About Cascadia Technical Academy

WHO WE ARE

Cascadia Technical Academy (previously known as the Clark County Skills Center) is a cooperative partnership between nine Clark County school districts and Educational Service District 112 serving approximately 1,100 high school students each year.

This is our first-ever Report to Our Community, and we’re excited to share with you the great work we do at Cascadia Tech. Whether you have kids in school or not, we hope you enjoy what you find here.

Learn more about us online! cascadiatechnicalacademy.org

@cascadiatechacademy

OUR STUDENTS

BY GENDER

57% MALE
43% FEMALE

BY DISTRICT

30% EVERGREEN
22% VANCOUVER
18% BATTLE GROUND
6% EACH CAMAS, LA CENTER, WASHOUGAL, WOODLAND
3% HOCKINSON
2% RIDGEFIELD

TOTAL 2018-19 ENROLLEES= 1,085

OF 2017 GRADUATES ENROLLED IN HIGHER EDUCATION 43%

COMPLETIONS & CERTIFICATIONS

PAST 5 YEARS

Student completion rate* % Students with one or more industry certifications % Completers who have continued in their chosen industry of study

SCHOOL YEAR:
2017-18 1,044 students
2016-17 1,059 students
2015-16 1,110 students
2014-15 1,101 students
2013-14 1,077 students

* Completed a minimum of 360 hours of instruction with a C or higher.

OUR PROGRAMS

CULINARY, BAKING & PAstry ARTS
1-2 year program, started in 1983
4 industry certifications available
30 college credits available
71 enrolled students

APPLIED MEDICAL SCIENCES (AMS)
1 year program, started in 1983
3 industry certifications available
10 college credits available
98 enrolled students

DENTAL
1-2 year program, started in 1983
6 industry certifications available
14 college credits available
92 enrolled students

COSMETOLOGY
1-2 year program, started in 1983
2 industry certifications available
94 enrolled students

AUTOMOTIVE TECHNOLOGY
1-2 year program, started in 1983
3 industry certifications available
20 college credits available
109 enrolled students

IT SYSTEMS, SERVICE & SUPPORT (ITS)
1-2 year program, started in 1983
4 industry certifications available
20 college credits available
55 enrolled students

PRE-ENGINEERING DESIGN TECHNOLOGY
1-2 year program, started in 1991
2 industry certifications available
6 college credits available
37 enrolled students

CRIMINAL JUSTICE
1-2 year program, started in 1996
6 industry certifications available
15 college credits available
103 enrolled students

FIRE SCIENCE
1-2 year program, started in 1991
6 industry certifications available
12 college credits available
94 enrolled students

ADMIN, OFFICE PROFESSIONAL
1-2 year program, started in 1983
3 industry certifications available
19 college credits available
27 enrolled students

FASHION DESIGN
1-2 year program, started in 1984
4 industry certifications available
6 college credits available
38 enrolled students

CONSTRUCTION TECHNOLOGY
1-2 year program, started in 1987
2 industry certifications available
19.5 college credits available
69 enrolled students

HOUSING & TOURISM
1-2 year program, started in 1991
4 industry certifications available
10 college credits available
21 enrolled students

DIESEL TECHNOLOGY
1-2 year program, started in 1983
3 industry certifications available
35 college credits available
80 enrolled students

AVIATION TECHNOLOGY
1-2 year program, started in 2014
7 industry certifications available
50 college credits available
97 enrolled students

The above data is current as of November 2018.
In the mid-1980s, Joan Huston and Paul Huddleston were students at Woodland High School. Neither planned to go to college, but both had an interest in technology. That interest led them to the Computer Technology and Digital Services Technology programs (now one program called ITS) at Cascadia Tech (then Clark County Skills Center).

Three decades later, Huston is the new assistant director of Cascadia Tech, and Huddleston is the athletic director for Woodland Public Schools. Both credit their Cascadia Tech experiences with helping them find their careers.

Computers were just beginning to revolutionize the workplace when the two were in high school. Huston overheard an older student raving about her experience at Cascadia Tech, so she went to see her high school counselor about it. “My counselor tried to talk me out of Computer Technology,” recalls Huston. “It was the ’80s, and it wasn’t something a girl should do, but I was adamant that I wanted that program. I’m so glad I advocated for myself.”

She and Huddleston both discovered that Cascadia Tech was exactly what they needed. Huddleston, a high school athlete, found the program to be compatible with his extracurricular activities, since the sessions were in the morning. Huston discovered a love of learning that carried over into her studies at Woodland High School.

 “[Cascadia Tech] literally put me on a different path in life that I never could have imagined for myself,” says Huston. “My [Cascadia Tech] instructors taught me how to learn and gave me the confidence to believe I could succeed. They also gave me experience and the skills needed to work and pay my way through college.”

Huston became her family’s first college graduate. She credits a Cascadia Tech instructor, who insisted she attend college and helped her with the enrollment and registration process. Huston says, “I could have never done it without her. She believed in me.” Huston went on to become a teacher, then a school administrator, now at Cascadia Tech.

“The assistant director position at Cascadia Tech was what I have been preparing for my entire working life,” she says. “I earned my CTE [Career and Technical Education] Director certificate while teaching in Woodland and hoped to use it someday. I believe in career and technical training, because it’s made me who I am. I believe our students at CTA can have the same experience I had, and I know many of them do.”

Like Huston, Huddleston also found his way to college and pursued a career in education. He loved technology, but there weren’t a lot of technical college options at that time. He ultimately decided to go to community college for his associate’s degree, then got his bachelor’s in elementary education from Central Washington University.

“I decided on education because I liked working with kids, and I knew that if I taught I could also coach,” he explains. “Sports and technology are the two things I’m passionate about.”

Huddleston’s passion for technology and experience from his Cascadia Tech program created opportunities for him when he began teaching in the Kalama School District.

“When I first started teaching, the internet was just starting, and computer networking was just hitting schools,” says Huddleston. “Thanks to my tech skills, I was able to help fellow teachers when they were having issues. My superintendent realized my abilities and created the technology/athletic director position for me.”

In 2010 Huddleston took the position of athletic director for Woodland Public Schools. He still had a passion for the trades, so he went through the CTE Director Internship Program to also become the CTE director at Woodland for three years. This year he decided to only focus on one director position (athletics), but he is keeping up with technology by teaching an AP computer science class. He still frequently sees his former classmate, friend and fellow “tech nerd” Joan Huston.

As for Huston, she is excited to be working with the teachers at Cascadia Tech in her new leadership role.

“We share a passion for CTE and for student success,” she says. “We see and understand our students’ potential. It’s our job to ready them for the workforce and to help them see the potential in themselves.”
A Plan to Revitalize Our Facilities

PHASE 1
Construct a new main building (est. $29 million) and remove the old 200 and 300 buildings

The new two-story structure will house the following service-sector programs:
- Culinary, Baking & Pastry Arts
- Dental
- Applied Medical Sciences
- Administrative Office Professional
- Fashion Design
- Hospitality & Tourism
- Criminal Justice

This replacement building will also serve as the new core of our campus and will have all of our multi-use spaces, including our restaurant and community meeting rooms.

Cascadia Tech serves our partner districts and the community by providing event spaces and meeting rooms for more than 100 different events per year. These events provide valuable learning opportunities for our students within our programs and are a significant community service to many different local stakeholders.

PHASE 2
Replace the original 100 building with a new building (est. $21 million) that is 20% larger

This new building will serve three existing production-sector programs and one additional new program:
- Diesel Technology
- Automotive Technology
- Construction Technology
- New Industrial Tech Program TBD (Possibly Robotics & Advanced Manufacturing)

This will enable us to match our instruction to current industry standards in these high-demand industries and allow more students to be served.

FUNDING
Core funding for this revitalization plan comes from the state of Washington. What is required locally is a minimum 10% match funding (Cascadia Tech currently has $1.1 million in reserve for matching funds). The following are the estimated costs (state and local match) for each phase:

**Phase 1**
- State Funding: $25,829,911
- Local Match: $2,869,991
- Total: $28,699,902

**Phase 2**
- State Funding: $18,712,744
- Local Match: $2,076,861
- Total: $20,769,605

FACILITY REVITALIZATION PLAN TIMELINE

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<tr>
<th>WINTER 2019</th>
<th>SPRING 2019</th>
<th>WINTER 2021</th>
<th>FALL 2022</th>
<th>WINTER 2023</th>
<th>SPRING 2023</th>
<th>FALL 2025</th>
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<tbody>
<tr>
<td>Seek state funding for Phase 1</td>
<td>Obtain local match funding for Phase 1</td>
<td>Seek state funding for Phase 2 planning and design</td>
<td>Move in to new 200/300 building</td>
<td>Seek state funding for Phase 2 construction</td>
<td>Obtain local match funding for Phase 2</td>
<td>Move in to new 100 building</td>
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OUR WORK

Over the past 35 years, Clark County’s skills center—Cascadia Tech Academy—has prepared nearly 30,000 students for well-paying jobs, many right here in Clark County.

Each year, roughly 7 out of 10 of our students continue in their industry of study upon graduation—either by going directly into the workforce or by furthering their educations through our partner colleges, trade schools and apprentice programs. Overall, more than 40% of our students each year go on to some form of higher education as their next step following graduation. It’s no wonder then that we receive frequent local, state and national recognition for excellence in Career and Technical Education.

Preparing a great workforce

“When planning for a future economy, it is important to understand that all industries are dependent on a talented workforce that has technical skills and/or degree attainment. Clark County’s future economy requires a skilled workforce with training in career technical education (CTE) and access to higher education science, technology, engineering and mathematics (STEM) degrees.”

- Columbia River Economic Development Council (CREDC)
Clark County Comprehensive Economic Development Plan 2018-2023

EMPLOYMENT SECTORS
CLARK COUNTY, 2016 *

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<tr>
<th>Sector</th>
<th>Percentage</th>
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<tr>
<td>Knowledge</td>
<td>29.4%</td>
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<tr>
<td>Production</td>
<td>25.2%</td>
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<tr>
<td>Service</td>
<td>43.3%</td>
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Though on the decline nationally, Clark County’s production sector is expected to increase 16% by 2026.

By 2026, Clark County’s knowledge-based workforce is expected to grow 13.3%. On average, these jobs pay 50% more than jobs in the other two sectors.

*SOURCE: CREDC CLARK COUNTY COMPREHENSIVE ECONOMIC DEVELOPMENT PLAN 2018-2023