

**Work-Integrated Learning Advisory Committee Meeting Minutes**  
**Regular Meeting**  
**Delta High School Tour and TriTech Skills Center, Pasco/Kennewick, Washington**  
**October 9, 2019**

**Members in Attendance:** Representative Sharon Tomiko Santos  
Rebecca Wallace, Designee to the Superintendent of Public Instruction (OSPI)  
Derek Jaques, representing K-12 CTE educators  
Denise Reddinger, representing school counselors  
Krista Fox, CTC Educator  
Eric Wolf, Workforce Board

**Members Excused:** Representative Luanne Van Werven  
Senator Lisa Wellman  
Senator Ann Rivers  
John Aultman, Office of the Governor

**Staff to the Committee:** Samantha L. Sanders, OSPI  
Dan Tedor, OSPI  
Sheri Tucker, OSPI  
Renee Lafreniere, OSPI

**Meeting Guests:** Nate Humphrey, SBCTC  
Maddie Thompson,  
Tim Probst, ESD  
Stephanie Schirin, Richland School District  
Paul Randall, Tri-Tech Skills Center  
Lisa McKinney, Tri-Tech Skills Center  
Sherri Croshaw, Tri-Tech Skills Center  
Nathen Allington, Tri-Tech Skills Center

**Delta High School Tour**, led by student ambassadors, took place from 8:30 a.m. to 11 a.m.

**Call to Order:** Derek Jaques called the meeting to order at 11:00 a.m. Prior Minutes were approved for the August 21, 2019 meeting. No public comment took place.

**Introductions:** Committee members and guests introduced themselves.

**Legislative Overview and Subcommittee Discussion:** Representative Sharon Tomiko Santos reminded the committee to read RCW 28A.300.196. No legislative report available because not in Legislative Session.

Representative Santos gave an overview of other locations the committee has visited: Aviation; HeLa; SEH America; and the Puget Sound Skills Center.

Representative Santos asked Maddy Thompson to speak to the Mastery-Based Learning Committee in order to understand the cooperative/relevant work, as well as exploring how “competency-based” skills may impact conventional grading structures (i.e. learning takes place anytime, anyplace; progression through mastery of skills, not a particular grading timeline). Representative Santos suggested inviting members from that committee to participate in a future WILAC meeting.

**Tri-Tech Skills Center Tour**, took place from 11:45 a.m. to 12:30 p.m.

**Spotlight on Existing Programs:** Paul Randall, Director and Lisa McKinney, Assistant Director of Tri-Tech Skills Center. Did not see every program here, i.e. cybersecurity. The teachers shared various highlights and “lessons learned”.

Automotive/Diesel - has an AES summer apprenticeship program. Students are paired with ASC master-certified mentor and remain with them for 7 to 9 weeks. Mentor gets the flat rate of what the student intern is making (modeled after the 2004 National NATF Certified Program. Ford announced a similar program with ACE; Subaru is starting their own program as well—their goal is to “grow their own” technicians.

Pre-Nursing – students participate in 10 weeks of clinical rotations throughout five different facilities. The Center hosts AM and PM session cohorts of students.

Construction – has a vibrant partnership with Habitat for Humanity.

Barriers to participation have included the interview, grades, attendance, driving record, drug test; however, transportation to worksite learning experiences continues to be the most frequent challenge. Additionally, equity/access is always a concern—there are various collaborations and strategies in effect (bus passes, carpooling, gas reimbursement, etc. The Center is focused on creating a culture of shared responsibility among students as well as staff; additionally, their goal is to offer a seamless, work-integrated approach to career awareness.

Lisa discussed the various career awareness activities including middle school tours, T-TSC visits, etc. with 5<sup>th</sup> and 8<sup>th</sup> graders. Committee members asked questions regarding application process, training plans, funding, and other community-based and elementary activities.

**Work-Integrated Learning, Lessons from the Field:** Industries are changing rapidly, how much do CTE directors have opportunity to consider future industries and jobs? How does it factor into overall strategic planning? How can we make the education system more engaging and relevant? From industry perspective, key concepts, knowledge and skills do not change significantly from industry to industry, i.e. work ethics, communication, problem-solving skills, etc. Noted was paying attention to industries that are changing, growing, as well as declining in growth and/or openings. All Skills Centers are directly aligned to local, regional and state industry needs in high-demand, high-wage occupations.

Agriculture programs is one example where the use of drones has change/expanded the programs. Drone skills are heavily reliant on computer programming logistics, robotics, etc.

Several members shared the various committees, coops, and strategic planning groups that CTE directors across the state participate in (i.e. Tri-Cities CTE Cooperative, CTE Director's Association, CTE Strategic Planning Committee, etc.) as well as membership and regular meetings with their local consortium, workforce development councils, and educational service districts.

**Committee Discussion and Questions:** Discussion and questions continued regarding successes, barriers, regional and state systems needing support.

To what extent do we have to pay attention to what's coming down the pipe as opposed to what's relevant now to help keep students prepared? Paul stated that industry says focus on the fundamentals because those aren't going to change—basics matter. There are new components, i.e. virtual and augmented reality, however, focus on the basics. Skills Centers run programs that meet employers demands. Computer Repair Technician was the latest example of a program closure due to declining industry demand.

Representative Santos asked how we replicate and scale up successful examples? What are some of the more objective things that we can take back that won't only work in the Tri-Cities that has a long history of cooperation? What are the characteristics or tools that might be replicable? Paul replied, "offering high quality programs and a commitment to standards; but even with that, not every student completes."

Sherrie Croshaw, Dental Instructor at Tri-Tech Skills Center, stated that barriers include a student that had a dental assistant going on maternity leave, but she didn't turn 18 until August. Student that did the internship at the office she was a patient at, but she had to finish the class because the internship was embedded in the class—they held the position for her.

There are a small percentage of students that figure out they don't want to be a tech; however, they still learn a considerable amount of employability skills, so completing a program is important. Barrier Reduction Funds are spent every year primarily on uniforms or transportation assistance. Certification costs are funded out of a different pot of funds. Summer school and tours continue to be the major marketing events that that bring students into Tri-Tech Skills Center.

Nathen Allington from the Tri-Tech Firefighting Program who is starting his 22<sup>nd</sup> year of firefighting talked about a student that had over 153 service hours for her program. Worksite learning happens outside of a normal school day. In the first year, Kennewick Fire Department was the only one doing a ride along and they thought you had to be 18 years or older to ride along. One Chief Officer on the advisory brought up the same WAC that the dental program uses, and their risk managers said Yes students can ride in the back of an ambulance. Now they have 3 to 4 different 12-hour ride-alongs at 4 different locations. You can start as an explorer when you start the 8<sup>th</sup> grade, start at TriTech as a junior, then fill the need as a resident firefighter upon graduation. It costs upwards of \$200K a year to train a firefighter and Tri-Cities doesn't want them to leave the community.

Other barriers discussed:

- Age related barrier – International fire service (IFSAC). In our region, 8 have been granted the

right to test for Washington State Patrol. 1<sup>st</sup> year students were not 17 yet. 2<sup>nd</sup> year they weren't allowed to test 17-year olds per Washington State Patrol.

- Minors and bloodborne pathogens in non-medical settings. Chapter 49.12 RCW, Industrial Welfare. WAC 296-125-030-Prohibited and hazardous employment – all minors.
- Lisa McKinney state that everyone is anxious of the Department of Labor & Industries; employers are strictly regulated and are often unaware of educational waivers or exceptions.
- If you are in a program and have met this work, then you could take the test – a generalized statement, not by age requirement. Specific to Skill Center programs because of various emotional supports are in place; an exemption could include someone that signs up in an employer capacity that approves that student. A lot of programs run up against this problem.

**Subcommittee Discussion** continued from the previous meeting. Discussion focused on a review of focus group members nominated to date, subcommittee member job description and vetting questions, initial task lists, and finalize potential meeting schedule for upcoming year. Representative Santos gave a brief description of the purpose of the committee. Derek Jaques reviewed the names put forward for the subcommittee to date. Representative Santos recommended putting the sub-committee on hold. Too many suggestions and names made it feel like creating an advisory committee for the advisory committee. Derek and Samantha agreed to create a draft of what the focus group should look like. The sub-committee's job would be to review our work and on occasion engage with them again. Maddy suggested having a presentation from names and ask them their barriers. Eric Wolfe stated this is a strategic opportunity to build a network of champions for the work of this committee that has credibility with policy makers. Denise Reddinger stated we spent a year looking at K12 and now it is time to look at the industry. Representative Santos recommended inviting back industry representatives and pose questions and have the present what they are hearing as some of the barriers and concerns. Rebecca Wallace suggested we might be better served by a panel model.

**Future Meeting Planning:** The committee reviewed future meeting dates and discussed moving forward with scheduling the next meeting on December 11<sup>th</sup> in Olympia or Tacoma.

**Final Announcements and Conclusion of Meeting:** Representative Sharon Tamiko Santos moved to adjourn at 4:11 p.m. Denise Reddinger 2<sup>nd</sup> the motion.