

Work-Integrated Learning Advisory Committee Meeting Minutes
Regular Meeting
Via Zoom and In-Person, Chief Leschi High School/April 21, 2022

Members in Attendance: Representative Sharon Tomiko Santos
Representative Mike Steele
Senator Lisa Wellman
Chris Alejano, representing Workforce Training Board (WTB)
Denise Reddinger, representing school counselors
Derek Jaques, representing K-12 Career and Technical Education (CTE) educators
Krista Fox, representing community and technical colleges
Larry Brown, WTB
Maddy Thompson, Governor's Office
Rebecca Wallace, OSPI designee to the Superintendent of Public Instruction (OSPI)

Members Not in Attendance: Senator Anne Rivers
Amy K. Anderson, representing Workforce Training Board
Daniel Salazar, Employment Securities Department
Gary Chandler, WTB
Marie Bruin, State Board for Community and Technical Colleges

Staff to the Committee: Samantha L. Sanders, OSPI
Jessica Poyner, OSPI
Jon Claymore, OSPI
Michelle Spenser, OSPI
Shandy Abrahamson, OSPI
Sheri Tucker, OSPI

Public Attendees: Alice Palosaari, WA State House Democrats
Alissa Mueller, State Board of Education (SBE)
Aureila Tom, Chief Leschi Schools
Carl Lorton, Chief Leschi Schools
Cherilyn Williams, Chief Leschi Schools
Chase Whitney, Confederate Tribes of the Colville Reservation
Colene Rubertt, Kalispell Tribe
Elise Mitchell, Chief Leschi Schools
Ethan Moreno, WA House of Representatives
Jerad Eastman, Tulalip TERO Vocational Training Center
Joseph Najera, Chief Leschi Schools

Kairie Pierce, WA State Labor Council, AFL-CIO
Lisa Telford, Tulalip TERO Vocational Training Center
Marc Brouillet, Chief Leschi Schools
Megan Wargacki, Staff to the House Education Committee
Nancy Nelson, Chief Leschi Schools
Nova Gattman, WTB
Randy Spaulding, SBE
Roger Finely, Confederate Tribes of the Colville Reservation
Sophia Louks, Chief Leschi Schools
Tammy James, Confederate Tribes of the Colville Reservation
Tu-quate-tsa Thomas, Chief Leschi Schools
Tim Knue, WA-ACTE

Call To Order

Representative Sharon Santos called the meeting to order on April 21, 2022. Committee business and the approval of the minutes from the previous meeting were tabled until May in the interest of best engaging with our in-person presenters.

Welcome

Marc Brouillet, Superintendent of Chief Leschi Schools, and Nancy Nelson, CTE Director for Chief Leschi Schools, welcomed the Committee. Sophia Louks, Culture Teacher & Chief Leschi Schools Alumni, and her drum and dance students performed.

Introductions and Committee Purpose

Representative Sharon Santos gave a brief overview of the Committee, including review of House Bill 1600 and the associated committee tasks.

Spotlight on Existing Programs: Natural Resources Pathway- Fish Hatchery Tour

Elise Mitchell, Science & Engineering CTE Instructor, and two students, Aureila Tom and Joseph Najera, took the committee on a tour of the salmon fish hatchery located on the campus of Chief Leschi Schools. Students monitor, study, and care for the 15,000 fish donated to them by the tribe fishery department until they are large enough to be released.

Spotlight on Existing Programs: Summer Youth Employment (SYE) Programs

Colene Rubertt, Kalispel Tribe, gave an overview of the Kalispel Career Training Center (KCTC). KCTC offers job shadowing, paid pre-apprenticeships, and apprenticeships in carpentry, welding, fabrication, and manufacturing. New apprenticeships include automotive, heavy equipment, meat processing, plumbing, electrical & HVAC for 2022. Colene explained that students from Cusick School District begin their tract with Head Start to the Construction Trades Programming for eight weeks in the summer. Completion of HSCT qualifies for Work-Based Learning credit during the school year and students earn a certificate of completion from the INW AGC. This presentation is included as Attachment "A" – Kalispel Career Training Center (KCTC).

Tammy James and Roger Finely from the Confederate Tribes of the Colville Reservation, presented

on the Colville Tribe SYE Program. The program consists of twelve tribes, over 1200 employees working in various programs such as law enforcement, legal services, tribal courts, etc., and three major casinos and business entities. The SYE program gives students career exposure, job knowledge, work ethics and life skills, and the opportunity to be engaged, responsible citizens expanding their network and discovering resources while earning income for their families. This presentation is included as attachment "B" – Colville Tribe Summer Youth Employment Program.

Spotlight on Existing Programs: Culinary Arts Pathway - Contemporary Meal with Traditional Foods

Cherilyn Williams and Carl Lorton, Indigenous Culinary CTE Instructors at Chief Leschi Schools, prepared an indigenous meal with their students for the Committee. The meal included bison from a ceremonial hunt, fresh-caught salmon and clams from the Puyallup River, and vegetables from the culinary garden at the school campus. Chief Leschi Schools offers general culinary courses along with indigenous culinary classes that have a farm-to-table goal in mind. In the past, students participated in successful programs such as creating a food truck with a business plan and a coffee club collaboration with the Family and Consumer Sciences teacher. In the future, Chief Leschi Schools plans to upgrade their culinary classroom to commercial kitchen standards.

Spotlight on Existing Programs: Tulalip Tribes TERO Vocational Training Center (TVTC)

Lisa Telford and Jerad Eastman from the Tulalip Tribes TERO Vocational Training Center showcased the TVTC program. Students enrolled in the training center gain skills for an apprenticeship or entry-level employment in construction, manufacturing, maintenance, and related industries. Courses incorporate theory and hands-on application in a variety of trades including electrical, plumbing, carpentry, masonry, and sustainable building practices. Course work also includes safety standards training, trades math, writing a resume and cover letters, and preparing for job interviews. Students receive industry certifications for industrial first aid/CPR, OSHA 10, traffic control, and forklift operation. One of the goals of the program is to train a diverse workforce, increasing the number of women and people of color who are ready to enter apprenticeship, construction-related jobs, and trades positions. This presentation and handouts are included as attachments "C" – TERO Vocational Training Center, "D" – Combined Curriculum TVTC, and "E" – TVTC Story.

Spotlight on Programs: Chief Leschi Schools Internships

Tu-quate-tsa Thomas, student ambassador at Chief Leschi Schools, described her experience interning at Chief Leschi through Career Connect Washington. Tu-quate-tsa works with middle school students who are considered high-risk. This experience gives her the opportunity to establish work skills and support for the students at Chief Leschi. Internships at the elementary level and in the video production department are also offered.

Focus on Tribal Populations: State-level Data, Tribal Data and Opportunities

Shandy Abrahamson, OSPI Office of Native Education, presented an overview of the Office of Native Education, specifically covering State Tribal Education Compact Schools and ESSA Schools. This presentation and handouts are included as attachment "F" – ONE Tribal Relations Presentation.

OSPI WA State CTE Advisory Committee

Shandy Abrahamson introduced the new OSPI WA State CTE Advisory Committee and reviewed the draft of objectives.

Public Comment, Final Announcements, and Conclusion of Meeting

No public comments were made. Samantha L. Sanders provided the dates for the next two meetings, which will be May 19 and June 16. She encouraged members to complete the [Member Response Survey](#).

KALISPEL CAREER TRAINING CENTER (KCTC)

Located on the Kalispel Indian Reservation in Cusick, Wa.

Vision:

The Kalispel Tribal Community will have a skilled workforce to strengthen capacity and build for the future.

KCTC offers job shadowing, paid pre-apprenticeships, and apprenticeships in Carpentry, Welding, Fabrication & Manufacturing.

Recently added apprenticeships: Automotive, HEQ, Plumbing, Electrical, HVAC, and Meat Processing.

Students from Cusick School District begin their tract with Head Start to the Construction Trades programming for 8 weeks in the summer.



Head Start to the Construction Trades



Classroom Modules including:
OSHA 10
Forklift Certification
Hand-Tool Safety
Power-Tool Safety

Field Training including:
Heavy Equipment
Electrical
Plumbing
Carpentry

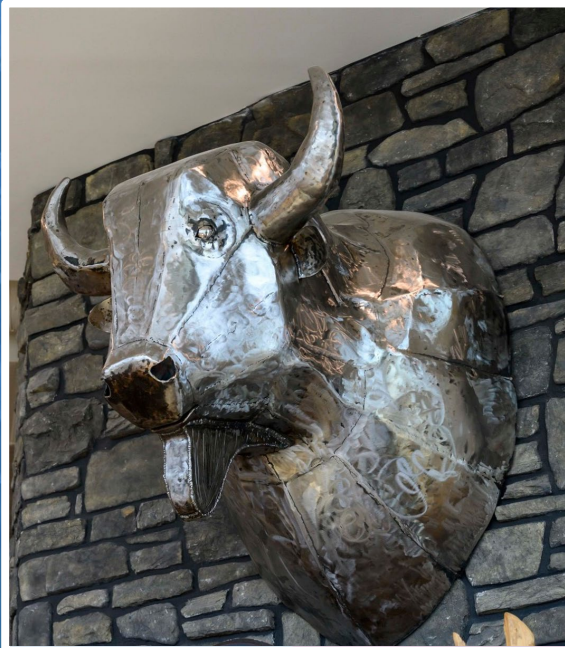


Students at Cusick School District
Must be 16 years of age
Completion of HSCT qualifies for work based learning
for credit during the school year.
8-9 weeks – 32 hours a week (paid).
Certificate of Completion from the INW AGC.



Welding & Fabrication

Kalispel Metal Products – Custom Projects



Products available for purchase at Kalispelmetalproducts.com

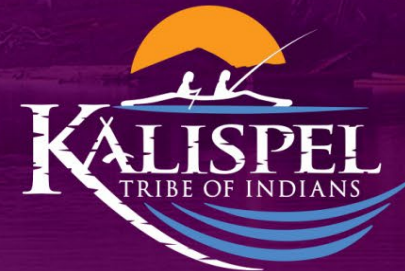
Kalispel Career Training Center's (KCTC) partnership with Kalispel Metal Products is unique.

- Fee Projects directly fund KCTC programs.

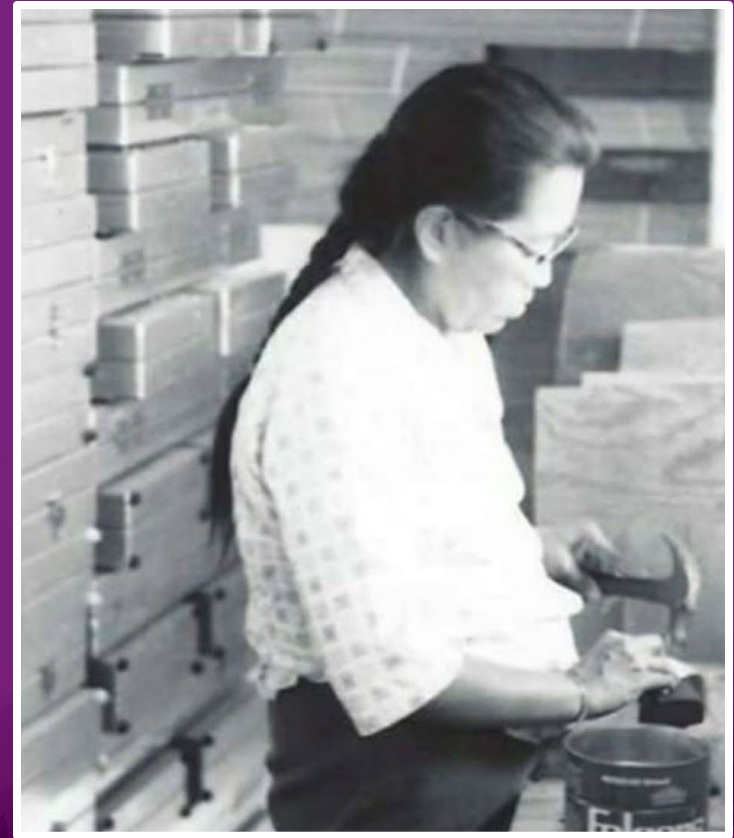
BBQ's & Fire Pits



Benches & Picnic Tables



**Kalispel Case Line: First business of the Kalispel Tribe
Aluminum Gun cases since the late 1960's
Bow Cases & Aluminum Dog Crates.
www.kalispelcaseline.net**



Carpentry



Tiny Homes (7) at
Kalispel RV Park



New Two Story Office Building



Transitional Housing on
Kalispel Indian Reservation



Apprenticeships added in 2022

Automotive

Kalispel Auto Repair

Heavy Equipment

Kalispel Roads Department

Plumbing, Electrical & HVAC

Kalispel Tribe Planning & Public Works Department

Meat Processing

Kalispel Tribe Natural Resources Department



KALISPEL CAREER TRAINING CENTER (KCTC)

- **Pre-Apprentice positions are 12-month temporary positions, open to all community members. Not everyone hired into program waits 12 months to gain full time employment.**
 - **Apprenticeships vary in timeframe depending on**
 - **Positions are structured to so that barriers such as treatment, court proceedings, child-care issues & lack of transportation can be addressed.**
 - **Individual Supported Employment is utilized to attain permanent full time positions at the completion of 12-months.**
- **Since 2018: 30 individuals have began the pre-apprenticeship program. 17 have attained full time employment, 6 are currently in program.**



**FY 2022 Budget
\$445,000**

**Additional ARPA
funds allocated:
1.5 million**

**Each person receives
approximately 1270
hours of training;
70% is hands-on skill
training.**

KALISPEL CAREER TRAINING CENTER is supported in FY 2022 by:

- **Kalispel Tribe of Indians**
- **Kalispel Tribe Education Dept.**
 - **Seattle City Light**
- **Pend Oreille Economic Development Council**
 - **Group Health Foundation**
- **Kalispel Metal Products/Kalispel Case Line**
 - **American Rescue Plan**





Work-Integrated Learning Advisory Committee
April 21, 2022

Summer Youth Employment

Overview

Colville Tribe Brief Overview
Purpose of SYE Program
2021 SYE Overview/Stats
Requirements of Program
Employer Placement/Responsibilities
SYEP Personal Testimony

CCT Overview

Total Size: 1.4 Million Acres and Growing

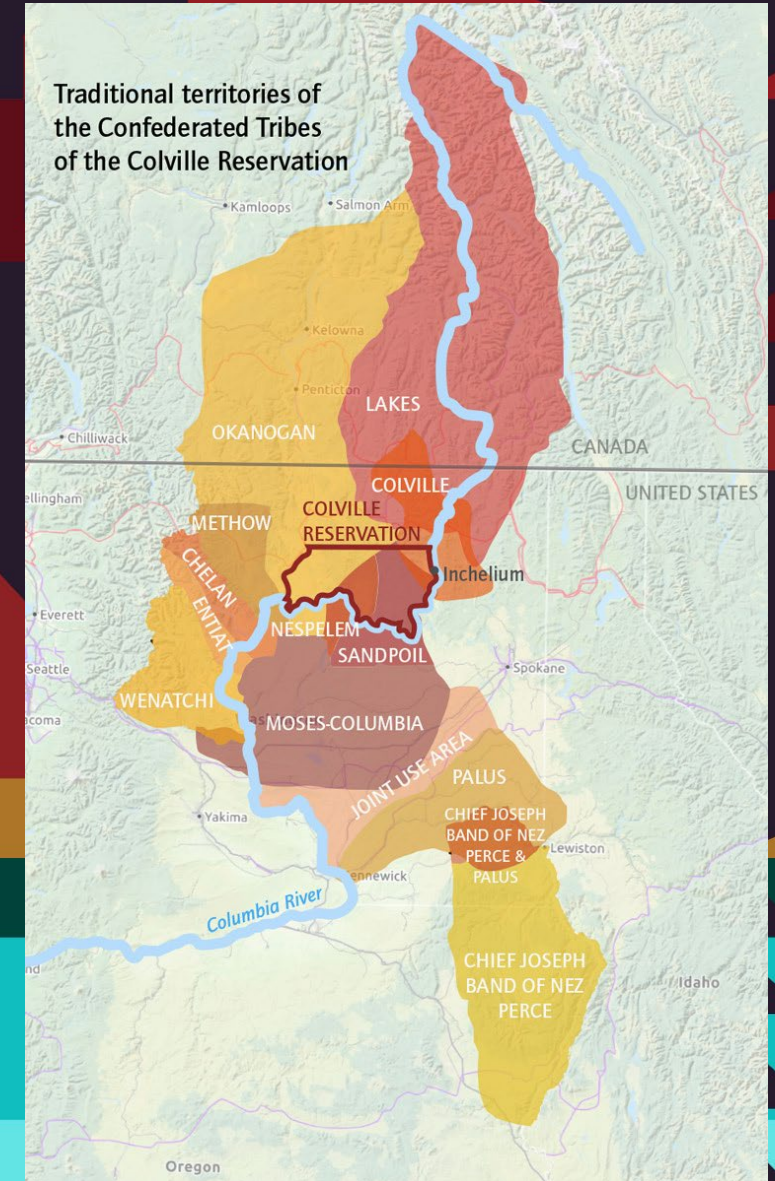
Tribal Enrollment Total: 10,000 + and Growing

12 Tribes

1200 Employees

Law Enforcement, Tribal Courts, Natural Resources, Health Education, History and Archeology, Legal Services, Employment & Education, Legal Services, Human Resources are just some of the programs

3 Major Casinos & other business entities





SYE Purpose

Professional, Career and Personal Development

- Career Exposure & Exploration
- Job knowledge & Skills
- Work Ethics & Life Skills
- Engaged Responsible Citizens
- Grow Network & Discover Resources
- Staying Busy
- Income

SYE General Overview

"Jasmine is by far the best SYEP I have worked with. Her integrity and willingness to learn is impressive. She is consistently on task and works hard the whole day. Her work ethic is outstanding and CIHA really appreciates her help! Very pleasant, intelligent young lady!"

2021	2021	Ages/#s	Wages	Gender	Hours Worked
171 Students	65 Programs/Orgs	14-15: 94	\$11.64	F: 79	160 Hours/Student
		16-18: 77	\$13.69	M: 92	25,034 Total
			2022: \$14.49		

Requirements

In order to participate in the SYEP, applicants must meet the following criteria:

- Ages 14-18 on first day of employment
- Colville Tribal Indian Preference
- Have a cumulative GPA of 2.0 or better
- Comply with applicable youth employment regulations and laws
- Priority given to those who have successfully completed prior SYEP year, with the exception of first time participants

Prior to beginning employment, an SYEP employee shall:

- Attend workshop (work on resume, application, required paperwork)
- Attend orientation
- Complete worksite agreement
- Complete payroll packet



Employer Requests

Upon acceptance, a SYEP caseworker will assist employee to locate a job site:

- Work sites/referrals: must be located within 10 mile radius of reservation

Employer Requests:

- Location of worksite
- Setting of worksite
- Job Duties
- Contact Number
- How many workers
- Age Preference
- Training and Goal Plan



Previous Summer Youth Employees



End of Year Gathering



Diabetes



Purchasing

SYEP

Mock Interviews

Cultural Field Trips



Conclusion

The SYEP is critically important to the personal growth and professional development of our students. The knowledge and skills gained through this experiential learning opportunity helps students realize their passions and potential. This hands on “real world” experience ignites their career interests.

Furthermore, the learning retention exceeds many classroom lectures and lessons.

Questions & answers

TERO Vocational Training Center

“Training for a Better Tomorrow”



TVTC History

- Construction training was originally established in 2001
- 2003 Program goes under NACTEP grant
- 2013 TERO resumes
- 2014 TVTC becomes State recognized and partners with:
 - Carpenters
 - Laborers
 - Cement Masons
 - Sheet Metal Workers
 - Electricians
- 2015 New Accreditation
- 2018 transition sixteen weeks to eight weeks and an invitation to the second 8 weeks

TVTC offers

- Students Supportive Services
 - Stipends, work clothes/tools, job placement & referrals
- Classes Offered
 - Construction Industry Trades “Pre-apprenticeship”
- Potential Education
 - Open Doors
 - 21 and up
- Potential Training
 - Operating Engineers
 - CDL training
 - Scaffold erection

TVTC

➤ Partnerships

- Tribes
- WSDOT
- WSATC
- Apprenticeship programs
- Renton Technical College & South Seattle College
- Northwest Justice Project
- Goodwill Industries
- Workforce Snohomish

➤ Sharing resources to maximize the benefit for all TERO Clients

THE GOAL IS TO ENTER THE CONSTRUCTION INDUSTRY

- Natives are taking the first step to successfully entering a construction career by attending the TVTC construction training.
- They will earn 28 college credits upon completion.

STUDENTS COME FROM ACROSS THE COUNTRY

- MONTANA
- WYOMING
- ALASKA
- IDAHO
- WASHINGTON

8 and 8 equals 16

- TVTC has changed the 16 week program to 8 weeks and 8 weeks. The second eight weeks is by invitation only.
- WHAT DOES A SUCCESSFUL STUDENT LOOK LIKE?
 - Focus on class work; turn in all your assignments
 - Good attendance
 - Participate in class discussion
 - Work hard on class and individual projects
 - Follow instructions without argument (though questions are welcome)
 - Help fellow students.
 - Respect self and others
 - Participate, ask questions, pay attention, take good notes; this is a college course
 - Work Safe, always have a tool buddy, and do not forget your PPE.
 - No texting, Facebook, or phone calls in classroom or shop unless it is an emergency
 - Turn their phone on vibrate

THE DIFFERENCE IN 8 AND 8

- The students take the training more seriously
- The students entering apprenticeship has risen 50%
- Increased entering the construction industry overall 75%
- Increased 100% attendance
- Increased high school diploma retrieval
- Students earn certificates during the first eight weeks and are still employable if not invited to the second eight weeks

SOFT SKILLS

Resume'

Cover letter

Interviewing

Attendance intervention

Dependable strengths

SOFT SKILLS

Mock interviews

- Invite industry representatives to sit on your interview panel; business owners, contractors, apprenticeship coordinators
- During our last mock interview students were offered direct entry into apprenticeship

CARPENTRY



ELECTRICAL



TRY A TRADE DAYS

- The class attends a variety of apprenticeship programs to tour or try their hand at the trade.
- The students tour job sites

WESTERN WASHINGTON MASONRY TRADES



WESTERN WASHINGTON MASONRY TRADES



PACIFIC NW IRONWORKERS JATC



FINISHING TRADES



GLAZIERS



PLASTERERS



NW LABORERS



NW LABORERS



SHEET METAL



SUMMER YOUTH SHEET METAL



THE WAVE TOUR: LABORERS, ELECTRICIANS, PLUMBERS, PIPEFITTERS, OPERATORS



JOB SITE TOURS

- See skills in action during job site tours
- Ability to visualize themselves in the construction industry

ANDERSON TOUR



SEAWALL TOUR, THANK YOU MORTENSON-MANSON



CERTIFICATIONS

- Forklift
- Scissor lift
- Boom lift
- Flagger card
- First aid/CPR/AED
- OSHA 10
- 40 hour HAZWOPER

BOOM LIFT



SCISSOR LIFT



CLASS SPEAKERS

- Employers
- Business agents
- Graduates

SUCCESSFUL GRADUATE RETURNS TO SHARE HIS CAREER EXPERIENCE



BUSINESS AGENTS



TWO GENERATIONAL APPROACH

Attendance intervention
Children's school attendance
Safety at training and at home
Nutrition, Health and Dental care
Early learning and Literacy

FAMILY DAY
Focusing on
Literacy

THANK YOU SNO-ISLE



CHILDREN'S TOOL BOX



GIVING BACK TO THE COMMUNITY



TULALIP HEALTH CLINIC PLANTER BOXES



TINY HOMES FOR THE TULALIP HOMELESS SHELTER



CUBBY'S FOR EARLY LEARNING



GRADUATION

BUT IT'S NOT OVER

They will start JOB CLUB

Job club will keep them connected and motivated. they will receive job postings, resume brush up, interview preparation and network with other graduates. AND MORE

They are always part of the TVTC family

Follow up

DOES IT WORK?

STATISTICS FOR OUR LAST FIVE CLASSES

- 118 Native Americans enrolled
- 94 graduated
- 12 earned their High school Diploma through 21 and up
- 25 entered a construction apprentice
- 20 entered construction
- 21 entered livable wage employment
- The average placement rate is \$21.04



Students will gain skills for apprenticeship or entry-level employment in construction, manufacturing, maintenance, and related industries. Courses incorporate theory and hands on application in a variety of trades including electrical, plumbing, carpentry, masonry, and sustainable building practices. Course work also includes safety standards training, trades math, writing a resume, cover letters, and preparing for job interviews. Students receive industry certifications for industrial first aid/CPR, OSHA 10, traffic control, and forklift operation. One of the programs goals is to train a diverse workforce, increasing the number of women and people of color who are ready to enter apprenticeship, construction related jobs and trades positions.

Program Length

Hours 364

Trades rotation and speakers

Total 455

1 quarter

Monday-Friday, 8:00 am- 3:00 pm

ADMISSION REQUIREMENTS

Students should have a high school diploma or GED prior to program entry or complete this while enrolled.

A valid Washington State Driver's License

Tests and quizzes are given periodically to measure competency. The final grade received is a compilation of participation and grades received for written tests, quizzes, assignments and hands on projects

ACTIVITIES TO ACHIEVE OUT COMES

- Students will attend lectures, demonstrations and trades rotation days
- Students will safely use power tools
- Students will draw orthographic drawings of objects and buildings, read blueprints/plans
- Students will do layout projects for a building

GRADING

Student's grade will be based upon the student's gaining competencies as shown through: participation in individual and group projects, quizzes, and final examination

ATTENDANCE POLICY

Competencies are based upon participation in class activities. If you do not attend class, you will not be able to gain those competencies and receive an "S" grade



COL 101 College Success

Prepares students for their academic success in the college setting. Topics will include study skills, time management, financial literacy, information literacy, resume and job skills, basic computer skills, cultural competency, privilege and power, applying rubrics to your work, navigating support services and creating dispositions for student success.

JSTI 101 Core Construction Skills

Students learn core construction skills such as blue print reading, measurements and layout. Ergonomic hazards of construction are identified and participants demonstrate preventive measures. Participants identify construction materials, apply industry terminology, and identify and safely operate hand and power tools related to construction trades. Students learn electrical load counts for safe use of power tools. Participants demonstrate standard signals for cranes, use rigging equipment, wear personal protective equipment, and demonstrate proper use and handling of ladders.

Upon successful Completion of this course the student will be able to:

- Describe how the construction industry is organized, how a typical residential building project is organized and what kinds of jobs and skills are required for careers in the construction industry so that they can create an effective plan or pathway to get a job in the industry. Critical thinking, written and oral communication.
- Read and understand basic blue prints, use an architect's scale, draw simple scaled orthographic drawings. Critical thinking, quantitative skills.
- Correctly layout and set up batter boards for excavation and foundation forms setting lines, for a house, that are accurate within ½ inch. Quantitative skills and group interaction
- Identify, name, size and describe how basic construction materials and fasteners are used.
- Layout using a laser level to shoot grades
- Draw orthographic shop drawings and build a small wood personal project
- Students will:
 - Build footing and wall forms
 - Build personal projects
 - Visit job sites
 - Recognize typical components of framing
 - Lay out and frame basic wood floor platform
 - Lay out and frame a typical wall, window and door openings
 - Lay out a roof rafter and cut a typical stair jack

JSTI 109 Safety, tool and equipment certification

Participants receive state approved training in the safe operation of a sit-down counter-balance lift truck and traffic control (flagging). Students can receive certification in each of these areas. Students earn the industrial First aid/CPR & AED certification, which includes general principles of first aid, medical emergencies, injury emergencies, environmental emergencies, blood borne pathogens, and safety precautions. This course includes OSHA 10 certifications. Upon of written exam and skills evaluation, AHA card issued. The industrial first aid/CPR & AED certification is approved by OSHA, WISHA (Labor and Industries)

Upon successful Completion of this course the student will be able to:



- Successfully satisfy L & I requirements and hold and document a job site safety meeting, set up an extension ladder, name the basic parts of a fall protection system and assemble the system, obtain interpret two MSD Sheets, be able to safely use common construction tools to complete lab projects. Using four abilities: critical thinking, written and oral communication, quantitative skills and group interaction.
- Students will:
 - Recognize fall safety issues and complete a fall protection plan
 - Earn a forklift card
 - Earn a boom lift certificate
 - Earn a traffic control card
 - Earn their OSHA 10 card
 - Earn First Aid/CPR AED card
 - Earn a 40-hour HAZWOPER certificate

JSTI 111 Structural Trades

This course emphasizes those building trades involved in the skeletal aspect of a structure. This includes electrician, ironworker, rough and form carpenter, laborer, brick and cement mason, and piledriver. Students work with tools, materials and methods specific to each trade, developing skills and knowledge to include steel studs wood framing. Students operate such equipment as air compressor and build projects as a team.

JSTI 117 Electrical and Mechanical Trades

This course covers building trades involved in the interior of a structure such as electrical, plumbing, and sheet metal work. Students learn basic electrical theory, use Ohm's law and build simple circuits. Students also learn basic plumbing applications, soldering and how to work with sheet metal. Safe and correct use of tools is emphasized throughout.

- Students will learn
 - to wire a switch
 - understand ground fault protection and where it is required
 - Build a three-way circuit
 - Ohms law
 - Have the skills and knowledge to correctly install basic electrical devise to NEC specifications

JSTI 126 Sustainable Building Practices

This course provides an introduction to green building and sustainable design principles.

JSTI 168 Trades Math 1

This course is taught with a vocational emphasis to develop and deepen student's conceptual understanding of mathematics by their chosen CTP pathway and to develop efficiency in problem solving with whole numbers, fractions, decimals and percent's. Students are introduced to Ohm's law and basic electrical math principles. Students study ratio and proportion, geometry and basic algebra as applied to the construction industry.

JSTI 175 Communication for the trades

Introduction to the communication skills needed in the construction, maintenance and manufacturing trades.



JSTI 180 Human relations for trades

Introduction to the communication skills needed to locate, interview for, and negotiate employment in the construction, maintenance and manufacturing trades. Human relations in the work place are covered under such topics as goal setting, time management, sexual harassment prevention and effective communication. Students develop a job search plan, resume and cover letter.

- Students will
 - Attend work place 101
 - Complete an employment history record
 - Participate in a mock interview
 - Learn money management and budgeting

CORE CONSTRUCTION TRADES PREPARATION CERTIFICATE

<u>Course #</u>	<u>Course Title</u>	<u>Credits</u>
COL 101	College Success	3
JSTI 109	Safety, Tool and Equipment Certification	4
JSTI 168	Trades Math 1	3
JSTI 175	Communication for Trades	2
JSTI 180	Human Relations for Trades	2
	Total	14

CERTIFICATE OF COMPLETION-TO APPRENTICESHIP PATHWAY

<u>Course #</u>	<u>Course Title</u>	<u>Credits</u>
JSTI 101	Core Construction Skills	5
JSTI 111	Structural Trades	2
JSTI 117	Electrical and Mechanical Trades	2
JSTI 126	Sustainable Building Trades	5
	Total with Core Certificate, College to Apprenticeship Pathway	28

TEACHING METHODS

- Lectures
- Demonstration
- Participating in group projects
- Watching safety videos/slide shows and other students
- Job site visits



TERO Vocational Training Center (TVTC)

MISSION:

To train Native Americans and their families in the construction trades, resulting in our students gaining successful employment in family wage jobs.

To work with the entire family, offering pathways to services and organizations that will be beneficial to student family success, creating a healthy & culturally vibrant family and community.

WHEN TVTC STARTED

TVTC has been successfully training Native Americans to enter the construction industry since 2001. In 2014 TVTC became the first Native American pre-apprenticeship training program recognized by Washington State Apprenticeship & Training Council. TVTC holds two classes per year training 40-46 students since 12/14/15 TVTC has trained 207 in which approximately 160 students graduated. Working with the TERO department and local unions, TVTC students have received successful job opportunity in which we placed 104 students with job opportunities at a 72% placement rate with an average wage of \$21.88

OUTREACH

TVTC is constantly recruiting Native Americans to attend the training and inform them about opportunities in the construction industry. TVTC attends career fairs, TERO conferences, TERO events and shares information during food distribution at food banks, with Tulalip court, beda?chelh (foster care), behavioral health, homeless shelters, community-based organizations, native cultural centers, boys and girls club, daycare providers, social media and schools.

ASSESSMENT AND PRE-EMPLOYMENT PREPARATION

TVTC uses an application to gather information and invite potential students to an information session. At this time, they are evaluated and referred to appropriate agencies to assist them with WSDL retrieval, driver's education or testing. TVTC has collaborated with Renton Technical College's High School 21 for students to earn their high school diploma.

During the training, students receive soft skills training and attendance intervention pressing the importance of being on time and present daily. The soft skills portion consists of creating an employment history record, resume writing, mock interview preparation, dependable strengths

articulation, money management, dress for success and work place 101. The attendance, certification attained, training sites visited are tracked and documented.

WHO WE TRAIN

TVTC Construction training is a free intensive “hands on” program offered to all Native Americans, their spouses, children and parents. Students earn a certificate from Renton Technical College or South Seattle Community College upon successful completion. Graduates earn 28 college credits

THE TRAINING

Graduates can describe how the construction industry is organized, how a typical residential building project is organized and what kinds of jobs and skills are required for careers in the construction industry so that they can create an effective plan or pathway to get a job in the industry.

- Read and understand basic blue prints, use an architect’s scale, draw simple scaled orthographic drawings.
- Correctly layout and set up batter boards for excavation and foundation forms setting lines, for a house.
- Improve trades math skills
- Identify, name, size and describe how basic construction materials and fasteners are used.
- Layout using a laser level to shoot grades
- Draw orthographic shop drawings and build a small wood personal project
- Students will:
 - Build footing and wall forms
 - Build personal projects
 - Visit job sites
 - Recognize typical components of framing
 - Lay out and frame basic wood floor platform
 - Lay out and frame a typical wall, window and door openings
 - Lay out a roof rafter and cut a typical stair jack
 - to wire a switch
 - understand ground fault protection and where it is required
 - Build a three-way circuit
 - Ohms law
 - Have the skills and knowledge to correctly install basic electrical devise to NEC specifications
 - To correctly cut, fit and install PEX supply piping
 - To seat copper pipe and pass an air pressure test
 - Install a waste drain and vent
 - Basic plumbing facts
 - Recognize fall safety issues and complete a fall protection plan
- Students will
 - Earn a forklift card
 - Earn a boom lift certificate
 - Earn a traffic control card
 - Earn their OSHA 10 card
 - Earn First Aid/CPR AED card
 - Visit job sites

- Participate in try a trade hands on at up to ten apprenticeship training sites
- Attend work place 101
- Complete an employment history record
- Participate in a mock interview
- Learn money management and budgeting
- Participate in Dependable strengths articulation

Students will

- Earn a forklift card
- Earn a boom lift certificate
- Earn a traffic control card
- Earn their OSHA 10 card
- Earn First Aid/CPR AED card
- Earn a 40-hour HAZWOPER certificate
- Visit job sites
- Participate in try a trade hands on at up to ten apprenticeship training sites
- Attend work place 101
- Complete an employment history record
- Participate in a mock interview
- Learn money management and budgeting
- Participate in Dependable strengths articulation

SUPPORT SERVICES

Support services are available through the Tulalip Charitable grant, TERO funds or they are referred to Workforce Snohomish or ANEW. Support services will be documented with case notes in the TVTC database and on an excel spreadsheet. Support services will be used for work clothes, boots, safety glasses, transportation assistance, car repairs to address safety concerns, relicensing, and basic hand tools specific to their chosen trade and daycare. Support services are a fund of last resort and students will be advised of support services during the informational session and explained that when the need becomes a barrier, services will be issued. Copies of request, support issued will be maintained and documented. TVTC also meets individually with the students weekly to assess any needs that may arise.

PARTNERSHIP

TVTC partner with non-profit organizations, apprenticeship programs and employers. TVTC has collaborated with Low Income Housing Institute to build thirty-one tiny houses and one cottage.

GRANT & DONATION FUNDED

TVTC provides free training to the students. TVTC is accredited through Renton Technical College & Seattle colleges. With the costs of accreditation & operating expenses, TVTC successfully runs its program through grant & donation awards. TVTC is looking for support to supply the yearly operational expenses of approximately \$280,000 a year in which supports Two 16-week Pre-Apprentice Construction training courses and approx. the graduation rate of 40-46 students per year.

Website: <https://tvtc.tulaliptero.com/>

Work Integrated Learning Advisory Committee Office of Native Education Tribal Relations

WILAC MEETING

APRIL 21, 2022

OFFICE OF NATIVE EDUCATION

SHANDY ABRAHAMSON, CCL TRIBAL ENGAGEMENT SPECIALIST

WASHINGTON OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Office of Native Education





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Office of Native Education Vision

Indian education dates back to a time when all children were identified as gifted and talented. Each child had a skill and ability that would contribute to the health and vitality of the community. Everyone in the community helped to identify and cultivate these skills and abilities. The elders were entrusted to oversee this sacred act of knowledge being shared. That is still our vision for Indian education today.

[From Where the Sun Rises: Addressing the Educational Achievement of Native Americans in Washington State \(2008\)](#)



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Office of Native Education



Discussion Overview

- State Tribal Education Compact Schools (STEC)
- Every Students Succeeds Act (ESSA) Schools
- OSPI Dual Credit Data
- WA State Tribal Information
- Closing



State Tribal Education Compact Schools

In 2013 the Washington State Legislature passed [Engrossed Second Substitute House Bill \(E2 SHB\) 1134\(link is external\)](#): Authorizing state-tribal education compact schools. The bill authorizes the Superintendent of Public Instruction to enter into state-tribal education compacts. This act exempts schools that are the subjects of state-tribal education compacts from all existing state statutes and rules regarding school districts and district boards of directors; establishes standards for teachers, staff, and curriculum; outlines admissions policies and school funding; and establishes reporting requirements on student enrollment.

SCHOOL	LEADERSHIP	LOCATION	GRADES	ENROLLMENT
CHIEF KITSAP ACADEMY	Rex Green	SUQUAMISH	6-12	90
CHIEF LESCHI SCHOOL	Marc Brouillet	PUYALLUP	K-12	561
LUMMI INDIAN NATIONS SCHOOL	Bernie Thomas	LUMMI	K-12	348
MUCKLESHOOT TRIBAL SCHOOL	John Lombardi	AUBURN	K-12	574
QUILEUTE TRIBAL SCHOOL	Mark Decker	LAPUSH	K-12	131
PASCHAL SHERMAN INDIAN SCHOOL	Lori Falcon	OMAK	K-9	128
WA HE LUT INDIAN SCHOOL	Harvey Whitford	OLYMPIA	K-8	135
YAKAMA NATION TRIBAL SCHOOL	Raynel Begay	TOPPENISH	8-12	130



ESSA School Districts

2022-23 ESSA Affected School Districts with American Indian/Alaska Native Enrollment over 50% and/or Title VI Indian Education Grants over \$40,000*

Aberdeen School District	Highline School District	North Kitsap School District	Shelton School District
Auburn School District	Inchelium School District	North Thurston Public School	South Kitsap School District
Bethel School District	Keller School District	Okanogan School District	Spokane School District
Cape Flattery School District	Kent School District	Omak School District	Tacoma School District
Central Kitsap School District	LaConner School District	Port Angeles School District	Taholah School District
Federal Way School District	Lake Washington School District	Puyallup School District	Toppenish School District
Ferndale School District	Marysville School District	Queets-Clearwater School District	Wapato School District
Franklin Pierce School District	Mount Adams School District	Quillayute Valley School District	Wellpinit School District
Grand Coulee Dam School District	Nespelem School District	Renton School District	White River School District
		Seattle Public Schools	Yakima School District



OSPI American Indian/Alaskan Native Data

School districts who mindfully work together with Native communities over a period of time can improve results while decreasing tension. Under ESSA, districts are required to have meaningful consult with tribes.

Enrollment Overview:

69,992
Students Enrolled

325
Districts

Report Card Measures



38.7% Data Not Available for 2022
Kindergarten Readiness

62.4%

Regular Attendance
Data Not Available for 2022



3.1%
Discipline Rate
Data Not Available for 2022

62.8%

Ninth Grade On Track
Data Not Available for 2022



49.5%
Dual Credit

Graduation Rate
Data Not Available for 2022

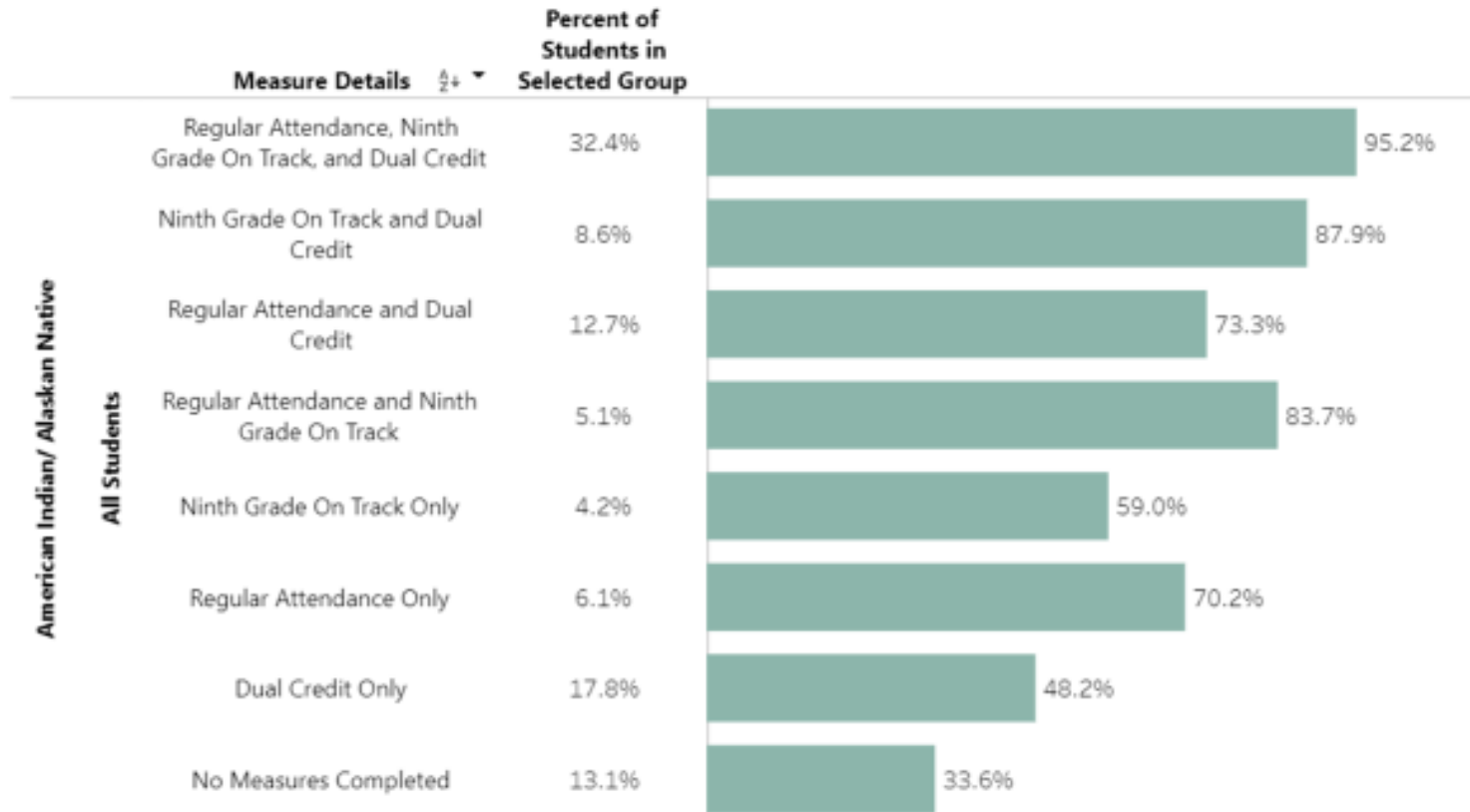


Statewide Max Identification of American Indian/Alaska Native Students

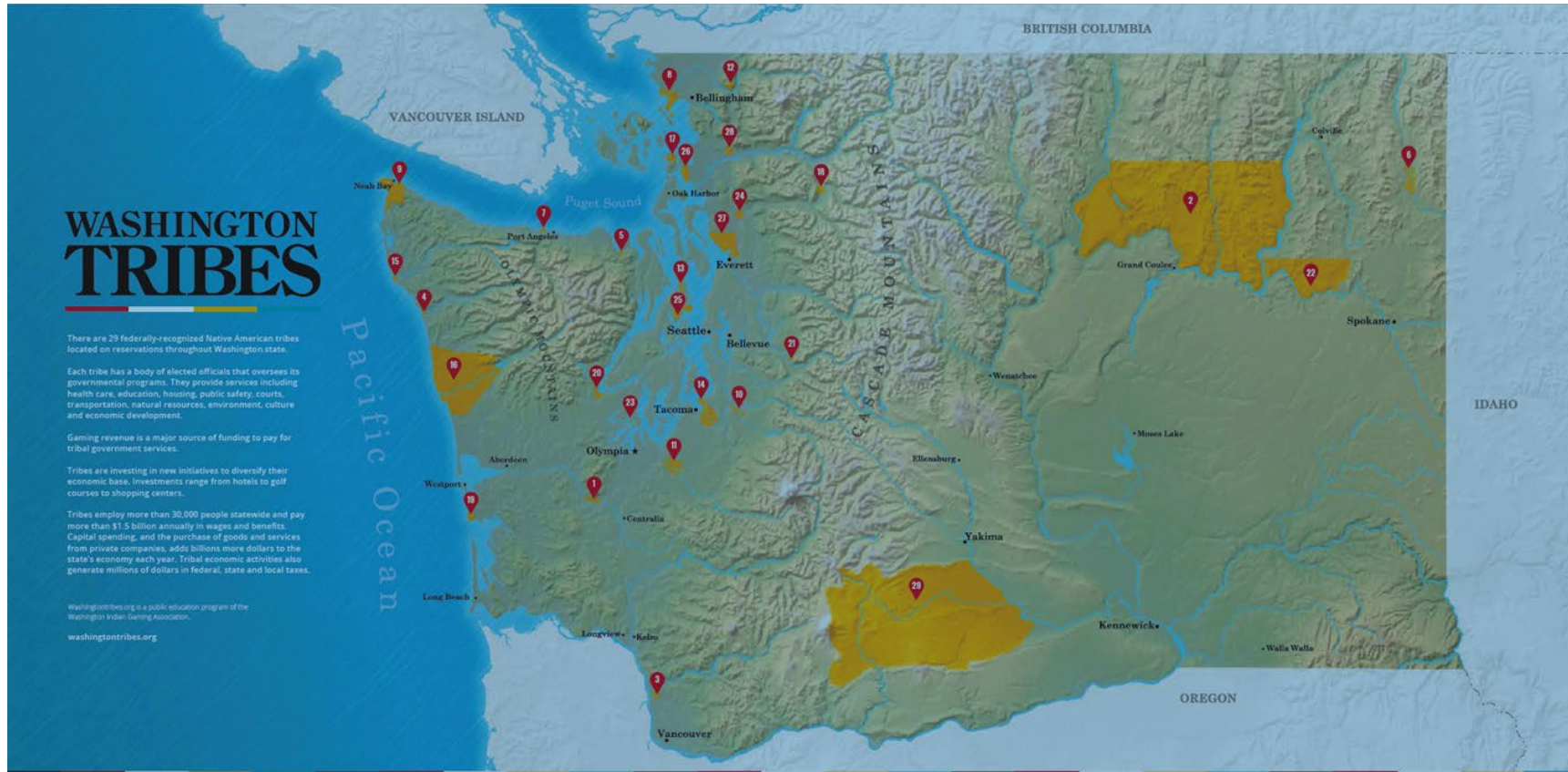
Year	All Dual Credit	AP	Cambridge	CIHS	CTE	IB	Running Start
2017	50.10%	12.30%	1.00%	4.30%	35.60%	2.20%	4.40%
2018	50.90%	12.50%	0.90%	6.70%	35.60%	2.40%	4.80%
2019	52.20%	12.40%	0.80%	7.60%	36.60%	2.50%	5.10%
2020	53.60%	12.20%	0.90%	10.00%	37.30%	2.60%	5.50%



American Indian/Alaska Native Students Graduation Rate For Each SQSS Measure Combination



Washington State Tribes



Washington State Tribes Economic Impacts

Creating Jobs and Economic Benefits

Washington's tribes employ more than 30,000 people.



*2019 report by economist Jonathan Taylor

<https://www.washingtontribes.org/>



Washington State Tribes Economic Impacts

Relative Standing of Indians in Washington State 2011-2015

	Indians		all people
	on reservations	statewide	statewide
bachelor's degree or higher	8%	12%	33%
median household income	n/a	\$40,216	\$61,062
labor force participation rate	50%	56%	64%
child poverty	36%	32%	18%
overcrowded homes	10%	6%	3%

[1]

Income Per Person



<https://www.washingtontribes.org/>



Washington State Tribes Economic Impacts

Top 15 Employers in Washington

in-state employees, 2018

- #1 65,829 Boeing
- 2 54,000 Joint Base Lewis-McChord
- 3 50,000 Amazon.com
- 4 46,293 Microsoft
- 5 45,945 Navy Region Northwest
- 6 44,955 University of Washington Seattle
- 7 43,067 Providence St. Joseph Health
- 30,715 Washington Tribes***
- 8 21,541 Safeway & Albertsons
- 9 19,957 Walmart
- 10 17,601 Costco Wholesale
- 11 16,302 MultiCare Health System
- 12 15,539 Fred Meyer Stores
- 13 15,449 King County Government
- 14 13,954 Starbucks
- 15 13,317 Swedish Medical Center First Hill/Ballard

*Survey data and additional public information, 2017.
[6,7,8]

Washington Tribes' Non-Indian & Indian Employment survey responses only

	Indian	non-Indian	total	% non-Indian
Casino	2,371	14,642	17,012	86%
Enterprise	1,190	1,860	3,050	61%
Government	5,283	3,939	9,222	43%
total:	8,844	20,441	29,285	70%

[6]

<https://www.washingtontribes.org/>



Connection

Preserving
Culture

Community
Investment

Sustaining
Environment and
Natural Resources

Economic
Development

Public Health and
Safety



When we as a collective recognize and acknowledge tribal practices and provide support to uplift and strengthen, we are making a cultural, community, educational and economic investment that benefits all of Washington.



Washington State Tribal CTE Advisory Committee

Some of the objectives that are to be worked on by this committee include:

- WA State Tribal CTE Goals and Priorities
- Provide support to OSPI and CCW regarding cultural relevancy CTE programming
- Build and maintain partnerships/relationships
- Develop and Share Best Practices
- Policy and Legislative Advocacy
- Identify and recognize successful tribal programs that could qualify for dual credit opportunities/credit for prior learning

I want to take a holistic view in creating WA State Tribal CTE programs that provide wrap around services in the way we create programs. The advisory committee represents that kind of wrap around supports through the representatives. We have included members not only from the academic lens (OSPI, Data, STEC and Higher Education) or the Industry (WA State Tribal Industry and Economic Development) but community (WASNAEC) and family (Title VI/JOM) as well.

My goal is to align dual credit program development with the goals and priorities of Washington State Tribal communities and organizations creating meaningful and achievable programs. Another goal includes recognizing already established tribal programs to earn dual credits leading to student successes.



Washington State Tribal CTE Advisory Committee

Agency/Department	Name	Contact
WASNAEC	Cindy Kelly	ctkelly@olypen.com
STEC	Nancy Nelson	nancy.nelson@leschischools.org
Tribal Industry	Lee Adolph/Other?	ladolph@councilfortribalemploymentrights.org
Tribal Economic/Gaming	Chad Marchand	chad@ncaied.org
Title VI/JOM	Martha Sherman	
Higher Education	Carli Schiffner Suzi Wright	cschiffner@sbctc.edu suzi.wright@wwu.edu
Data	Travis Wentworth	
Other	Mabe Haylie	HaylieM@ckschools.org



Reflection and Gratitude Way' Lmt Lmtx'

