The final 874 meeting of the year was held at the Muckleshoot Tribal College on May 28. Parents were invited to attend the training on use of Skyward Family Access. This training will be offered again to parents in the fall of 2009,

Throughout April, 2009, the district provided hundreds of staff, parents, and community members opportunity for providing input into prioritizing the level of importance of district levy funded programs. Response Clicker Technology was utilized to collect and tabulate responses to 96 PowerPoint slides. The district program priorities were aligned to the Mission Statement of the Auburn School District

- f. Develop enrichment programming for students in elementary and middle schools. Raise expectations that students will meet benchmark standards by ninth grade allowing increased enrichment opportunities for post-secondary preparation.**

Evaluation Statement:

Enrichment opportunities at middle school level span the scope of academics by adding a minimum of 20 minutes per day in Content Fundamentals classes that address both intervention and enrichment. In addition, two of the middle schools have increased their

enrichment (honors) course sections in 2008-09; with additional sections being considered for the 2009-10 school year. Terminal Park Elementary continues to house the elementary gifted program, with all students that were invited to the program in the spring of 2008 committing to the program for the 2008-09 school year, the first time that this has occurred.

g. Provide a range of technical and alternative learning that meets the needs of all students with emphasis on new technology and funding.

Evaluation Statement: :

APEX, Auburn School District's online alternative, is aligned to Washington State standards. APEX is offered for mathematics grade 3-5 all content area subjects for middle and high school levels. High school students also have access to an array of Advanced Placement courses. Over 700 Auburn School District high school students will have accessed on-line learning courses through the Auburn School District [APEX Learning](#) subscriptions during the 2008-09 school year. APEX Learning courses will be utilized during the 2008-09 summer school programs at Auburn High School, Auburn Riverside High School, and Auburn Mountainview High Schools. A final report from APEX Learning regarding the number of Auburn students who accessed and completed APEX Learning courses during the 2008-09 school year will be available to the district after August 31, 2009.

h. Convene a comprehensive stakeholder review of the Auburn School District middle school model including standards-based learning, master schedules, enrichment, electives, teaming, honors, and learning priorities.

Evaluation Statement:

The middle school review has been rescheduled to begin in the fall of 2009, with an anticipated one year timeline to determine best practice and learning priorities for the middle school model.

i. Review the effectiveness of the STEP program model.

Evaluation Statement:

A review of the effectiveness of the STEP program model was completed in May of 2009 and shared with the school board subcommittee of student programs and the department of student learning. Indicators of the review included a cost analysis of the program, academic placement of students in high school Advanced Placement (AP), WASL results, and a comparative of Auburn's STEP Program to similar sized local school districts. Review results will be shared in a July public school board meeting.

j. Continue to provide high quality inservice programs for classified and certificated staff. Encourage certificated and classified staff members to continue their pursuit of professional and university credit growth.

Evaluation Statement:

Training on the OSPI Math Standards was offered to middle and high school math teachers. This training was a result of a request from the K-13 Math Steering Committee. Approximately 65 teachers participated in the training held in the board room. Training was provided by Puget Sound ESD.

Middle School Algebraic Thinking Booster Sessions were held throughout April and May for math teachers. Training is delivered by Auburn School District's Algebraic Thinking math coach.

Key Elements to Algebra Success (KEAS) refresher trainings were offered in May for teachers teaching Algebra 1 at the middle and high school. The trainings were provided by the National Training Network. The topics presented were based on results from a National Training Network survey the Auburn School District Algebra 1 teachers responded to earlier in the spring. The refresher training provided Algebra 1 teachers opportunities to continue to collaborate between schools, share information about the programs implementation, and practice instructional strategies that integrate mathematic manipulative tools into the lesson to reinforce abstract concepts.

The Department of Student Learning and Rainier Middle School DSL partnered to bring Mr. Rick Wormeli to Rainier Middle School. Mr. Wormeli's presentation was open to any district employee who wanted to attend. Mr. Wormeli is a leading authority on the use of standards-based grading.

Stewart Anderson, a member of the OSPI Science Assessment Leadership Team (SALT), which is instrumental in the writing of the science WASL test, provided a full-day inservice on the new OSPI science standards to grades K-5 teachers. Mr. Anderson provided a walkthrough of the changes in the standards and devoted time providing examples of instructional methods for science inquiry.

In early April, a team of 22 administrators and teachers attended the National Professional Learning Communities Institute in Phoenix, Arizona. This institute was an important follow-up to the training that Dr. Many has provided to the Auburn School District. The institute provided the 22 attendees opportunity to increase their understanding to include a working knowledge of how to successfully implement collaborative teams within the school. Institute topics also included developing common formative assessments and a pyramid of interventions.

Department of student learning staff, along with building administrators, attended the spring Washington Education Research Association (WERA) Conference in SeaTac. Sessions attended included data dashboards, highlights of the new WASL which will be delivered using technology, standards-based teaching and learning with Dr. Larry Ainsworth, and SOAR which is an online data center for district-wide student assessment information accessible and easily disaggregated by teachers and administrators.

English language learner (ELL) instructional staff has participated in an extensive array of inservice trainings throughout this school year. Plans are under way to send a contingent of

our ELL staff to various summer trainings as well. Follow-up for CORE team training is scheduled throughout the month of May and June. The OSPI Achievement Gap video conference series ran three consecutive Tuesdays in May. Approximately 28 ASD employees participated in the series. Ten Auburn School District employees, including para professionals, certificated teachers, and principals, attended the 2009 Washington Indian Education Conference the first weekend of April.

Classified inservice was provided two times in the 2008-09 school year. Feedback evaluations from classified employees were rated as a 4.5 out of 5 criteria. .5 being the highest number possible. The number of employees involved was up 15 percent. Feedback from the inservice advisory committee was positive about the improvement of the days.

- k. Continue to incorporate Futurescape, The Next Generation into district program development and planning and provide a Futurescape, The Next Generation to the community. Utilize this work as a guide in the development of a district improvement plan.**

Evaluation Statement:

Futurescape, The Next Generation was provided to parents at all open houses in 2008-09 school year. Additional copies were sent to each school. This work provided a guide to the development of the completed District Strategic Improvement Plan that was completed in April of 2009.

- l. Maintain open, quality communication between the school board and the superintendent.**

Evaluation Statement:

School board president established an active and viable system of communication with the superintendent on behalf of the rest of the board. Superintendent notified individual school board members about high profile incidents in school district and community. School Board Objectives were aligned with the Superintendent's goals as well as Cabinet Goals.

The board of directors and superintendent worked together to participate in the WSSDA Conference and Legislative Conference. Dash boards for school board oversight were developed. Board protocols were reviewed and updated. Board subcommittees met and reviewed major district initiatives. A board workshop on program priorities and results of district surveys was conducted on January 31. Presentations to the school board are identified by board subcommittee review and stated links objectives format.

- m. Board president will work with the superintendent to develop director section of board agenda.**

Evaluation Statement:

The school board president solicited input from directors on a regular basis for establishing director agendas including board workshops topics, reporting, decision making, board reviews and information.

A new board president continues work with the superintendent to refine board protocols for community participation as well as define workshops for the board links. The Lighthouse project was reviewed for board. The results of the District Employee Satisfaction Survey were reviewed.

n. Maintain a process for reviewing and updating board policies.

Evaluation Statement:

Policies were submitted in a timely manner and passed by the board.

o. Stay apprised of the district implementation of the state standards and student progress in achieving those standards.

Evaluation Statement:

Changes in the [Washington Assessment System](#) were presented in an OSPI webinar and at the Spring 2009 WERA Conference. The department of student learning, curriculum, instruction and assessment committees, information technology staff, and principals are kept apprised regarding the updates and changes that will be implemented to the Washington State K-12 Assessment System and OSPI content area standards.

p. Provide uniform and consistent art programs at the secondary level and monitor implementation of classroom-based assessments.

Evaluation Statement:

The department of student learning and the department of information technology staff have developed a system for teachers to submit Classroom-based Assessment (CBA) data to the district office through the Skyward Student System. On June 12, 2009, teachers across the district will enter student CBA completion information for the 2008-09 school year. The District Goal 2 Committee, along with the Equivalency Credit Committee, identified specific OSPI classroom-based assessments in the areas of the arts, health and fitness, and social studies to be completed by students. The identification of the CBAs included the equivalency areas in career and technical education. The linked Auburn School District [CBA Schedule](#) is a document which aligns the grade level, course, and CBA as required by OSPI and the state legislature. In July, 2009, the department of student learning will report to OSPI the number of students in the Auburn School District who have completed the CBA requirement.

2. Objective--Provide education which is multifaceted, enabling students to make life choices based on a broad variety of educational experiences.

Strategy

a. Promote teaching that places priority to the teaching of standards-based basic skills, technical skills, and higher-level thinking skills.

Evaluation Statement:

The district Standards-Based Reporting Executive and Steering Committees have reviewed samples of standards-based reporting tools from other districts. This committee will analyze these sample documents as potential templates to be used in developing standards-based reporting tools for the Auburn School District aligned to our district content area Power Standards. Standards Based Reporting is included in the 2009-12 District Strategic Improvement Plan as Objective 1.c of Goal 1 “Student Achievement.”

b. Support the development of professional learning communities for effective decision making and problem solving for increased student achievement.

Evaluation Statement:

On August 7, all district administrators received introductory Professional Learning Community training by Puget Sound ESD. Follow up sessions at principal cadre meetings including, presentations and book studies, conducted at October, November, and December principal meetings. November 12 - 15, selected district administrators attended the National PLC conference in Seattle. All district administrators were given in-depth training by noted researcher, author and practitioner in PLC, [Dr. Many](#) on November 25 from 1:00 pm till 7:30 pm. Breakout sessions were specially designed for Cabinet, elementary and secondary principals and a general session for all administrators in the district. Evaluations of the training demonstrated that 91 percent of administrators scored the overall PLC training program as excellent while 9 percent scored it as good. Plans are in place for training leadership teams on January 24 for sites and departments that will reach 300 district leaders. Training is also available for the school board on that date.

On Saturday, January 24, 2009, 288 administrators, teacher leaders, district improvement committee members and school board directors participated in the next phase of [professional learning communities](#) inservice. The inservice was, led by Dr. Tom Many and included both large group presentations and school team break out sessions. The event was held at Auburn Mountainview High School.

In February 2009, 14 Auburn School District employees received additional PLC training in Phoenix, Arizona. The [PLC Journey](#) for Auburn School District is continuing.

In March, the Inservice Advisory recommended that PLC be the training for the entire staff in September.

In May, principals reviewed the White River School District PLC model in action and also participated in PLC training with Bob Eaker, noted authority.

c. Support development of programs which improve the motivation of students and their abilities to work with others for the achievement of goals. Share data about high school course selections with public in a district or community publication.

Evaluation Statement:

Incentive and motivational programs throughout the school district include partnerships with Kiwanis “Bringing Up Grades” (BUG) program in the elementary schools, Rotary grants that allowed each kindergartener and sixth grader to attend Mary Olsen Farms, Soroptimist and Auburn Parks and Recreation support for the Olympic Leadership Academy (OLA) and the Chamber of Commerce’s leadership in the High School Career Conference. In addition, student-of-the-month programs and Associated Student Body (ASB) programs offered at each level promote leadership and accountability for student goal setting with their peers. High school common course manuals are available online for each school, specific course enrollment by school and class are also available.

d. Provide effective substance abuse awareness programs.

Evaluation Statement:

The 2008 Healthy Youth Survey (HYS) results were shared through a video conference on April 22, 2009. Result for all Auburn participating schools was distributed. Auburn Mountainview received a copy of a power point to use when sharing their HYS Highlights; a word document of their grade 10 and their grade 12 HYS results. Cascade, Mt. Baker and Rainier Middle School each received a copy of a PowerPoint to use when sharing their HYS highlights. Cascade grade 6 and grade 8 HYS results; Mt Baker grade 8 HYS results; and Rainier grade 6 and grade 8 HYS results are included as links. As required by the 2009-12 District Strategic Improvement Plan, the results of the HYS will be used in each of these building’s School Improvement Plans.

e. Continue to maintain and improve diversity programs and materials which will increase the awareness and appreciation of the diverse community in which we live.

Evaluation Statement:

The Diversity Committee sponsored the Achievement Gap video conference series and has produced an electronic communication bulletin that will be distributed quarterly.

In addition, Gildo Rey Elementary partnered with a local organization to support and provide parents with instruction to help them acquire English language skills

f. Continue to make diversity a consideration in the recruiting process.

Evaluation Statement:

The district is being recognized by OSPI this year for the efforts in hiring culturally diverse employees. The standing committee for hiring minorities has made recommendations and will continue to meet with the goal of the district to have staff reflect our demographics.

g. Promote school-directed opportunities for students to be involved in community service and good neighbor activities.

Evaluation Statement:

All Auburn schools participated in a February, 2009, annual Auburn Food Bank food drive which collectively supports the communities of Auburn, Algona, and Pacific. High school clubs also participated in the Clean Sweep Program in May, 2009, of the Auburn Community's Annual event. A number of good neighbor activities, including providing Thanksgiving meals for needy families, holiday clothing drives, giving trees, and an Honor Society (Angel Drive) drive to collect gloves and hats for the homeless, demonstrates our schools are effectively connecting to their communities.

h. Continue partnering with the business sector for community-based learning.

Evaluation Statement:

On April 15, 2009, students from Auburn High School, Auburn Riverside High School, and West Auburn High School had the opportunity to participate in the annual Rotary Job Shadow day. They shadowed Rotarians from various occupations to learn more about their business and what they do.

On May 2, 2009, the Auburn Performing Arts Center hosted the 26th Annual Rotary Scholarship Show starring Hannah Weekes and Darius Ruckers. District personnel, including administrative staff, maintenance and operations staff, instructional staff and students, were an integral part of the planning and execution of this event. The Rotary Scholarship Show included a dinner and VIP packages. All proceeds from the event go towards scholarships for Auburn School District senior students.

Each year, the Auburn School District hosts the Community Lab Business Appreciation Luncheon to applaud the participating businesses for their continued support of the Community Lab students and program. On May 28, 2009, 24 business representatives attended along with 15 district representatives and three Community Lab students. Several long-time business representatives attended for the first time this year. The luncheon included student, parent, and business speakers who individually expressed how they have personally benefited from the Community Lab program. Community Lab continues to increase and foster their partnership with the Auburn business community as staff developed four new business sites this year resulting in about forty participating businesses.

On June 8-10, 2009, a group of high school students from Auburn Riverside High school participated in a science sail excursion hosted by Foss Waterway Seaport in conjunction with the Salish Sea Expeditions. The Marine Biology students, under the guidance of their teacher Phil Myka, had the opportunity to attend two classes in preparation for the sail. The sailing expedition included conducting experiments using oceanographic equipment, sailing and navigating the ship, and anchoring at a marine state park.

i. Continue to provide appropriate transition programs for students with special needs and apprise parents of opportunities.

Evaluation Statement:

In December, 2008, through January, 2009, special education staff from all high schools attempted to contact 2008 graduates for the CCTS Post-School Surveys (56 diploma; 15 drop out). Results were released last month and are located on the Seattle University's Center for Change in Transition Services (CCTS) website. Information is currently being gathered in order to contact 2009 upcoming graduates. This data collection is required by OSPI and included in the IDEA federal grant application. As of June 8, 2009, 2/6 King County School To Work project students for 2008-09 are currently employed before they graduate: one at Southcenter Mall and one at a local bakery. A third student has been offered a job but the position was declined by the family due to transportation issues. The other vendors are still looking for positions for the remaining students. Two of four eligible families have decided to participate in King County School to Work project for 2009-10. Two other families aren't participating due to concerns about loss of social security benefits and medical issues related to their child. The two participating families have selected a vendor and will be engaged in paid work this summer. At Individual Education Plan (IEP)/transition/re-evaluation meetings, families are being apprised of opportunities for their student to participate in the Community Lab Program. Also, recruiting within the special education classrooms is taking place. Students are already being setup for fall positions, this is a two part application process, student interviews, teacher references, employer interviews and worksite visitations.

j. Provide appropriate transition programs for students ages 18 to 21 that have special needs.

Evaluation Statement:

In February, 2009, building design began for the new facility targeted to be ready for student occupancy September, 2009. Program will be located adjacent to the Administrative Annex and Auburn High School and include a 2300 square foot facility. A team of administration and teaching staff from Auburn High School have met on several occasions to design and discuss program needs. Further planning will continue throughout the spring and summer. This new program will be called the Transition Assistance Program (TAP). Work on planning on this new facility continues to progress. The new target date for student occupancy is October, 2009.

k. Monitor the new middle and high school transition behavior programs.

Evaluation Statement:

Regular communication continues between each building and administration of student special services, ensuring effective student programming, compliance, and appropriate staffing. The focus of this cycle has been on the transition of students from one level to the next; i.e., elementary to middle and middle to high. Careful planning for clear communication and relationship building has taken place to promote the smooth transition of students to the next level.

l. Have a school board presentation on enrichment opportunities for elementary, middle, and high school students beyond standards.

Evaluation Statement:

A school board presentation on APEX, an on-line program that provides enrichment for our students in grade 4 and above in mathematics at the elementary level, and multiple content areas in the middle and high school level, is scheduled for September, 2009.

m. Review student led conferences at secondary schools.

Evaluation Statement:

Student-led conferences, combined with senior portfolio presentations occurred at each of the high schools during 2008-09. The most recent student led conference occurred at Auburn Mountainview and West Auburn High School in June, 2009. At the senior level, our schools completed final portfolio activities and student-led conferences involving a presentation of the portfolio contents and beyond high school plans to parents, advisor, and guests in a structured environment.

3. Objective--Continue to strive for responsible student behavior.

Strategy

a. Continue to require effective and appropriate student discipline for all students at the building level.

Evaluation Statement:

New Auburn School District administrators and administrative interns received training in August on district discipline procedures and best practices. Student special services then offered monthly seminars for all Auburn administrators that included the topic of discipline. In addition, all long-term suspension letters are reviewed by the executive director of student services. Working collaboratively with principals, building teams are guided on effective behavior intervention planning for students with special needs. Principals consult on the type and duration of discipline to impose. Written guidance is provided to building administrators as reminders to legal requirement and district expectations.

b. Encourage schools to reward responsible student behavior.

Evaluation Statement:

Multi-tiered recognition programs include: Student-of-the-Month, lunch with the principal, recognition awards, school awards for respect, Good Deed Bucks in addition to awards where students recognize other students for good citizenship. Programs such as Kapturing Kids Hearts, Student Self Manager, and D.A.R.E. also promote and reward responsible student behavior at the elementary level.

c. Distribute the district dress code policy to parents at least three times per year at secondary schools.

Evaluation Statement:

Dress code updates were provided to parents at least three times per year in the secondary schools. Distribution and communication occurred in newsletters, handbooks, websites, and school/community events.

d. Disseminate new electronic device policy and procedures to staff, students, and parents.

Evaluation Statement:

Student handbooks were updated and/or new policy was sent to all families in the fall of 2008.

e. Support character development and leadership programs in all schools.

Evaluation Statement:

Character development and leadership programs exist at each level, including Second Steps/Steps to Respect, Student Council, Love and Logic, and Kelso's Choices at the elementary level. Associated Student Body (ASB), Builder's Club (Kiwanis), Where Everybody Belongs (WEB), Leadership Class, and Rachel's Challenge, and Olympic Leadership Academy (OLA) at Olympic Middle School are available for our secondary schools. For the first time, Olympic's Native American Student Association (NASA) program also worked in collaboration with the Muckleshoot Tribe to sponsor a POW WOW in May, 2009.

f. Continue to collaborate with Cities and Schools Forum to provide the Reaching Out Fair.

Evaluation Statement:

The Reaching Out Fair was held on October 9. School Board leadership was key to the oversight of the Cities and Schools Forum event. The fair included a week of assemblies at each of the middle schools, essay contests, performances and dancing with the principal. It was a successful event as measured with other fairs over the years. The committee conducted a critical review of the event inviting members of the Cities and Schools to participate. The event was reviewed as an agenda item at the Cities and Schools forum in April for consideration and design. The final review is included in the [Reaching Out Fair](#) minutes of November 12. The Cities and Schools Forum endorsed the Reaching Out Fair model with recommendations.

The Reaching Out Fair committee met two time in May and June planning for the 2009 Reaching Out Fair. The next Reaching Out Fair will be held on October 8, 2009.

g. Monitor quarterly the incidents of bullying.

Evaluation Statement:

The district maintains a list of the various programs used in individual schools related to bullying prevention and training.

The buildings track the number of incidents of bullying and report these incidents on a quarterly basis.

4. Objective--Continue to encourage open communication among the board, district patrons, students, and staff.

Strategy

- a. Have superintendent present a “state of the district” message to board at second board meeting in September and put the accompanying PowerPoint on the district website.**

Evaluation Statement:

The superintendent presented the [“Compelling Future”](#) to the school board on September 22. He also presented versions of the “Compelling Future” at the administrative retreat on August 7, Kiwanis on August 13, the all-district meeting on August 27, Lions Club on September 9, District Improvement Committee on September 17, Auburn Area Chamber of Commerce on September 15 and Auburn High School PTA on September 30. The superintendent’s “Compelling Future” is posted on the district website and upon request was sent to principals for use in the development of school improvement plans.

Completed on September 22. The superintendent updated the compelling future presentation as a keynote at the district classified staff inservice on March 13. The superintendent continued to deliver the Compelling Future at the following community events: Auburn Rotary (January 14); Chamber Education Comm (February 5); Leadership Institute (March 11); and Kiwanis Noon Club (March 12).

- b. Implement, as appropriate, specific recommendations of the 2004-05 Citizens’ Ad Hoc Committee. Report, in matrix format, progress of recommendations.**

Evaluation Statement:

An update of the Ad Hoc matrix was provided to the school board at their fall retreat on October 25, 2008. The areas of the report are New Facilities and Modernization, Instructional Technology, Childhood Fitness and Nutrition and Community Use of District Facilities.

New Facilities and Modernization: Two areas of focus accomplished were the review of district facilities and the development of the Facilities Master Plan. The board determined to place bond and capital improvements levy on the ballot for the March 10, 2009, special election. Both issues failed. The board will need to determine next steps to address the aging facilities.

Instructional Technology: Family Access has been implemented district wide so that parents are able to view their child's progress, grades, and attendance. This has been a very positive addition to parent communication. Student Access is the next level that is being opened up for students to view their progress and grades. The pilot schools have found this to be an exciting method for students to monitor their progress. Clicker technology is now available in all schools. Buildings annually submit their technology plans for review and implementation. These are very fluid documents that address the changing needs within a building and new and emerging technology applications to the classrooms.

Childhood Fitness and Nutrition: The culinary arts program at Auburn High School has changed with the district Child Nutrition Services being responsible for the breakfast and lunch program. This has seen a dramatic rise in the number of students accessing the free and reduced lunch program. The ASB's continue to work on the challenges of losing the revenue from the vending machines. The Child Nutrition Services director continues to seek new sources for fresh fruits and vegetables through federal and state grants. He has also instituted the Garden Project to grow our own fruits and vegetables as well as the many other grants to make nutrition a part of the learning for students at the elementary level.

Community Use of District Facilities: Rate structures were changed in 2006-07 school year and the district has seen an increase in the amount of revenue to offset some of the costs of community use of our facilities. Partnership is being formally developed with Auburn Little League. There are a number of different groups and agencies that use our facilities. There are 45 youth sports related users, 14 homeowners associations, 13 performing arts groups, 11 churches, five colleges, three fire and police, and three for profit groups, along with the City of Auburn.

c. Maintain quality and open communications between board members.

Evaluation Statement:

The board president worked with the new superintendent to establish appropriate lines of communication between the board and the superintendent. An array of subcommittee meetings for academic progress, collective bargaining protocols, budget, facility naming/renaming, employee survey design and results, open meetings, board policy.

The work is ongoing including: Bond and levy development and promotion; levy and bond presentation to Chamber Government Affairs on February 3; and agenda and minutes review and approval process were clarified.

With the fiscal crisis, the board optimized transparency and participation in making \$4 million dollars of reduction for the 2009-10 school year. The board met in subgroups to review reductions proposals. The program priorities and district strategic improvement plan were used as guidelines for areas of reduction. Community forums were held to allow program priority input for budget reductions. The board was flawless in the protocols with email communication with patrons as well as the hundreds of participants who attend the board meetings when reductions occurred by board resolution.

d. Continue to hold board meetings which encourage public input from community and explore other methods for dialogue with community.

Evaluation Statement:

The school board continues to structure regular communications with the community using board schedules that involve PTA and School presentations every month. On three occasions this fall, district and community members have approached the board regarding CTE and transportation changes for the 2008-09 school. In all instances, board has responded in writing to the concerns raised at the public meeting. Agendas are published electronically for community access. School board protocols were revised on December 11 by a board subcommittee for better alignment to legal and best practice standards for public meetings.

With current statute and best practice, large numbers of teacher attendance at board meetings were handled with skill and grace. The board participated in community forums in April listening to feedback about program priorities and reductions. ELL concerns, a quasi-judicial hearing, and STEP program issues were handled by the board with genuine response and transparency.

- e. Individual board members will maintain accessibility to community, staff, and students and will attend school functions, community events, and visit classrooms as they are able.**

Evaluation Statement:

Board members participated in 22 school open houses during the months of September and October. Board members are active participants in the Chamber of Commerce, Soroptimist, AYR, PTA, Citizens for Schools, and Cities and Schools Forum meetings and events. In addition, they attended school music, reading, nutrition, school improvement and activity programs this fall. They attended the Good Ol Days Brunch with administrators on August 9 and welcomed staff at the New Teacher Reception on August 20.

The board continues to be visible and accessible to the community, staff attending school functions during this quarter such as: DARE graduations, school curriculum nights, holiday music presentations, school play, fundraisers for non-profits and Auburn Citizens for Schools, city ground breaking ceremonies, Chamber activities, gang awareness, PTA Reflections, Celebration of Learning, state basketball playoffs, Beyond High School, awards assembly, and graduation. The board participated in community forums for budget reductions and responded to citizen inquiries by email and board meetings.

- f. Provide board liaison to PTA Council.**

Evaluation Statement:

The school board was represented at PTA council on September 9 and October 14. No meeting was held on November 11, a holiday. Council and Regional PTA officers presented at the General Principals "PTA and the Principal" on November 18.

PTSA met again on January 13. The board was represented and a presentation of the levy and bond occurred, resulting in a Council endorsement of the Proposition 1 and Proposition

2. Levy and bond presentations were presented at all PTSA schools in January, February, and March.

The board was represented at PTA council events such as their annual recognition dinner in March and the Reflections event in May.

- g. Board members will make every effort to be active in different community activities where the district needs representation.**

Evaluation Statement:

The school board participated in a host of community events this past fall including Good Ol' Days, Reaching Out Fair, KSARC, Valley Counseling Services, White River Valley Museum, Auburn Food Bank, Grief Works, Rachel's Challenge at Olympic and Fort Lewis Military Education Presentation.

The board continued to represent the community with a variety of venues including: Chamber Coalition, WSSDA Regional meeting, the WSSDA legislative conference, ACS fundraiser, Soroptimist fundraiser, AR fundraiser, and ACAP fundraiser, National School Board Conference, Cities and Schools forum, Olympic Pow Wow, and Communities in Schools fundraiser.

- h. Provide training for new board members.**

Evaluation Statement:

The board members are actively engaged in professional development. Members serve in WSSDA leadership positions including executive board, resolutions, and board committee representation. The board attended legislative conference, State Board Meetings, WSSDA State Conference in Spokane this fall. They attended a variety of sessions at the NSBA Conference including student achievement, bargaining, foundation development, board leadership, employee relationships, effective board collaboration, and fiscal challenges. They model lifelong learners and attend sessions that are shared between board members and the administration in a collaborative fashion, seeking ways to enhance the knowledge and skills of board leadership.

The board continues to explore ongoing professional development with a review of the Lighthouse project as a possible avenue for building capacity for board brinksmanship and training new board members.

- i. Use media and district website to provide ongoing communication with school district community.**

Evaluation Statement:

The district publishes on a quarterly basis in the Auburn Reporter, first updating the community on student programs that show the philanthropic side of our students, followed by district efforts to reduce costs through Green Initiatives, and then highlighted the Master Facility Plan and proposed capital and/or bonds.

The March 27 edition of the Auburn Reporter highlighted state budget reductions results of the bond and levy election as well as the announcements of community input forums for program priorities for the 2009-11 budget cycle. It also provided recognition for schools of distinction and outstanding students and staff accomplishments.

The new district website was unveiled in February. A new format, better search engine, and clear delineation of staff and community information makes for a more usable communication tool. The new site provides the superintendent a board communication space for important message and issues.

j. Reduce amount of paper and postage used for communication by using electronic options whenever possible.

Evaluation Statement:

Electronic data bases have been created to store and access, discipline results, assessment results, and Master Facility Plans. School Messenger, SWIFT and Family Access provide electronic access and communication for school and family. District publications such as [Inside Your Schools](#), Staff Links, [FOCUS](#), School Performance Reports, and Emergency Information Brochure are produced and distributed via electronic format. The district is remodeling the current Website for easier access and usefulness with an improved marquee, board policy usage by community members and search engine. Also, operational forms and documents are being organized into an intranet data base for employee use.

At the same time, the board has gone to electronic options. There is also an interest in developing a cache of publications that provide the patron or prospective client attractive marketing information. These options will be explored in the next year as the new district website will be on-line and the marketing of the district strategic improvement plan and a rebranding become important.

k. Establish board subcommittee to review student learning and school program progress as well as impacts of state board and OSPI policies.

Evaluation Statement:

The board established an academic review subcommittee. The committee met prior to the board meeting of December 8, reviewing NCLB and Washington State Accountability as it relates to district assessment results and district improvement.

On Monday, February 23, 2009, prior to the school board meeting, the board academic review subcommittee met with Rod Luke and Louanne Decker regarding Waiver Days and Building Level Professional Development. The subcommittee was apprised regarding the Waiver Day focuses and configurations at various schools. The Building Professional Development and Technology Implementation Plans (PDTIP forms) from various schools were also shared and explained. Following the academic subcommittee meeting, there was a school board presentation on Waiver Days. The presentation was made by administrators and staff from Evergreen Heights Elementary, Mt. Baker Middle School and Auburn Riverside High School.

The district strategic improvement plan was approved by the school board after it had been reviewed by the board achievement subcommittee and recommended for consideration.

1. Board workshops will convene in the fall of 2008.

Evaluation Statement:

The board conducted a workshop on October 25. The topics included a comprehensive review of the Master Facility Study, 2004 Citizens Ad Hoc Recommendation update, accountability for academic performance discussion and PLC introduction. Other special workshops are planned for December 15 and January 31.

On December 15, the board met to study and deliberate the school improvement bond issue and the capital levy propositions. The board completed a workshop on January 31 reviewing community surveys related to the district improvement plan development and employee survey results. The board also completed a program priority survey using electronic tools for levy dependent programs. They also received a primer on Finance 101 as it related to the cost of programs and their dependence on levy resources.

5. Objective--Maintain close contact and awareness of matters dealing with district personnel, morale, and the labor negotiation process.

Strategy

a. Continue to provide a program for recognizing staff excellence and years of service.

Evaluation Statement:

The recognition of staff excellence and years of service were completed by June, 2009. Additionally, the board selected and awarded volunteers with a Gold Star recognition each quarter of the 2008-09 school year.

b. Continue the program that recognizes one staff member and one student per month at a board meeting and one community member quarterly.

Evaluation Statement:

This goal of recognition of staff and student per month was completed June, 2009.

c. Continue board labor relations committees. Maintain strong working relations with all labor groups with an emphasis on problem-solving approaches to concerns.

Evaluation Statement:

Labor relations are improving. There were fewer grievances filed by the Auburn Education Association (1) then the previous year (3). The Public School Employees Association filed fewer grievances (8) than the previous year (12).

- d. Monitor and supervise the negotiations of all seven labor contracts and stay apprised of the work of the labor management team.**

Evaluation Statement:

Settlement with the Auburn Education Association was accomplished in June which is the first time in nine years. Currently, the PSEA/T has four outstanding issues and we are projected to settle before the end of June. We are hoping to complete PSEA negotiations before the start of the 2009 school year.

- e. Board will conduct a climate survey with staff in the fall of 2008.**

Evaluation Statement:

The climate survey was conducted and completed in the fall of 2008. Over 700 employees participated in the survey. The board reviewed the survey at a board workshop in January, 2009.

- f. Receive regular updates regarding the status of labor relations.**

Evaluation Statement:

The board was kept apprised throughout the certificated bargaining process and played a major role in assisting in the June settlement. Continued work with the subcommittees will occur during the summer.

6. Objective--Maintain sound budgetary practices in all district operations.

Strategy

- a. Monitor district revenues and expenditures on a timely basis. Work to rebuild the district fund balance.**

Evaluation Statement:

The board has a goal of a fund balance between 3% and 5% ending fund balance. Monthly summary reports are provided to the board. Ending fund balance for year-end 2007-08 was \$7,202,333. Total percentage fund balance was 5.92% of 2007-08 expenditures. Ending fund balance in 2006-07 was \$4,793,491.

Five Year History of Ending Fund Balance:

2003-04	\$7,916,847	
2004-05	\$7,000,819	
2005-06	\$5,192,713	
2006-07	\$4,793,492	
2007-08	\$7,202,333	
2008-09	\$7,510,864	Projected

b. Stay apprised of special, private, federal, and state grants and receive monthly grant reports.

Evaluation Statement:

State and federal grants are tracked via OSPI I-grants. Amy Spence produces a monthly report describing grant applications schools and the district has submitted. Grants are listed in the monthly financial statements for review by the board.

Summary:

- 7 grants from US Department of Agriculture totaling \$3,095,160
- 15 grants from US Department of Education \$5,763,615
- 3 grants from US Department of Health Social Services \$1,194,000
- 20 grants from OPSI totaling \$20,164,055
- 1 King County Performing Arts grant \$2,600
- 8 PTA Grants \$17,664
- 58 Corporate grants \$36,667
- 34 grants from various agencies 365,909

7. Objective--Continue to work toward adequate financial and community support of public schools.

Strategy

a. Work to support district needs through involvement with the three city governing boards located in the district, Muckleshoot Tribe, and Green River Community College by participating in the Cities and Schools Forum.

Evaluation Statement:

The board participated on the Cities and Schools Forum on October 22. They also invited the members of the forum to participate in a critical review of the Reaching Out Fair on November 12.

The next Cities and School Forum meeting was held on April 22. The forum members made recommendations for the 2009 Reaching Out Fair.

b. Support WSSDA and NSBA.

Evaluation Statement:

The board is an active member of WSSDA, attending conferences and meetings and serving on WSSDA committees including the board, executive committee, and resolution committee. All the board attended the WSSDA conference in Spokane on November 19 through November 22. Board members also serve in a leadership role with WSSDA.

The board was represented at multiple regional WSSDA meetings. The superintendent attended a WSSDA workshop on engaging the community on budget challenges on February 28. The board and superintendent attended the NSBA conference on April 4-7.

c. Apprise state and federal officials involved in making decisions which affect Auburn schools about the needs of the district.

Evaluation Statement:

The board established legislative priorities and combined with Kent and Tahoma to create a unified approach to issues such as adequate funding, unfunded mandates, 728 and transportation. The board had representation at the State Board of Education meeting on the Washington Accountability Index. Unfortunately, the event had to be cancelled because legislators were tied up in the legislation sessions and were unavailable for a December event.

The board's legislative chair attended the WSSDA legislative conference February 8-9 along with the superintendent.

Board members attended the Auburn Area Chamber legislative events throughout the year culminating with a recognition of elected officials.

d. Communicate to state and federal legislators the need for fiscal support of public education such as school construction, education reform, needs of students with disabilities, transportation costs, etc.

Evaluation Statement:

The school board voted unanimously on November 24 to join the NEWS consortium to force the legislature to comply with its paramount duty and ample requirements of the state constitution.

The board received an update on March 9 regarding the progress of the NEWS consortium litigation. The trial will begin on August 31.

e. Host a meeting with local legislators prior to the start of the session to review the district's concerns.

Evaluation Statement:

A concerted effort of school boards in Kent, Auburn and Tahoma was made to host a December 3, legislative night. Unfortunately, legislators were not available and the event was cancelled.

On February 9, board legislative chair and superintendent met with legislators in Olympia to address WSSDA issues.

f. Communicate district's legislative priorities to candidates for elected positions.

Evaluation Statement:

Auburn, Kent, and Tahoma developed a document of legislative priorities that provide senate and house representatives with information on impact issues such as transportation, 728

funding, school construction and unfunded mandates. This document of legislative priorities was mailed to legislators who serve patrons in the Auburn, Kent and Tahoma School Districts.

The superintendent met with Representative Adam Smith at the educational round table on February 18 to discuss NCLB and AYP sanctions.

g. Review initiatives for November, 2008, and determine whether or not to take a position.

Evaluation Statement:

There were no initiatives with impact on education on the November ballot or this year.

h. Determine whether propositions for the school district need to be placed on a ballot.

Evaluation Statement:

Facility Master Plan and enrollment projections were shared with the board at their October 25, 2008, workshop. Board determined to place two issues on the ballot for March 10, 2009, election. This was a \$239,000,000 construction bond to replace three aging schools (Auburn High School, Olympic Middle School and Terminal Park Elementary School) and a \$46,400,000 capital improvements levy to address the areas deemed as essential improvements to district facilities.

8. Objective--Provide and maintain adequate physical facilities consistent with educational needs.

Strategy

a. Continue to monitor enrollment projections, the need for new district facilities, and the impact of growth.

Evaluation Statement:

The Facilities Master Plan Steering Committee determined that a new middle school was not needed in the next five years. Enrollment projections show that there will be a need for portables at Lakeland Hills Elementary and boundary adjustments will be needed to balance middle school enrollment.

Two portables are to be added at Lakeland Hills Elementary and two to Mt. Baker Middle School for the 2009-10 school year. A modular building will be placed adjacent to the Annex to address the needs of the Transition Program for 18-21 year olds.

b. Review the master facility plan for the improvement of school facilities.

Evaluation Statement:

The Facilities Master Plan Steering Committee held a series of eight intensive 4 plus hour meetings to review all facilities and develop recommendations to the cabinet and school board. Those recommendations were presented to the board at their October 25, 2008, workshop.

From the work of the Steering Committee, the board determined to place a bond issue to replace AHS, Olympic, and Terminal Park and to make improvements via a capital levy at 18 schools and six support facilities.

Both ballot measures failed and decisions will need to be made about when to place these measures before the voters a second time. The maintenance department and capital projects departments are examining the items that will need immediate attention.

c. Encourage technology enhancements, throughout the district, that are in balance with other instructional strategies.

Evaluation Statement:

New and emerging technologies are explored and tested in learning environments. Determinations are made after instructional/learning benefits have been evaluated. Clicker response technology and mobile computer labs are the being provided to schools as a part of the building technology deployment plan. The buildings submit their technology plans annually and implementation of those plans and scheduled as plans are submitted. Each school has the ability to determine the distribution of the technology to meet the needs of staff and students.

Throughout the 2008-09 school year, the eBeam Complete interactive whiteboard system, developed by Ludia Systems, was piloted in elementary, middle, and high school classrooms. In May, 2009, the eBeam pilot was deemed a success and established as the district standard interactive whiteboard tool. The eBeam is a fully featured interactive whiteboard system that converts any dry-wipe board or indeed any flat surface into an interactive whiteboard. It has all the functionality of a traditional fixed size interactive whiteboard, in any size up to 8' x 4', for less than half the price of an equivalent sized interactive white board system. eBeam enables complete control of your desktop from the board or flat surface. The user can annotate over any open application, import, save and manipulate annotations and captured objects in the systems scrapbook, create dynamic content for classroom lessons and promote whole class teaching and increased interaction with the students. The user can control and annotate over PowerPoint presentations and save the mark ups into the original file. Connecting to the internet classroom lessons can be broadcasted to remote learners or the work can be sent to a server or computer hard drive for saving for later use. The eBeam presents a whole new set of options for a teacher. During the 2009-10 school year, eBeam systems will be deployed across the Auburn School District with professional development offered by the vendor.

d. Determine if there is a need for the attendance area committee to convene.

Evaluation Statement:

October 1 projections show a need to convene a boundary committee review in the spring to balance enrollment at south end middle schools and determine feeder patterns for high schools from new developments. An examination of Lea Hill area elementary schools may also need to be considered. Determination of future attendance areas will be needed to be adjusted to address middle school balance. The boundary review may need to be considered for 2009-10.

9. Evaluation of objectives.

Strategy

- a. Prior to establishing objectives for the 2009-10 school year, the board will evaluate 2008-09 objectives.**

Evaluation Statement:

A meeting is scheduled for June 17 with the board committee (president and vice president) to review the first draft of the evaluation of the 2008-09 board objectives.

10. Support families in collaboration with community services.

Strategy

- a. Encourage parent involvement in the schools and in the educational process of their children.**

Evaluation Statement:

In the fall of 2008, all parents were sent their passwords in order to review their student's grades and attendance on Family Access through Skyward. In addition, each school had an open house and many had curriculum nights and other community events to encourage families to access the programs within the school house. Chinook Elementary hosted a Kindergarten Outreach program on a quarterly basis that allowed parents to learn which skills would be expected outcomes of kindergarten. Parents were encouraged to bring their children to this event and participate in the activities to model the learning.

- b. Provide electronic access to parents of their student(s) attendance and academic progress.**

Evaluation Statement:

Family Access has been implemented district wide so that parents are able to view their child's progress, grades and attendance. This has been very positive addition to parent communication. Student Access is the next level that is being opened up for students to view their progress and grades. The pilot schools have found this to be an exciting method for students to monitor their progress. The data below shows Student Access and Family

Access. From the data, it can be observed that students are actually using the system in greater numbers than parents and guardians.

Student Access		
Month	Number of Logins	Number of Individual Students
SEPTEMBER	8,843	1,695
OCTOBER	26,755	2,878
NOVEMBER	20,142	2,740
DECEMBER	16,259	2,337
JANUARY	28,892	2,744
FEBRUARY	16,736	2,812
MARCH	34,302	3,984
APRIL	23,059	2,574
MAY	27,602	3,103
TOTAL:	202,590	
Parent Access		
Month	Number of Logins	Number of Individual Parents
SEPTEMBER	8,346	1,940
OCTOBER	15,166	2,109
NOVEMBER	10,689	1,616
DECEMBER	7,988	1,424
JANUARY	15,077	1,582
FEBRUARY	8,486	1,321
MARCH	14,211	1,567
APRIL	9,765	1,363
MAY	11,164	1,390
TOTAL:	100,892	

c. Provide early identification and intervention services to support families.

Evaluation Statement:

In April, 2009, an additional preschool program was initiated at Arthur Jacobsen Elementary. This program was added to address the continued growing numbers of preschoolers qualifying for special education preschool services within the Auburn School District. This new program will be moving to Alpac to begin in the fall of 2009. This change is necessary to ensure sufficient sections available in the south end of the district, working to keep children close to their homes/daycares, and create support efficient district transportation.

d. Promote the development of early learning structures within the community to reduce the achievement gap prior to the start of kindergarten.

Evaluation Statement:

Auburn School District's Early Learning Providers Group was invited to apply for a competitive Bill and Melinda Gates Grant. The focus of the grant centers on innovative ways to increase student achievement through early intervention at the PreK-8 level. The team crafted a multi-tiered plan that involves support and training for parents, preschool and childcare providers, and district kindergarten teachers. Grant awards are to be announced in June, 2009.

Staff development was provided to all kindergarten teachers by the district early childhood special education program specialist on the May 8 waiver day. The focus of this workshop was on the smooth transition of children from special education preschool to kindergarten. This workshop was well attended by both special education teachers and kindergarten teachers and received high praise.

- e. Endeavor to ensure every graduate has the standards based and salable skills necessary to manage the business and affairs of their family, achieve full employment, and assume a productive role in society.**

Evaluation Statement:

The Auburn School District career and technical education (CTE) courses have partnerships with local schools, businesses, labor, and community organizations to support full employment of our students in these programs. Students are able to earn college credit through articulation agreements with these organizations. In addition, students in our Community Lab Program currently access at least 20 local businesses for on the job training and integration that support life skills and employment.

- f. Collaborate with local agencies to utilize school facilities outside the normal school day to meet family, student, and community needs.**

Evaluation Statement:

City of Auburn is providing after school programs in a number of our schools. Community-based groups such as Auburn Little League, Auburn Youth Football, Auburn Youth Soccer, and AAU teams use our fields and gyms on a fee basis for their programs. Discussions continue with Auburn Little League about long term field use arrangements.

Partnership is being formally developed with Auburn Little League. There are a number of different groups and agencies that use our facilities. There are 45 youth sports related users, 14 homeowners associations, 13 performing arts groups, 11 churches, five colleges, three fire and police, and three for profit groups, along with the City of Auburn.

- g. Ensure staff development regarding the role and availability of private and public agencies and services that can help and support families experiencing difficulties.**

Evaluation Statement:

School counselors are encouraged to meet with the executive director of special student services on a quarterly basis. Additional resources are provided to school counselors throughout the year to families to support their needs and aid in accessing support services. Various agencies have attended school psychologist and school nurse meetings, sharing services to support families. One school psychologist serves on the monthly regional Interagency Staffing Team (IST), working to support students and their families in crisis.

h. Collaborate with other agencies, organizations, and groups in making instruction in parenting skills available to interested adults.

Evaluation Statement:

This objective was completed in February, 2009. No additional updates for this reporting period

i. Encourage continuing development of school-based private provider child care programs at each elementary school site as space is available.

Evaluation Statement:

On-site child care has been offered for elementary students at Arthur Jacobsen, Ilalko, Hazelwood, Gildo Rey, Lake View, and Lea Hill; this is an expansion of two buildings from the 2007-08 school year. In addition, a comprehensive list of childcare providers is maintained and updated on the school district website. On-site childcare providers are working with building principals to confirm space for the 2009-10 school year. At this time, no changes are anticipated in the number of providers or locations of programs.

j. Meet with community daycare providers regularly to support their efforts to improve student learning.

Evaluation Statement:

On May 28, 2009, the second training this year for our Early Learning Providers Series on Early Literacy was provided. There were 38 local licensed childcare and preschool providers in attendance at the training. Each participant received a free Big Book (provided by Harcourt) for shared reading and handouts detailing instructional strategies on vocabulary and literacy instruction. Clock hours were available for district staff who attended both trainings and STARs credits was available for the preschool and childcare providers.

k. Expand full day kindergarten based on parent interest, financial resources, and space availability.

Evaluation Statement:

On May 27, 2009, the lottery for tuition-based full-day kindergarten (FDK) was held. During the 2009-10 school year, the Auburn School District will offer eight sections of tuition-based FDK. The sites include: Lea Hill, Arthur Jacobsen, Hazelwood, Dick Scobee,

Evergreen Heights, Ilalko, and Lakeland Hills Elementary Schools (two sections will be held at Lakeland Hills). In addition, one “Academic Intervention” section of FDK will be held at Chinook Elementary related to their Reading First program. (Attached [FDK Handbook](#))

I. Provide family collaboration services in a variety of languages in order to reach all Auburn School District stakeholders.

Evaluation Statement:

TransACT is the premier provider of multi-lingual parent notification documents to school districts nationwide. The Auburn School District subscribes to TransACT services. TransACT usage has steadily increased since adding the pass-through linked shortcut to the district website and the expansion of district masters of translated documents now available to staff and administrators. The trending graphs on page 4 of the [TransACT usage report](#) show a marked increase in accessing this tool. Classified staff training on the use of TransAct is scheduled for October, 2009.

2009-2010

Board Objectives Development Criteria

1. Frameworks for the development of the 2009-2010

School Board Objectives for the promotion of student achievement through planning, policy setting, advocacy and monitoring performance were utilized:

Washington State School Board Standards

Iowa Lighthouse Study of High Achieving Districts

2. The Auburn School District Strategic Improvement

Plan was a central driver for the development of the school board objectives.

3. Previous Board Objectives of significance were included in the 2009-2010 objectives.

4. Measurement Criteria of board objectives that feature scheduled, frequent monitoring by the board including performance data, record data, perceptual data and evaluative statements.

5. Format for the board objectives will need to be determined.