

Work-Integrated Learning Advisory Committee Meeting Minutes

Regular Meeting

Via Zoom Meeting/June 16, 2022

Members in Attendance: Representative Sharon Tomiko Santos
Senator Lisa Wellman
Amy K. Anderson, representing WTB
Chris Alejano, representing Workforce Training Board (WTB)
Daniel Salazar, Employment Securities Department
Derek Jaques, representing K-12 Career and Technical Education (CTE) educators
Krista Fox, representing community and technical colleges
Maddy Thompson, Governor's Office
Rebecca Wallace, designee to the Superintendent of Public Instruction (OSPI)

Members Not in Attendance: Representative Mike Steele
Senator Ann Rivers
Denise Reddinger, representing school counselors
Larry Brown, representing WTB
Marie Bruin, State Board for Community and Technical Colleges (SBCTC)

Staff to the Committee: Samantha L. Sanders, OSPI
Jessica Poyner, OSPI
Jill Diehl, OSPI

Public Attendees: Alissa Muller, State Board of Education
Andrew Clemons, ESD
Angie Mason-Smith, Washington-STEM Senior Program Officer
David Beard, SOWA
Jenée Twitchell, Washington-STEM Chief Impact Officer
Kendra Reiser
Kevin Davis, CTE Director & Principal Granite Falls School District
Mark Wreath, CTE Director Vancouver Public Schools
Maud Daudon, CCW Executive Leader
Shandy Abrahamson, OSPI Office of Native Education
Stephanie Nelson-WA State House Republicans
Tim Knue, Washington ACTE
Trevor Justin, CCW Lobbyist
Varuna Raj, SOWA Intern

Land Acknowledgement: Recognition of the Traditional Territories of Indigenous Peoples was delivered by Jessica Poyner, Administrative Assistant for the Career and Technical Education Department at OSPI.

Call to Order: Co-chair Derek Jaques established a quorum and called the meeting to order at 1:07 pm on June 16, 2022. Derek Jaques moved to approve the May 19, 2022, minutes. Senator Wellman seconded. Maddy Thompson abstains. The motion passed unanimously with six members absent at the time of approval. Representative Santos moved to approve the agenda with amendments. Seconded by Rebecca Wallace, the motion passed unanimously with six members absent at the time of approval. Attendance was taken using a Chat box protocol and an audible roll call of committee members. No public comments were made.

Spotlight on Existing Programs-Granite Falls School District: Kevin Davis, CTE Director & Principal at Granite Falls School District, gave an overview of the programs in the district. The school has system-wide efforts to implement or expand Work-Integrated Learning at the alternative high schools of Open Doors and Crossroads. Presently, there is no Work-Site Learning program at the high school, but work is being planned to develop the WSL program. Additionally, the district is exploring software and working with local businesses (Snohomish STEM Network) that would host a work-site student. The district has plans to identify possible opportunities for youth internships, compile resources at GFHS to assist students in Work-Based Learning such as counseling and classified support, and hire a-new work site instructor at the Crossroads alternative high school.

Spotlight on Existing Programs-Chief Leschi Schools: Nancy Nelson, CTE Director at Chief Leschi Schools recorded a presentation that showcased the programs at the school. Chief Leschi used the WILAC grant to start an internship program at the school. The program is part of the school's overall CTE program. The entire secondary school schedule is built around CTE. Chief Leschi Schools offers five pathways aligned with tribal entities: Hospitality/Culinary Arts, Science and Engineering/Natural Resources, Education Careers, Health Sciences/Medical Careers, and Audio-Visual Technology. An implemented internship program could serve as a capstone for all five pathways. Elements of Education Partners helped them secure funding to support their program. They provided curriculum and professional development for teachers, created community connections, provided materials for mentors, and drafted templates for permissions slips and agreements. Barriers to implementing the internship program included transportation, schedule conflicts, student awareness, and COVID. This presentation is included as attachment "A" – Launching a Secondary Internship Program-Chief Leschi Schools.

Spotlight on Existing Programs-Vancouver Public Schools: Mark Wreath, Career and College Readiness and CTE Director at Vancouver Public Schools, gave an overview of the district's Career Connected Learning program. This included school-based enterprises and internships such as the Passport Café and Catering, Hudson's Bay HS Student Store (The Eagles Nest), Fort Manufacturing, Horticulture Plant Sale, and IQ Credit Union Branch Internship. Vancouver Public Schools has a

new Partnership with PIC or Partners in Careers focusing on student internships and teacher externships. This presentation is included as attachment "B" – VPS CTE WSL Committee Presentation.

Career Connect Washington-Progress to Date & Enrollment Information: Maud Daudon gave an overview of Career Connect Washington and its core elements. Jenée Twitchell, Washington-STEM Chief Impact Officer, and Shandy Abrahamson, OSPI CTE Tribal Engagement Specialist focused on CCW's Implementation Approach to their achieving their goals and Tribal Engagement work. Jenée shared CCW's progress to date in equity measurement and mandate for reporting and measuring progress by specific demographics in Washington state. Daniel Salazar, with the Employment Securities Department, gave an overview of currently endorsed and developing K-12 Career Launch programs. Rebecca Wallace, Assistant Superintendent of the Secondary Education and Pathway Preparation division at OSPI, concluded the presentation with a discussion of collaboration between the Office of Superintendent of Public Instruction and CCW to create future opportunities in K-12 by focusing on what creates the most transformative educational experience in service to students. This presentation is included as attachment "C" – WILAC CCW Progress to Date and Enrollment Presentation.

Building Equitable, Sustainable Dual Credit-Eisenhower High School Grant Report: Jenée Twitchell, Washington STEM Chief Impact Officer highlighted and discussed the Dual Credit: Eisenhower High School Grant Report. This report uses course-taking & outcomes data, staff & student surveys, student empathy interviews, and family focus groups to analyze and understand low dual-credit numbers. For more information, review the [Equitable Dual Credit Toolkit](#). This presentation is included as attachment "D" – Washington STEM Equitable Dual Credit Project Eisenhower High School.

Public Comment, Final Announcements, and Conclusion of Meeting: No public comments were made. Derek Jaques encouraged members to complete the [Member Response Survey](#). Representative Santos moved to adjourn the June 16 meeting and Rebecca Wallace seconded the motion. The meeting was adjourned at 2:30 pm

Launching a Secondary Internship Program

Chief Leschi Schools Project

Funded with WILAC Grant



A large, stylized feather graphic in a light beige color, positioned on the left side of the slide. It has a central rachis with many fine barbs extending outwards, creating a fan-like shape.

About Chief Leschi Schools

- Formerly Puyallup Tribal School
- Founded in 1976
- 650 students, PreK-12
- State-Tribal Education Compact School
- 100% of our students are Native American
- 2/3 Puyallup Tribe, over 60 other tribes represented among remaining students

Our CTE Story

- Revamp of CTE program over summer 2020
- I joined the team October of 2020
- Secondary schedule is built around CTE



Five Pathways Aligned with Tribal Entities



– Hospitality: Culinary Arts

- Chief Leschi School Food Service
- Emerald Queen Casino, Hotel and Food Service
- New restaurant coming



Five Pathways Aligned with Tribal Entities



- **Science and Engineering:
Natural Resources**
- Fisheries and Shellfish Dept
- Land Use Office
- Hunting and Wildlife Dept



Five Pathways Aligned with Tribal Entities



– Education Careers

- Chief Leschi Schools
- Grandview Early Learning
- Youth Center



Five Pathways Aligned with Tribal Entities



- **Health Sciences:
Medical Careers**
- Puyallup Tribal Health Authority
- Salish Cancer Center
- Elder Services Wellness Center



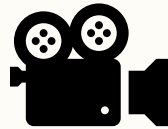
Five Pathways Aligned with Tribal Entities



- **Audio Visual Technology**
 - Chief Leschi Schools
 - Emerald Queen Casino Entertainment Division
 - Puyallup Tribal Communications



Internships could
capstone all five!



Audio & Visual Technology Pathway

CLUSTER	COURSE NAME	9th	10th	11th	12th
AUDIO & VIDEO TECHNOLOGY	Graphic Design	●	●	●	●
	AV Production 1- Broadcast Journalism		●	●	●
	AV Production 2- Video Production			●	●
	Digital Photography 1 & Yearbook			●	●
	AV Tech Internship			●	●



Elements of Education

(WILAC grant funded partnership)



Elements of Education
PARTNERS

Schools and Programs

The Next Move is all about your future – what's next?





next MOVE

Intro to Internship
WORKBOOK

Curriculum, Professional Development

- Weekly teacher support
- Community Connections
- Materials for Mentors
- Permission slips and agreements



Challenges

- Transportation
- Schedule conflicts
- Student awareness
- Covid



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Results!

"I think an internship is a good way to get a head start on what you want to do after you graduate."

Gabryal Laugharn

"Other kids should do internships because it helps you before you have a job. You know you don't have to be scared of your future."

Benjamin McKinney





Will it work?





Let me know if you have
questions!

Nancy Nelson

Nancy.nelson@leschischools.org

CTE Director
Chief Leschi Schools
253-445-6000 x3018





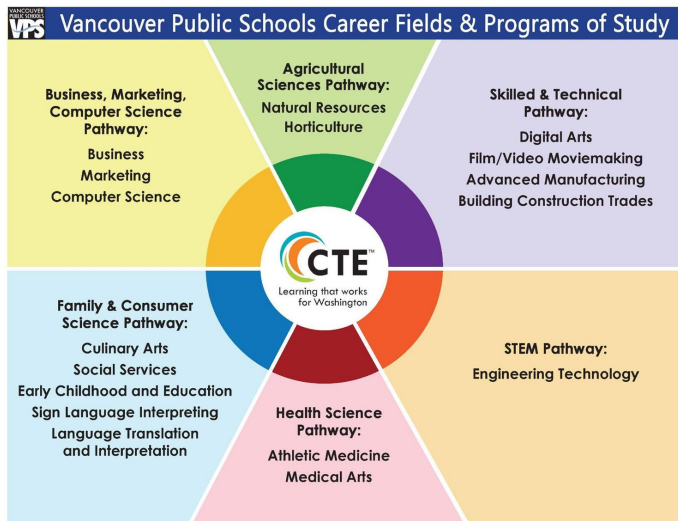
Vancouver Public Schools WSL Committee Presentation

— June 16, 2022 —

Mark Wreath

Director of Career and College Readiness/CTE

District Profile of Career Connected Learning



578 Career Choices

503 On-campus experiences
31 Unpaid Internships
44 PAID internships
PIC partnership

165 Child Development (labsite placements)

67 Student Stores

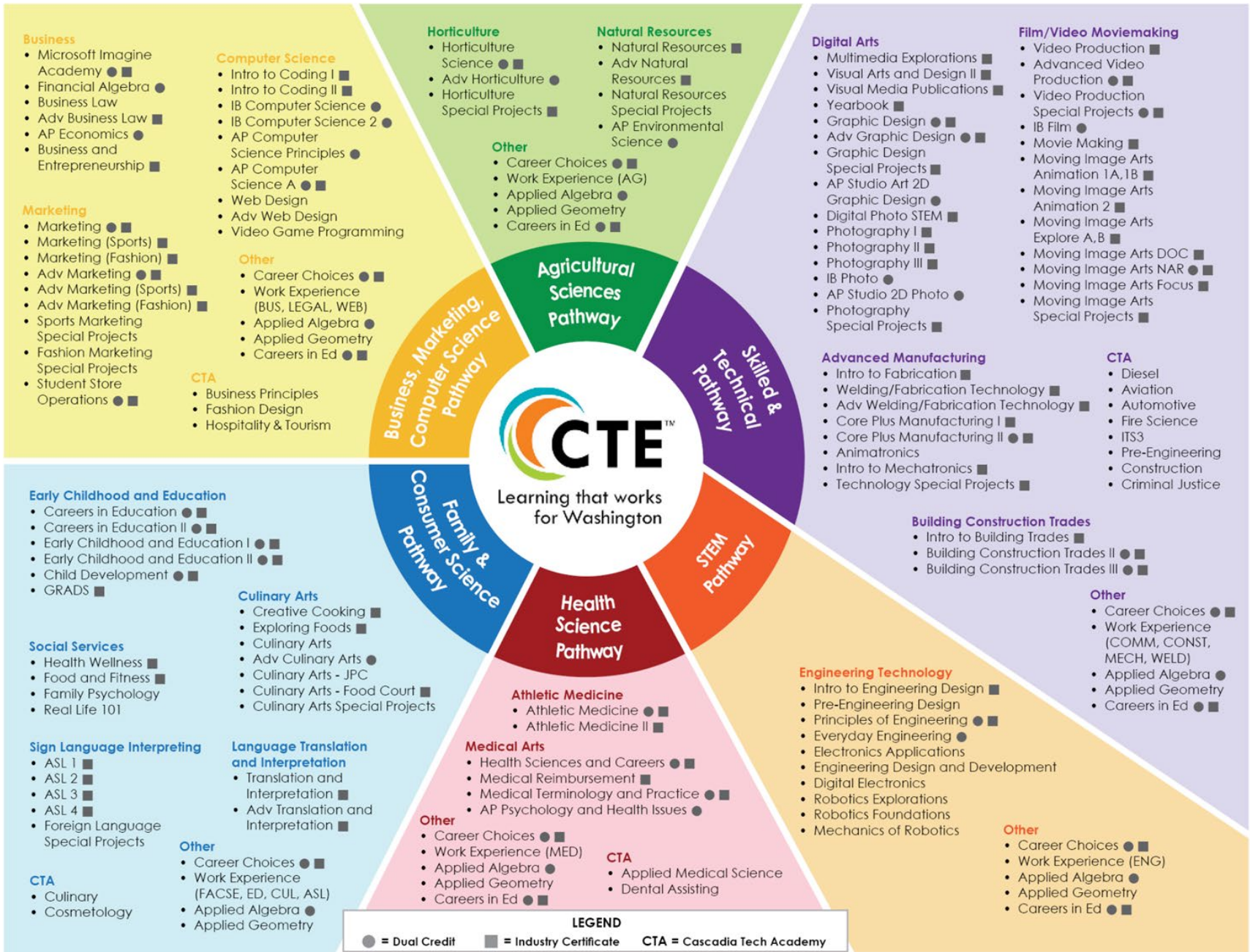
Includes IQ Campus Branch
at Skyview

50 FVHS's Culinary Arts

Passport Cafe
Catering for events

62 Work Experience

(paid jobs)
Students worked over
27,000 hours



1,000

ACTIVE worksite and community partners

Worksite and community partners offer their expertise to our students



School Based Enterprises



- Passport Cafe and Catering
 - Fort Vancouver HS
- Student Store
 - FVHS/ HBHS/CRHS/ SHS
- VPS Horticulture Plant Sales
 - FVHS/ HBHS/CRHS/FLEX
- IQ Credit Union Branch Campus
 - Skyview HS

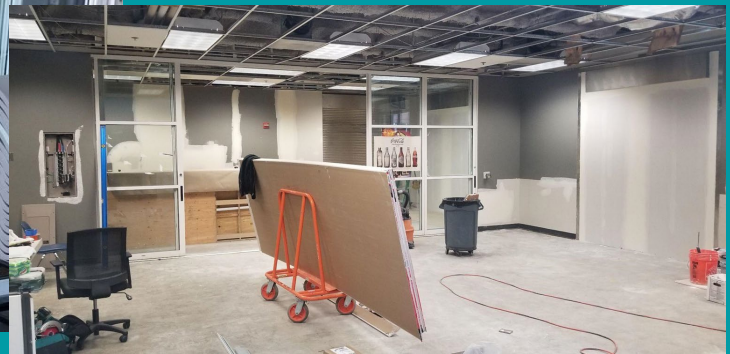
Hudson's Bay HS Student Store: The Eagles Nest

Before



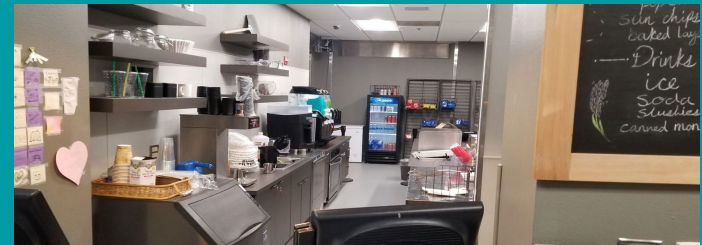
Hudson's Bay HS Student Store: The Eagles Nest

During



Hudson's Bay HS Student Store: The Eagles Nest

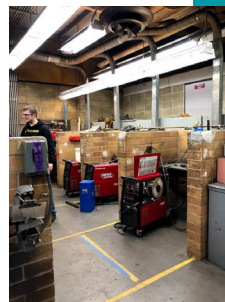
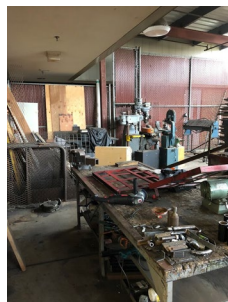
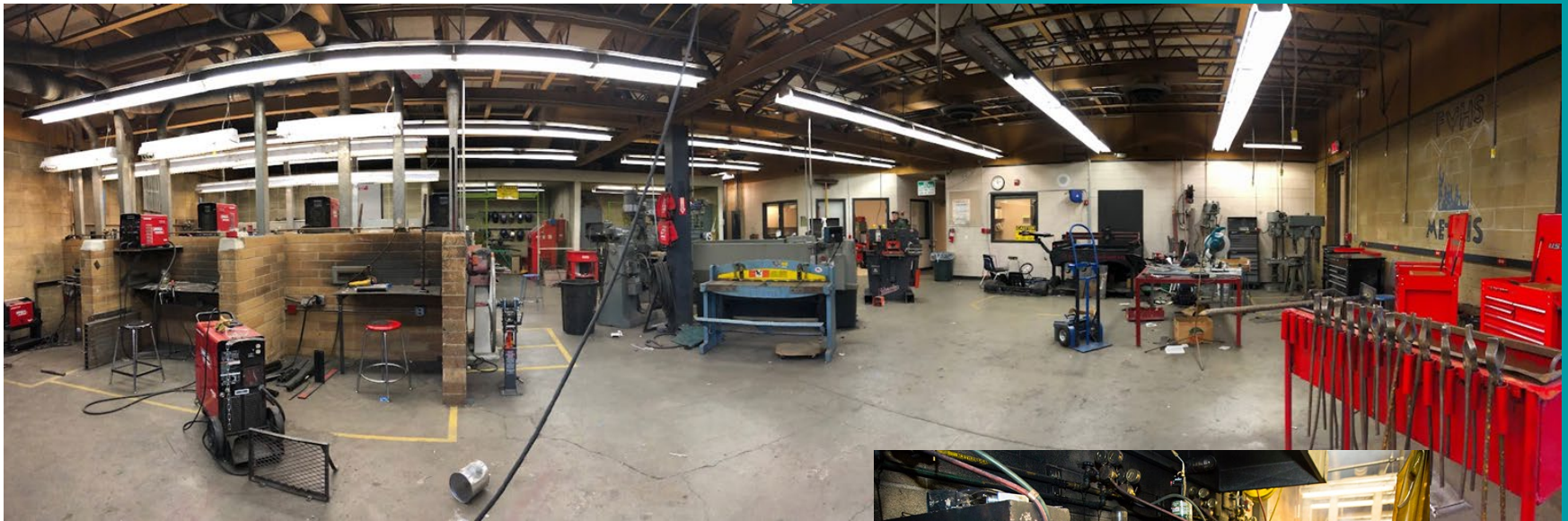
The Eagles Nest



[CTE Learning to Work Student Store Video](#)

Fort Manufacturing

Before



Fort Manufacturing

After



Passport Cafe and Catering at Fort



"I like that we get to produce an actual product each week under realistic conditions."



Hort Plant Sale

“The plant sale is our work based learning opportunity for students in our programs. It allows them to experience planning, production, marketing and sales of the plants to the public. They greet customers, take and fill orders, inventory plants, and provide excellent customer service. It is a chance for them to try that all out in the safety of a learning environment with their instructor to teach and guide every step of the way.”



“I like how I get to learn more about plants and do hands on projects!”



“Its a hands on class and I just love the info we learn about plants”





“I better understand the later process of building development and how an architect and other people are involved in that. I also gained a better understanding of an office environment and how communication works within it.”

[CTE Learning to Work Internship Video](#)



Our Partnership with PIC

What was your biggest
takeaway from this internship?

“The career related skills that I
learned from the intern
meetings.”

“My biggest takeaway from this
internship was how to act in a
professional environment and
work well with the people around
me.”



“I thought about going into
construction later in life because
I am a very hands-on person. I
realized that I really like doing
construction, but I wanted more.
I want to get into designing and
manufacturing. Before the
internship, I wanted to be either
an electrician or a civil engineer.
Now, I want to be a mechanical
engineer.”

HBHS Shed

Building Trades students built a shed for the custodian at Hudson's Bay HS with industry partners:

Port of Vancouver, \$3,000 grant
Charlie, **PK Excavating Inc.**

Dean, **GAF**

Jon Girod, **Quail Homes**

Builders FirstSource

811, NW Gas, and other utilities



[CTE Learning to Work Video](#)

Video Broadcasting



"i like the creativity i can put into my work and that i can make something and be proud of it"



"The hands on learning with real equipment. Being able to run a news show with actual equipment."

Teacher Summer Externships



VPS continues to support summer opportunities for our teachers to “Skill Up” in their career pathway.

This summer local employers supported seven VPS CTE teachers in 40-hour industry externships.

During this time, teachers had the opportunity to reinforce their technical knowledge through hands-on experiences working in industries related to their CTE program areas.

“Many of the skills I learn in this class will help to make me valuable in the eyes of the industry I hope to enter after high school.”

— Fort Student, Adv Manufacturing —



Work-Integrated Learning Advisory Committee Meeting Career Connect Washington: Progress to Date & Enrollment Information

June 16, 2022

Agenda

- Overview of CCW (Maud)
- Core elements of CCW (Maud)
- Implementation approach (Angie and Shandy)
- Progress to date (Jenee and Danny)
- Opportunities in K-12 for the future (Becky)

Overview of CCW

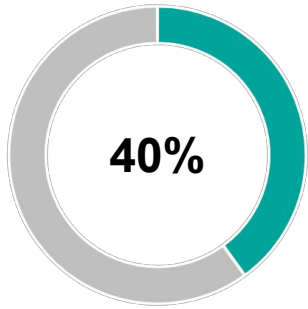
What is Career Connect Washington?

Education, community, and industry leaders creating and supporting existing mastery-based, career connected programs for young people to explore a pathway, earn money or college level credit, and gain on-the-job experience.

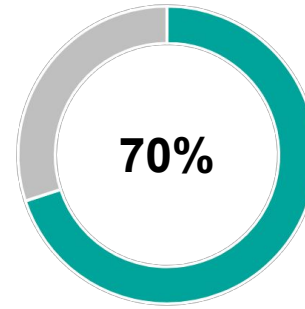
Career Connect Washington (CCW) supports and builds into what already exists (i.e. CTE, Core Plus, skill centers) to ensure Washington students, especially those furthest from opportunity, have access to high-quality academic and work-based opportunities in K-12 and post-secondary.

In spring 2019, HB 2158 (WEIA) was passed by the Legislature, which codified our state's 3-step CCL framework, and provided funding to implement CCW statewide through competitive, performance oriented, grants.

The Problem: Students lack sufficient pathways to great careers



Percent of Washington students **gaining a credential or degree beyond high school**



Percent of Washington jobs **requiring a postsecondary credential**

Goal: Connect young people to great careers while advancing their education

CCW's Vision is to ensure equitable CCL access and outcomes for Washington students

Every young adult in Washington will have multiple pathways toward economic self-sufficiency and fulfillment, strengthened by a comprehensive statewide system for career connected learning.

In order for every young adult to succeed, we must intentionally focus on populations furthest from opportunity especially students of color, Indigenous students, low-income students, rural students, and students with disabilities.

We acknowledge that systemic racism has held students back, especially Black and Indigenous students, and we aspire to build an anti-racist system for career connected learning.

Equity Measurement

Race, income, geography, gender, citizenship status, and other demographics and student characteristics will no longer predict the outcomes of Washington's students.

Career Connect Washington will build a career connected learning system that enables students who participate in Career Explore, Career Prep, and Career Launch to complete programs, attain sustaining-wage entry-level jobs, and reach family-sustaining wage careers (across industries and occupations) at equitable rates across population demographics.

Achieving this goal means that CCW will build a system that ensures that every young adult:

- Has **equitable access** to Career Connect Washington programs, including Career Explore, Career Prep, and Career Launch
- Is **enrolling in and completing** Career Launch programs at equitable rates across population demographics
- Is **entering living wage careers or college level learning** after their Career Launch programs at equitable rates

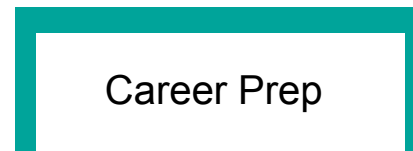
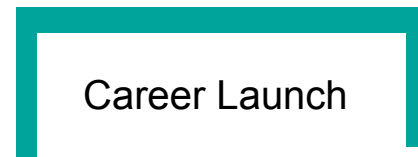
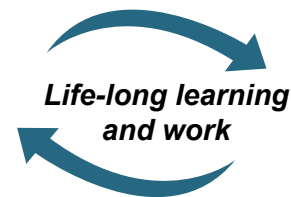
CCW supports educators to expand their work connecting students with CCL pathways; 3-step continuum keeps students engaged with CCL from kindergarten to post-secondary

Definition

Work-based programs with aligned classroom learning that culminate in a postsecondary credential*, producing a competitive candidate for meaningful employment (includes Registered Apprenticeship programs)

Career-specific instruction at a worksite or in a classroom for academic credit

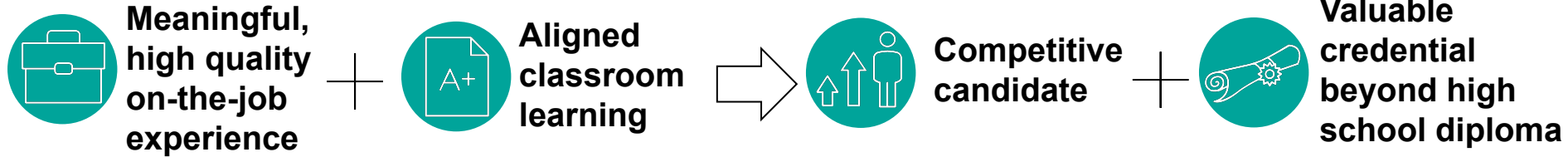
Early exposure opportunities to careers and career options (e.g. career fairs, worksite tours)



*Postsecondary credential means certificate, or at least one year towards an associates or bachelor's degree

Career Launch definition

Career Launch Programs: Positioning young adults for promising careers



- At worksite
 - Paid and academic credit
 - Occupation-aligned
- Employer supervisor at ratio typical of occupation
- Defined competencies and skills gained
- Full compliance with existing legal regulations

- Curriculum and program requirements developed in partnership with employers and industry
- Aligned with academic and employer standards
- Qualified instructors
- Dedicated student support (academic and career)

- Able to continue in employment **OR** successfully compete for jobs leading to financially-sustainable and fulfilling careers

- Credential attained
- OR**
- Significant progress (at least one year) towards a 2 or 4 year credential

Implementation Approach

Implementation Approach

- Support and build into what already exists (i.e. CTE, Core Plus, skill centers)
- [Career Connect Learning Coordinators](#) support the work in K-12 schools
- Coordinate work across state government through Cross Agency Work group, of which OSPI is core member
- Bring community and industry connection and support through [Regional Networks](#) and [Program Builders](#)
- Use recommendations from [Sector Intermediary](#) statewide strategies to support K-12 program needs
- Report annually to legislature
- Tribal Engagement

Shandy Abrahamson

Tribal Engagement Specialist
Office of Superintendent of
Public Instruction

Progress to Date

Equity Measurement

Achieving this goal means that CCW will build a system that ensures that every young adult:

- Has **equitable access** to Career Connect Washington programs, including Career Explore, Career Prep, and Career Launch
- Is **enrolling in and completing** Career Launch programs at equitable rates across population demographics
- Is **entering living wage careers or college level learning** after their Career Launch programs at equitable rates

Mandate for Reporting and Measuring Progress

Representatives from all agencies engage in the CCW data and measurement committee, and given the equity framework and initiative goals and in line with the ESS HB 2158 legislation requiring the Cross Agency work group to, we work to: *collect and disaggregate program participation and outcomes data by **race, gender, income, rurality, ability, foster youth, homeless youth, English language learner, and other relevant categories.***

Focal population: High school cohort of 2030 before they are 30 years old (~2042)

Focal outcomes:

- Career Launch, Prep, and Explore enrollment/engagement;
- Career Launch completion;
- Credential attainment;
- Employment (including wages, sector, occupation, and long term career trajectory)

Progress to Date on Measurement

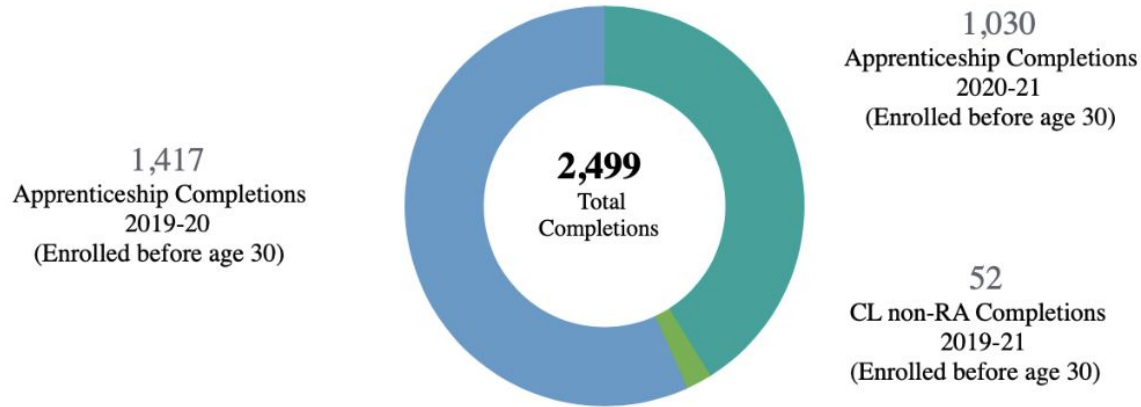
- Reliable and regular data collected by each agency who supports students on their journey (OSPI, LNI, DCYF, SBCTC, 4-year public and private colleges, ESD) and provided to ERDC for connection and aggregation
 - Reliable data aggregation provided by ERDC to WA STEM for measurement, visualization, and use in supporting agencies and partners to work on reaching goals
 - OSPI worked to get career launch programs a flag in CEDARS, up and running now
 - LNI changes around gender X/nonbinary
 - Implementation by districts for disaggregated data collection
 - Relationship building and conversations with Office of Native Ed and tribal liaisons regarding maximum representation

Progress to Date on Measurement

- Limitations/work to be done:
 - Still currently reporting using the original demographic data collected by school districts
 - SBCTC leads on the CCW career launch endorsement, working out a way to recognize enrollment in work integrated learning and dual credit courses
 - Not yet reporting on foster care youth; Data Sharing Agreement is still being worked on between DCYF and OSPI
 - No standard list of Industry Recognized Credentials (yet), though OSPI is working on a list; we have some programs that lead to IRCs, so working out how to track those outcomes
 - Measuring career explore and prep–CTE coursework/dual credit
 - Measuring and communicating aligned and/or articulated pathways generally

Completions (this slide) and Enrollments (next slide)

Career Launch Completions July 2019 - June 2021



Progress to Date

14,152

Over 14,000 students enrolled in Career Launch programs¹

(data from July 2020 – June 2021)

2,499

Career Launch completions

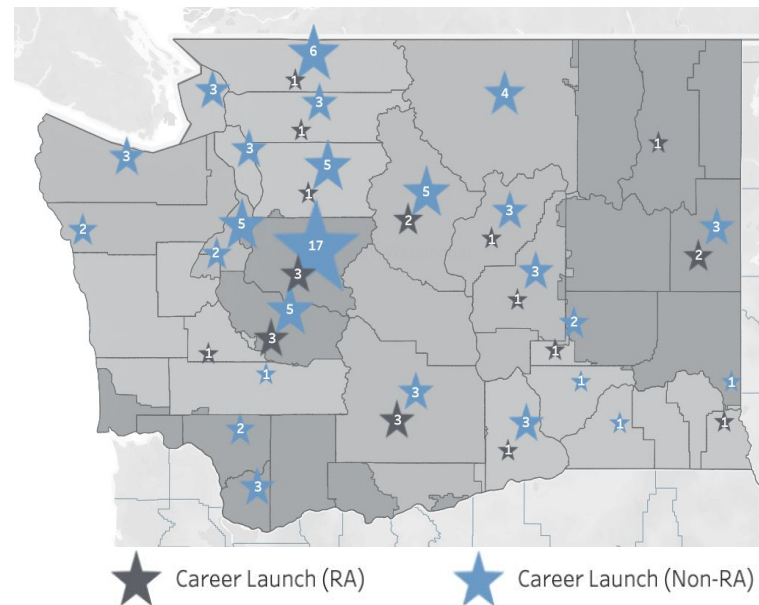
(data from July 2019 – June 2021)

130

New Career Launch programs created

- Of which 46 are Registered Apprenticeships (July 2018 - present)

Grant-Funded Career Launch Programs



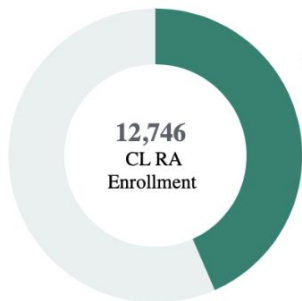
1. Enrollment of students under 30 years old as of Q2 2021, includes active state Registered Apprenticeships and Career Launch students; Apprenticeship numbers reflect total growth, influenced by a variety of factors, including economic expansion prior to the COVID-19 pandemic; Program data current as of Q2 2021.

Career Launch (CL) Enrollment July 2020 - June 2021



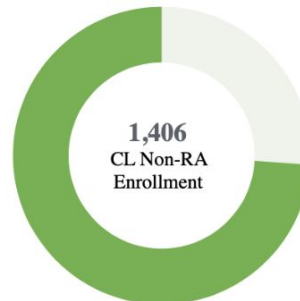
22,795 total Career Launch enrollment

Career Launch Enrollment Registered Apprenticeship (CL RA) Under Age 30



5,543
with a WA State
Public K-12
Record*

Career Launch Enrollment Non-Registered Apprenticeship (CL Non-RA) Under Age 30



1,039
with a WA State
Public K-12
Record*

The above graphic represents those enrolled before age 30; an additional 8,031 registered apprentices enrolled at age 30 or older.

The above graphic represents those enrolled before age 30; an additional 612 students enrolled in Career Launch (Non-RA) at age 30 or older.

*Students with a WA State Public K-12 Record indicates they attended a State of Washington K-12 public school. Tribal schools are included in OSPI counts when big enough for aggregate reporting; charter school students are not currently included in OSPI student counts.

Let's Explore Together...

Is <30 y/o enrollment in either type of Career Launch program equitably distributed along demographic counts for the OSPI assigned HS cohort in each ESD region?

- ▶ Apprenticeship enrollment of young adults <30 y/o from July 2019-June 2021.
- ▶ Apprenticeship numbers reflect total growth, influenced by a variety of factors, including a significant economic expansion statewide.
- ▶ Career Launch program enrollment of young adults <30 y/o for the July 2019-June 2021
- ▶ OSPI HS graduating class of 2021 fall enrollment.
- ▶ OSPI HS Cohort rurality is determined by school district locale designation. Rural is defined by the following locales: rural, town remote, and town distant.
- ▶ Foster care and students experiencing homelessness were suppressed due to a small sample size within Career Launch enrollment.

Region Demographics



Female	CL Non-RA	2020-21	■ 18.8% (265 of 1,406 students)
		2019-20	■ 24.8% (54 of 218 students)
	CL RA	2020-21	■ 9.5% (1,207 of 12,746 students)
		2019-20	■ 8.9% (1,074 of 12,070 students)
	HS Class of 2021	2020-21	■ 48.3% (44,325 of 91,712 students)
Male	CL Non-RA	2020-21	■ 78.0% (1,097 of 1,406 students)
		2019-20	■ 75.2% (164 of 218 students)
	CL RA	2020-21	■ 90.5% (11,539 of 12,746 students)
		2019-20	■ 91.1% (10,996 of 12,070 students)
	HS Class of 2021	2020-21	■ 51.4% (47,109 of 91,712 students)
Gender X	HS Class of 2021	2020-21	■ 0.3% (278 of 91,712 students)
American Indian/ Alaskan Native	CL Non-RA	2020-21	■ 0.8% (11 of 1,406 students)
		2019-20	■ 0.5% (1 of 218 students)
	CL RA	2020-21	■ 1.8% (233 of 12,750 students)
		2019-20	■ 1.9% (232 of 12,074 students)

High-Level Takeaways

- Increased percent and number of students of color enrolling in registered apprenticeships and career launch non-RA programs
- Increased representations of female-identifying students in registered apprenticeships
- Increased number of low-income students enrolling in career launch non-RA programs
- Have work to do in supporting and recruiting students with disabilities and students who were English learners in enrolling in any career launch program
- Enough data to better inform the work of regional partners, educators, and program builders

Endorsed K-12 Career Launch Programs

Natural Resources - Oroville High School

Automotive Technology - Tri-Tech Skills Center (Kennewick SD)

Health and Public Safety - Oroville High School

Construction Trades - NEWTECH Skill Center

Information Technology - West Valley School District/Y-V Technical Skills Center

Nursing Assistant Certified - Health Care Apprenticeship Consortium/Clover Park Technical College,
Tacoma School District/Clover Park Technical College

Fire Science - Tri-Tech Skills Center (Kennewick SD)

Banking Marketing Management - Kennewick School District

Banking and Financial Support - Richland School District

Financial Clerks - Pasco School District

Cybersecurity Support Technician - Renton School District, West Valley School District, Yakima Valley
Technical Skills Center

K-12 Career Launch Programs in Development

Program Builder	ESD District	Program Development Partners	Program Overview	Estimated Number of Student Participants	County/ties
Vamos Outdoor Project	189	<ul style="list-style-type: none"> Western Washington University Whatcom Community College Skagit Valley College Northwest Indian College Bellingham School District Mount Vernon School District Burlington-Edison School District Northwest Educational Service District 189 	<ul style="list-style-type: none"> Summer migrant program in partnership with local school districts and WA ESD 189, offering students opportunity to teach and mentor youth in academic settings. Students will receive credit from local colleges while working the summer migrant program. Vamos will provide training in socio-emotional development, trauma informed care, culturally competent curriculum development, and nonprofit organization. Program will focus on a pathway to work in education or social services and serve Latinx, Migrant, or Multilingual youth and families. 	10	Whatcom Skagit
Machinist Institute	101	<ul style="list-style-type: none"> Spokane Valley Tech Skill Center Spokane Community College Northwest Machinist Apprenticeship Committee Spokane Workforce Council Optimal Talent Dynamics 	<ul style="list-style-type: none"> Program will offer two employment preparation pathways, a high school program: Machinist Institute Youth Academy and Machinists Institute Career Accelerator. The on-ramps include an articulation academic component, industry certifications and work-based learning opportunities. The instruction will be tied to academic and employer standards that meet educational requirements and standard requirements. 	10	Spokane
WABS	121	<ul style="list-style-type: none"> Fred Hutchinson Cancer Research Center Shoreline Community College Shoreline Public Schools 	<ul style="list-style-type: none"> Lab Technician Career Launch developed in partnership with Fred Hutchinson Cancer Research Center, Shoreline Community College, and Shoreline Public Schools. The Career Launch pathway will involve two paid, summer worksite learning experiences (one before senior year of high school, once after graduating from high school), accompanied by a 45+ credit certificate program that will begin via running start during senior year and be completed in the year following high school graduation. 	10-12	King

*Additional tasks for all intermediaries: Develop strategy for enrolling youth; engage in the Career Connect WA community of practice

K-12 Career Launch Programs in Development

Program Builder	ESD District	Program Development Partners	Program Overview	Number of Student Participants	County/ties
Computing for All	171	<ul style="list-style-type: none"> Quincy School District Big Bend Community College Microsoft Grant County Industry Alliance North Central Educational Service District 	<ul style="list-style-type: none"> Network and Computer Systems Administrator Career Launch Program will offer COMPTIA A+ and Security+. The curriculum will include 540 hours of classroom instruction for high school juniors and seniors. Up to 400 hours of work-based learning will occur in the summer after high school graduation. Students will earn 15 college credits and IT certifications. 	48	Grant
Olympic Educational Service District 114	114	<ul style="list-style-type: none"> Cape Flattery School District Peninsula College WA Sea Grant US Coast Guard Neah Bay High School NW School of Wooden boatbuilding Makah Tribe Higher Education Department Makah Tribal Council 	<ul style="list-style-type: none"> Cape Flattery School District - Develop a year-long maritime curriculum aligned with Washington State Common Core Standards, develop a basic safety training curriculum providing students with opportunity, develop articulation agreement with peninsula college. 	30	Clallam

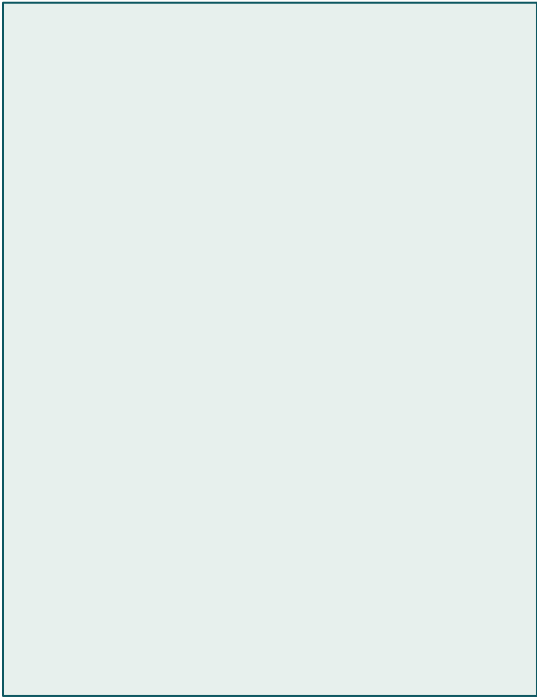
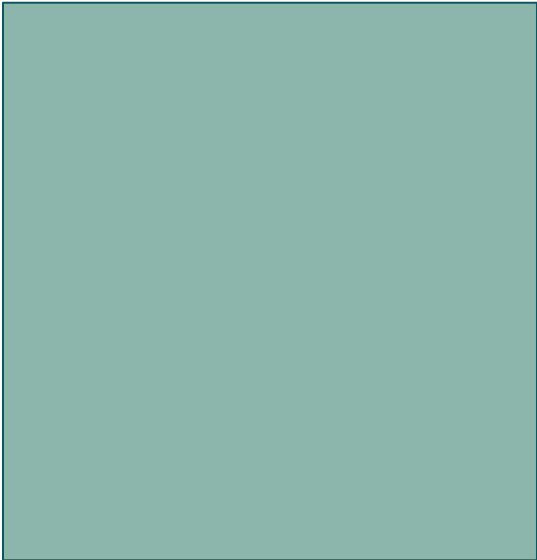
*Additional tasks for all intermediaries: Develop strategy for enrolling youth; engage in the Career Connect WA community of practice

Opportunities in K-12 in the future

Group Discussion &
OSPI Workplan

Becky Wallace, Assistant Superintendent
Secondary Education and Pathway Preparation
Office of Superintendent of Public Instruction (OSPI)

Future Opportunities in K-12



Future Opportunities in K-12

CTE Graduation Pathways

- Design and implementation of CTE pathways
- Increase Core Plus enrollments
- Related dual credit and IRCs

Industry Recognized Credentials

- Fund student costs for industry recognized credentials
- Continue to grow validated list



High School & Beyond Plan

- Improve equitable implementation
- Support statewide approach

Increase Dual Credit Access & Completion

- Eliminate costs to students across all programs
- Increase prof. tech. enrollment
- Statewide articulation agreements

Apprenticeship

- Increase recognized apprenticeship preparation programs
- Increase enrollments in registered apprenticeship

Tailored Experience

- Increase CTE Equivalency frameworks
- Support mastery-based learning credit policy
- Support equitable implementation (credit deficit and acceleration)

Alignment from K-12 to CTC programs

- Increase access Dual credit articulations
- Utilize Career Launch as a lever to identify and promote aligned programs

The Value of Work

- Increase elective credit provided for students that work
- Increase worksite learning placements



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Equitable Dual Credit Project: Eisenhower High School

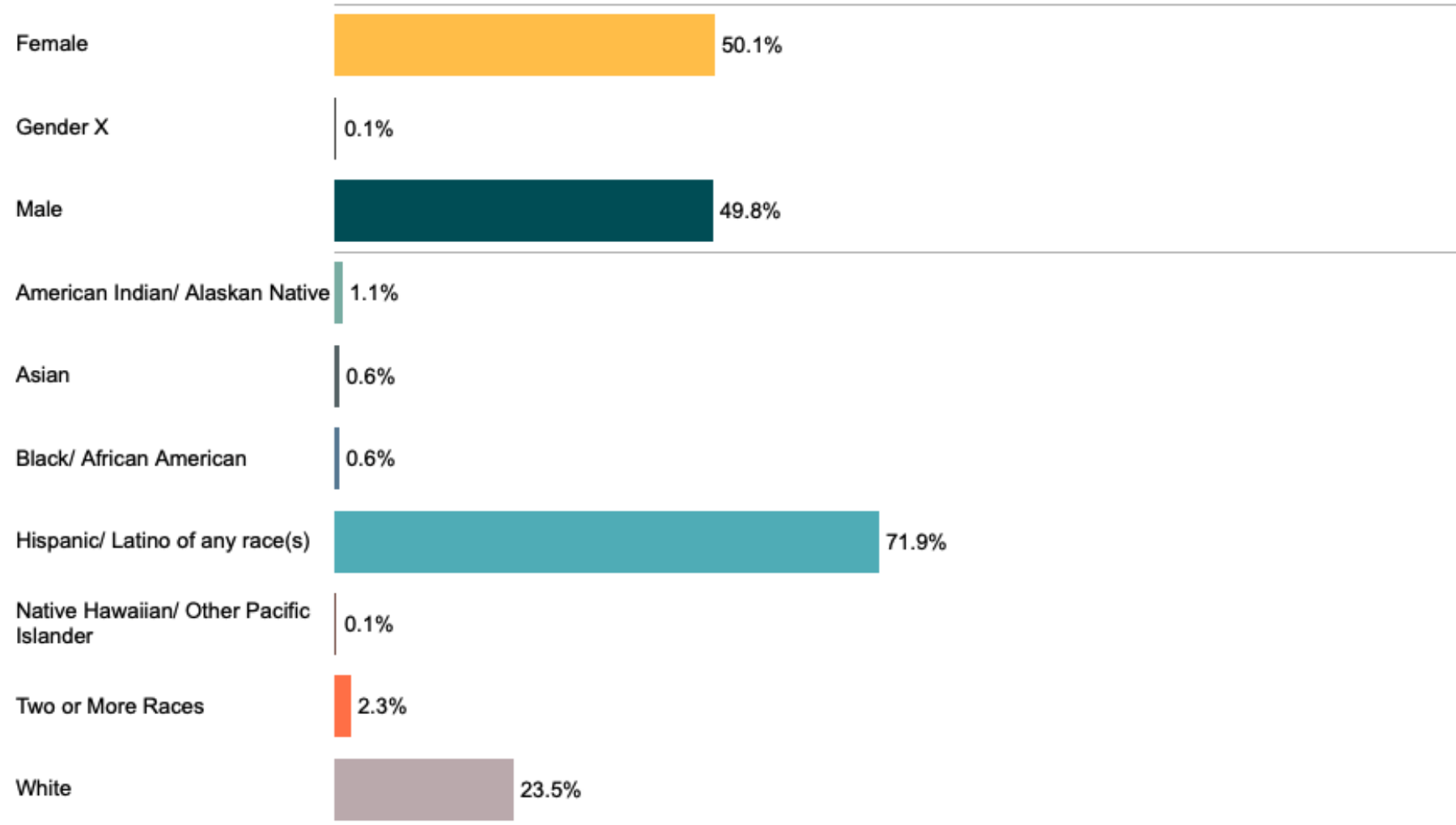


COMMUNITY ENGAGEMENT CONTINUUM

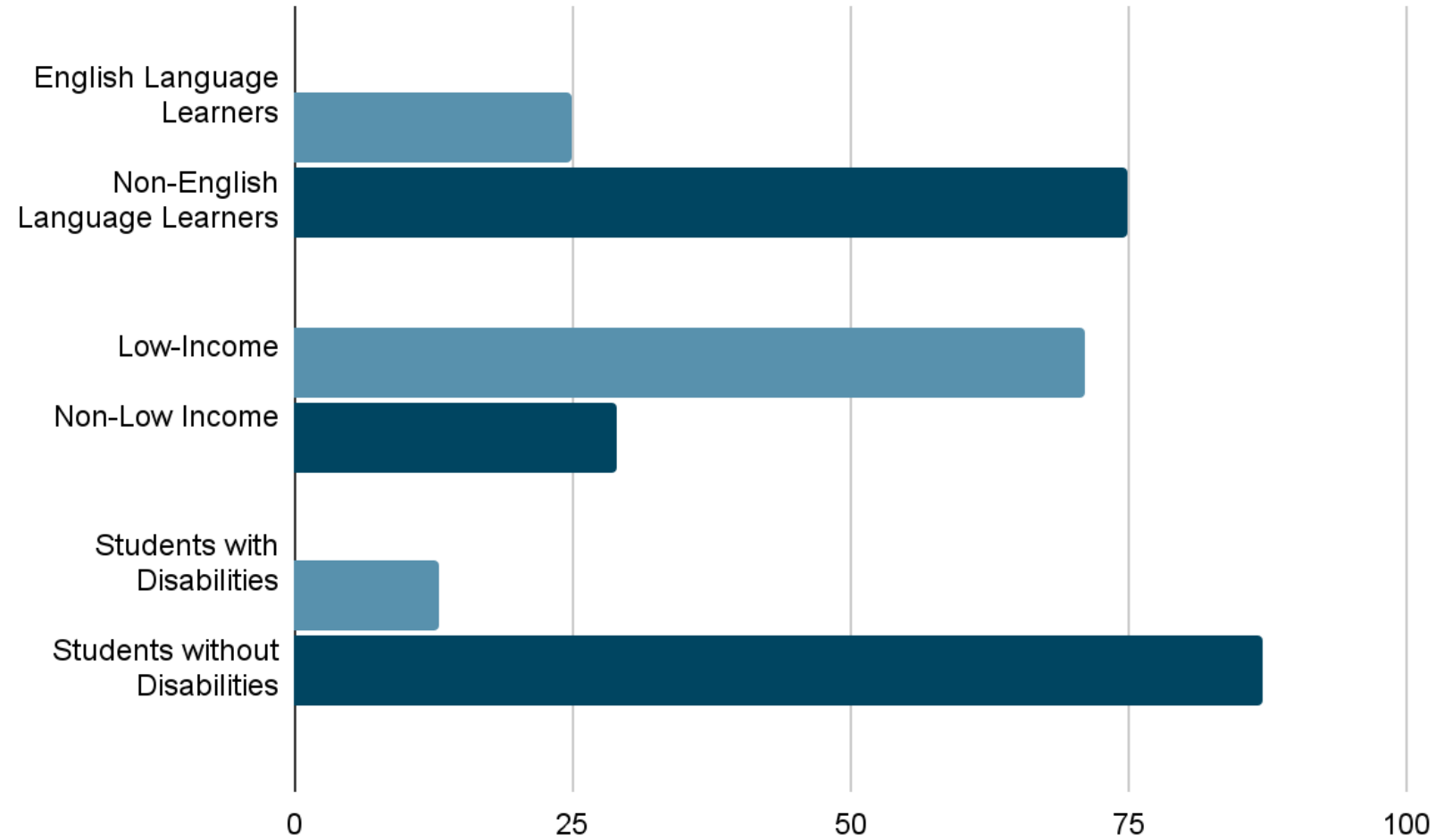


STUDENT GENDER & RACIAL DEMOGRAPHICS

Eisenhower High School 2020-21



STUDENT DEMOGRAPHICS



Eisenhower High School's Hunches

Dual credit courses were not equitably accessed by the large and diverse student population but did not have concrete data to identify equity gaps in dual enrollment.

Equity Gaps

- Race
- Gender
- Class
- Language
- First-generation



SOURCES OF EVIDENCE

1. **Course-taking & Outcomes Data** to examine student enrolment in dual credit by type, course, demographics and learn which students are enrolling and persisting in postsecondary education
1. **Staff & Student Surveys** to learn about educator and student dual credit knowledge and learn about students' college and career aspirations
1. **Student Empathy Interviews** to learn about student experiences in dual enrollment and ask for advice on how to better support their participation in those courses
1. **Family Focus Groups** to seek direct feedback from Latinx migrant families on the types of dual credit supports they and their children need

KEY FINDINGS

1 | Course-Taking & Outcomes

Latinx students are **not** getting some of the same dual credit experiences as white students

- Latinx students are **underrepresented** in AP math
- Latinx male students are **overrepresented** in CTE courses

AP and CTE STEM courses are directly **correlated** to post-secondary success

- Students who enrolled in AP math and CTE STEM had a higher **persistence** and **completion** rates

STAFF COMMENTS

*“How do we **change the culture**, so students are motivated to complete necessary work outside of class.”*

*“**Not every student is geared towards higher education.** Let’s not forget the military that can provide education and vocational education such as Perry Tech.”*

*“It’s not the DC course that will **determine their willingness to obtain a postsecondary** education, these students are already excelling and motivated to go to college.”*

*“Why would a student do hours of homework (with no immediate reward) when they can get a **part-time job and earn thousands of dollars?**”*

*“Why would a student do hours of homework (with no immediate reward) when they can get a **part-time job and earn thousands of dollars?**”*

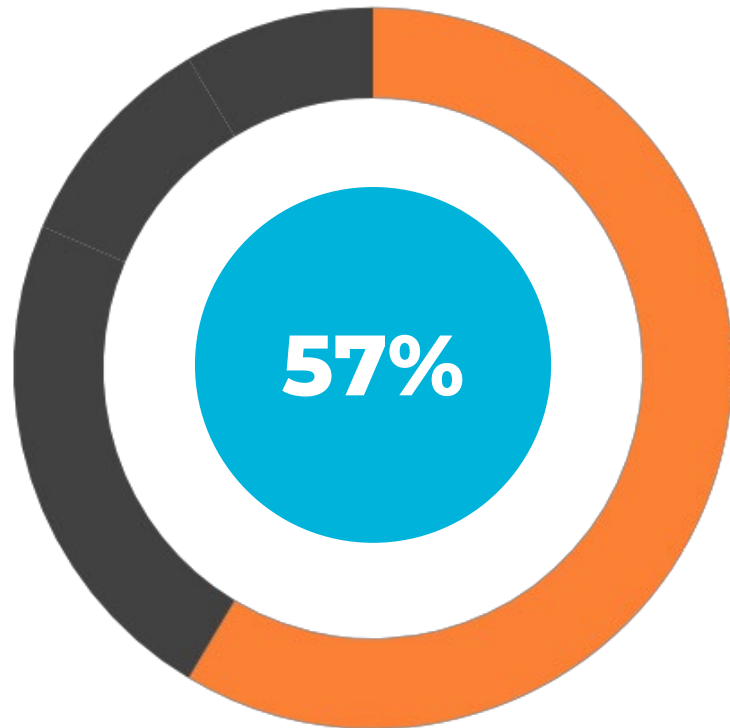
KEY FINDINGS

2 | Staff & Student Surveys

- Staff held **lower** postsecondary education aspirations for students compared to students' own aspirations
- All student groups (e.g., Spanish speakers, first-generation, English-speakers) have **high postsecondary education aspirations**
- Spanish-speaking students have the **highest** aspirations; however, have the **least** dual credit knowledge
- Roughly **1 of 2** staff members understand the various dual credit opportunities offered at their school

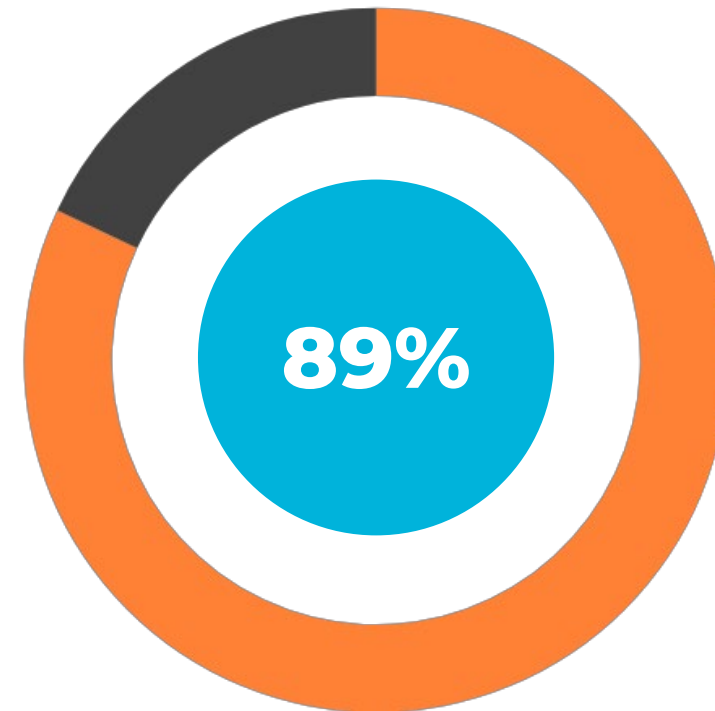
STAFF ASPIRATIONS vs STUDENT ASPIRATIONS

On average, educators responded that:



Students dream of obtaining a postsecondary education.

Compared to students



Students indicating that dream of obtaining a higher education.

M

The lack of students knowing what classes are available to them

Students not knowing what is available

We have a really high number of first generation--for some reason I always think its more like 25%

Our students receive information about dual credit from staff, but if only half of our staff are comfortable talking about dual credit opportunities, that is an issue.

The kids not knowing about the classes that are offered.

Teachers are prin



Our 9th grade students have heard of about dual course credits than upper classmen

What suprised you the most when you looked at the data?

The percentage of Spanish speaking students that desire and expect post-secondary education

I would have expected student knowledge about programs to increase as they move through HS, and yet they do not in many categories. (Knowledge about AP did improve a bit.)



The large difference between staff and student post secondary speculations.

KEY FINDINGS

3 | Student Interviews

Teaching staff and peers are the number **one source of information** about dual credit for students

Youth have **high aspirations** of pursuing STEM-related careers

Youth experienced various **levels of postsecondary preparation** depending on their course-taking enrollment

- Dual credit courses prepared them much better than regular classes

Students' collective expertise and lived experiences yielded **a set of advice** for school staff to support their dual credit learning

Student Interviews

STEM-Related Aspirations

“I guess my primary goal right now is to go to college or university and the career path I want to pursue is health sciences and want to become a doctor.”

“My plans are to go to YVCC after high school then go to a 4-year university then go into physical therapy”

“I want to be like in robotics because it’s pretty fun, and like you get hands-on working [experience]”

“I want to pursue that path (medical field) because like, at first, when I was in middle school, we were in health class, and we actually got to dissect a sheep's brain. And so since then I've just been interested in the neurological field of medicine and everything. But when my, so my cousin, she had gotten pregnant and during that, she had found out that my cousin actually had, um, one of his, I forgot what it's called, but it helps pump blood to the arteries and stuff. And it was too small. So, when he was first born, he had to go straight into surgery. And since then, I've very been passionate about helping little kids.”

STUDENT ADVICE

Their collective expertise and lived experiences provided Eisenhower High School with a lot of advice to improve dual credit classes, advising, and participation.

- 01 Peer-led Student Panels**
Student-led information sessions (led by 11th and 12th graders) to inform younger students about dual credit options.
- 02 Professional Development for Teachers**
Ongoing support to staff as well as a dedicated half-day of professional development regarding different dual credit options and how to best support students in accessing those opportunities.
- 03 Advisory Period Changes**
Overhaul of advisory period curriculum for all grade levels to include college and career readiness lesson plans for each student grade throughout the year.

PARENT VOICE

8 parent interviews

- individual knowledge of dual credit and postsecondary information

8 virtual focus group sessions

- collective sense-making of dual credit data
- set of recommendations



PARENT RECOMMENDATIONS

1. Alumni-led panels
2. Individualized student advising/counseling
3. Staff-specific professional development
4. Student advisory in a grade levels
5. Recorded info sessions/events
6. Implement HB-1760 propositions
7. Include families in data sense-making
8. Family workshops
9. Review of dual credit communications
10. Family surveys

*“I just want to thank all the parents for these recommendations. I think this will definitely open the eyes of our administration at Eisenhower, and really administrators across the district. **I believe that what happened with this group of parents is going to impact many more of our students throughout our Yakima community, not just at Eisenhower High School.** So, I thank you for taking the time to work with Ms. Henedina on her interviews and talks with her to make these suggestions, I really appreciate it.”*

-Eisenhower High School Administrator



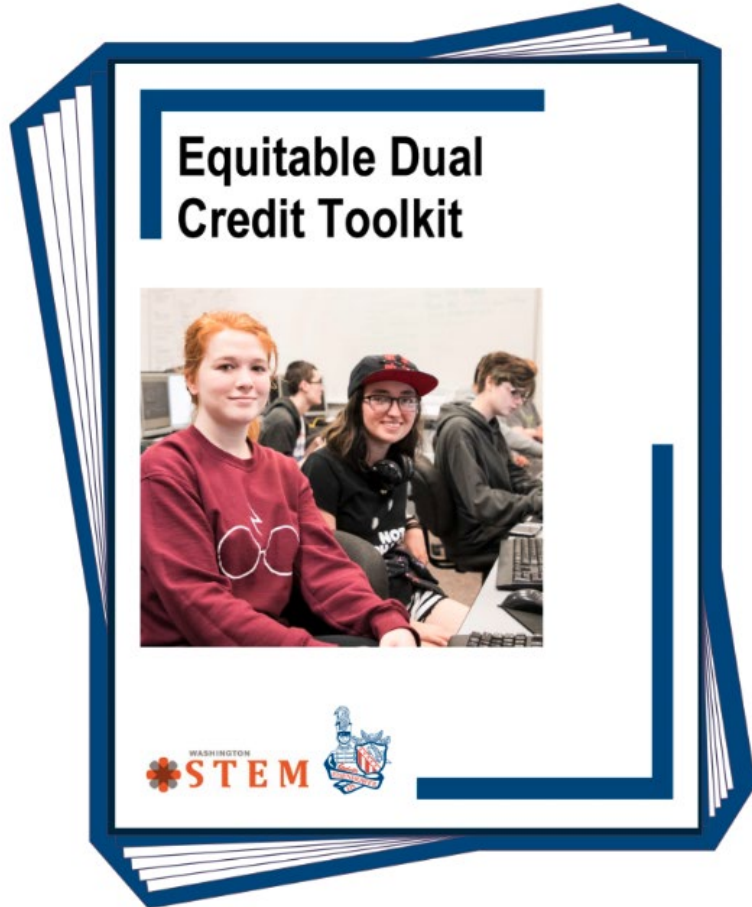
EISENHOWER'S NEXT STEPS (not exhaustive)

1. PD for staff & specialists built into regular cadence
2. Near-peer presentations and conversations
3. Updates to website and other communications
4. Intentional updates to advisory period curriculum
5. Regular review of data to monitor progress

WA STEM'S NEXT STEPS

1. Expanded to 4 other high schools (wrapping up currently)
2. Planned expansion via STEM Networks to 25 other districts
(pending funding)
3. Toolkit available now and being updated with expansion outcomes

Washington STEM: Equitable Dual Credit Toolkit



This guidebook, in addition to technical assistance from each STEM network, allows several schools and districts to engage in an inquiry about dual credit.

The toolkit includes practical examples, templates, instructions for data access, and many resources that can be used as a guide.

https://bit.ly/DC_Toolkit

THANK YOU