

Work-Integrated Learning Advisory Committee Meeting Minutes
Regular Meeting
Via Zoom Meeting/July 29, 2020

- Members in Attendance:** Representative Sharon Tomiko Santos
Senator Lisa Wellman
Derek Jaques, representing K-12 Career and Technical Education (CTE) Educators
Maddy Thompson, Office of the Governor
Krista Fox, representing Community and Technical College Educators
Gary Chandler, Association of Washington Business representing Workforce Board (WFB)
Larry Brown, State Labor Council representing WFB
Rebecca Wallace, Designee to the Superintendent of Public Instruction
- Members Not in Attendance:** Senator Ann Rivers
Representative Luanne Van Werven
Denise Reddinger, representing K-12 Counselors
- Staff to the Committee:** Denny Wallace, Office of the Superintendent of Public Instruction (OSPI)
Lance Wrzesinski, OSPI
Michelle Lewis, OSPI
Roger A. Rich, Jr., OSPI
Samantha L. Sanders, OSPI
Sheri Tucker, OSPI
- Public Attendees:** Anna Nikolaeva, Employment Security Department (ESD)
Alissa Muller, State Board of Education (SBE)
Ben Omdal, Senate K-12 Education Committee
Brianna Kirschenbaum, School's Out Washington
Dave Wallace, WFB
David Beard, School's Out Washington
Jim Justin, Career Connect Washington/ WA STEM
John Aultman, Governor's Office
Julia Reed, Kinetic West
Maud Daudon, Career Connect Washington (CCW)
Natalie Pacholl, SEH America
Nova Gattman, WFB
Sarah Patterson, Association of General Contractors Education Foundation (AGC)
Tim Knue, WA-ACTE

Titles may reflect how participants signed in during Zoom-based meeting.

Call to Order: Derek Jaques called the meeting to order at 9:05 am. Prior meeting minutes from June 10, 2020, were approved unanimously by committee members in attendance with three members absent. The agenda for this meeting was also approved. Attendance was taken using a Chat Box protocol. Committee members, staff and guests introduced themselves. No public comments were made.

Land Acknowledgement: Recognition of the Traditional Territories of Indigenous Peoples was delivered by Derek Jaques, co-chair.

Moment of Silence: Samantha L. Sanders, asked for a moment of silence in recognition of racial inequity and invited accountability and partnership in the work of the committee.

Career Connect Washington (CCW) Equity Strategy and Approach: Maud Daudon, CCW, Angela Jones, WA-STEM's CEO, and Julie Reed, Kinetic West, co-presented on the updated equity statement, included as Attachment "A" – Career Connect Washington. Outcomes and goals of ensuring equitable access for Washington students were discussed. WA-STEM is working closely with CCW to assist in meeting their equity goals and focusing on barriers for students trying to participate in Career Connected Learning in order to close gaps and offer additional support.

Questions and Feedback: Representative Santos suggested CCW attend and present at a Educational Opportunity Gap Oversight and Accountability Committee, which is tasked with reviewing policies and programs to eliminate the opportunity gap for students, particularly of color.

Policy Update Related to Committee Work (6): Nova Gattman presented on the Workforce Economic Recovery Plan, the Department of Education Federal Grant, and highlighted a new dashboard for CTE. The WFB is teaming up with the Department of Commerce to assist in a recovery plan and policy planning for the upcoming legislative session with a focus on pre-pandemic outlook, demographic impact, impact of Covid-19, industry sectors, and equity gaps.

State of the State: Committee Members shared their concerns and experiences regarding the reopening of Washington Schools in the context of "continuous learning" where students will most likely be engaging in remote learning.

Spotlight on Existing Programs (5) (7) School-based Partnerships: Washington Department of Natural Resources (DNR) Commissioner Hilary Franz presented DNR's role in education and how public lands play a part in the next generation of natural resource workers and stewards, included as Attachment "B" – Department of Natural Resources. The Commissioner discussed numerous learning opportunities for schools, such as forestry, geology, agriculture, and firefighting, and is supportive of all 6th graders being able to participate in a week of outdoor learning activities through 6 grade Camp. DNR is currently working on a new project that will give students grades 3-12 access to Aquaculture and learning about marine environment in partnership with the University of Washington.

Focus Group Protocol (5): Attendees were broken into small groups with the purpose/task of reviewing previous recommendations from the December WILAC meeting that would assist in ensuring a robust and comprehensive work-integrated learning system for each and every student with a new focus on the impacts of COVID-19. Discussion prompts included: evaluation of previous recommendations as

priorities; additional barriers that have emerged as a result to COVID-19: and solutions that must be explored due to the current economic and educational environment.

Future Meeting Planning: It was decided that a poll will be sent regarding future meeting dates. Representative Santos reminded the committee that an initial report is due this November and expressed concern the committee has not had ample time to prepare because of interrupted meetings due to Covid-19.

Public Comment, Final Announcements and Conclusion of Meeting: No public comments were made. Representative Sharon Tomiko Santos moved to adjourn. The motion was seconded by Rebecca Wallace and the meeting was adjourned at 3:30 pm.



Work-Integrated Learning Advisory Committee Meeting

July 29, 2020

Objectives for today

CCW equity strategy

- Share updated CCW equity statement and approach
- Provide overview of equity survey

General CCW Updates

Ensuring equitable access and outcomes for Washington students is core to the CCW strategy

CCW Vision

Every young adult in Washington will have multiple pathways toward economic self-sufficiency and fulfillment, strengthened by a comprehensive state-wide 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.

Our equity goal

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

Our approach: breaking down our equity goal into 5 workstreams



Data

Identify system, resource, and outcome gaps by region, measure progress and outcomes against equity goals, and provide transparent and timely updates to stakeholders.



Technology

Connect students and families to existing programs and wraparound supports via in-development CCW program directory. Advocate for internet and technological access for students.



Student Supports

Implement policy and legislative changes to lower barriers to participation and completion for students furthest from opportunity.



Provide Best Practices

Develop professional toolkits and guides to support CCW partners in identifying and addressing equity challenges. Solutions will be informed by community relationships and tailored to achieve equity goals.



System Accountability

Measure performance of system partners including state agencies, regional networks, and intermediaries against agreed upon equity goals and outcomes.

First phase of CCW Equitable Student Support Survey launched



Implement policy and legislative changes to lower barriers to participation and completion for students furthest from opportunity

Goal: Quantify the barriers facing students the furthest from opportunity in a series of surveys

Timeline:

- **Program Builders:** survey release in early July, with one-month open period;
- **Influencers:** survey released in Fall, with one-month open period
- **Students:** TBD, potential fall release

Recipients:

- **Program Builders:** CTE directors, Skill Center directors, CTC workforce leads, CTC student services staff, community-based organizations, CCW intermediaries, apprenticeship consultants
- **Influencers:** Parents, CTE and general education teachers, special education teachers, counselors, GEAR UP and AVID coordinators, apprenticeship coordinators, Career Launch CTC professors
- **Students**

Format & Focus: 15-20 minutes, very few short response questions.

Student supports survey will focus in on three key stages of student experience

Survey focuses on the barriers that students face at three critical stages:

1) **Awareness of career connected learning programs**

- > How can we reach more communities with information about career connected learning programs?

2) **Access to career connected learning programs**

- > What prevents interested students from participating in CCL programs?
- > What do those barriers look like for students of color, rural students, students with disabilities, etc.
- > How do barriers like transportation, childcare, equipment, etc. impact students in each part of the state?

3) **Completion of career connected learning programs**

- > What supports do we provide students when they're in programs – especially when they are training at worksites?
- > What training do employers need in creating more welcoming workspaces for students?

General CCW Progress Update

Endorsed Career Launch programs continue to grow and diversify

- 26 programs endorsed to date (not including new RA programs); rate of 3-5/mo. in 2020
- First High School and Skill Center programs endorsed May and June
- New programs in non-traditional fields including software development, IT help desk, agriculture, natural resources, and marine technology

Continued investment to support program builders and regional networks

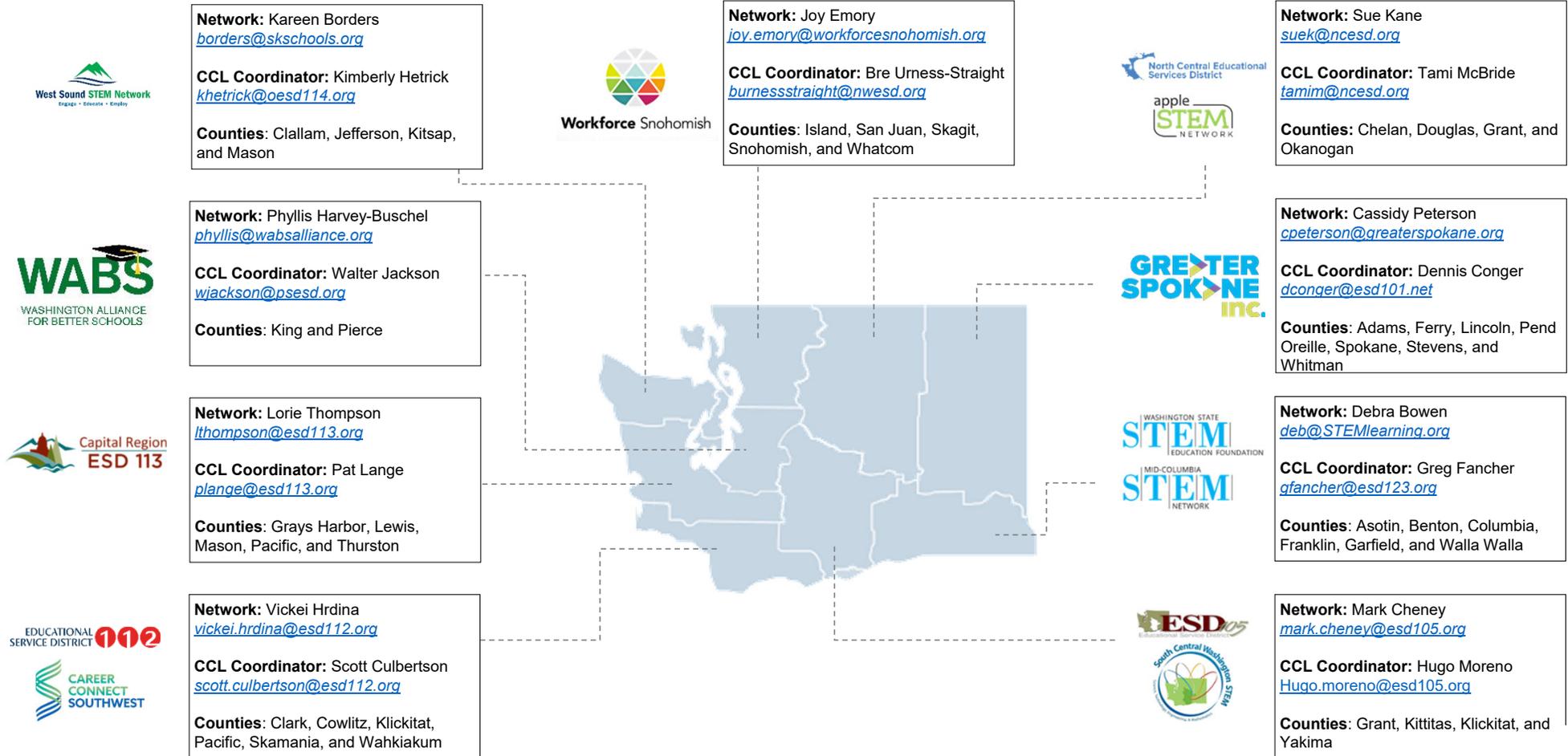
- Round 4 of intermediary grants complete; 21 intermediaries building 30 programs
- New investments in regional networks to fill identified gaps

Continued focus on infrastructure growth and improvements

- Equity survey launched to understand barriers and potential interventions to awareness, enrollment, and completion
- CCW continues to build capacity in and distribute leadership to partners; key to long-term sustainability

Appendix

Regional Networks and CCL Coordinators



Career Connect Washington Intermediary Grantees (Cohort 1)

Lead sponsors

	Aerospace	Agriculture / Food Processing	Automotive	Construction	Health care	Hospitality	Information Technology	Manufacturing	Maritime
 ANEW Construction trades <u>Career Prep</u> / pre-apprenticeship (King)				✓					
 Computing for All Develop <u>Career Prep</u> / pre-apprenticeship program to prepare students for Apprenti and similar programs (King)							✓		
 GENERAL SERVICE TECHNICIAN Expand General Service Technician <u>Registered Apprenticeships</u> ; Master Service Technician <u>Registered Apprenticeships</u> (Pierce)		✓							
 OESD 114 Develop new construction trades and maritime (specifically marine construction, fisheries, maritime logistics) <u>Career Launches</u> (Kitsap)				✓					✓
 SEIU Healthcare Create new Central Sterile Processing Technician and Pharmacy Technician <u>Reg. Apprenticeships</u> ; Expand Medical Assisting <u>Reg. Apprenticeship</u> programs (King)					✓				
 SkillSource Develop new <u>Career Launch</u> in aviation maintenance and hospitality mgmt.; Expand existing IT support <u>Registered Apprenticeship</u> (Chelan/Grant/Adams)	✓					✓	✓		
 SPOKANE WORKFORCE COUNCIL Expand existing manufacturing <u>Registered Apprenticeship</u> programs, with AJAC as one of the primary partners (Spokane)								✓	
 WORKFORCE COUNCIL Expand AJAC manufacturing <u>Youth Registered Apprenticeships</u> , including expansion to food processing and agriculture industries (Southcentral Region/Yakima)		✓						✓	
 WABS Develop new <u>Career Launch</u> programs with T-Mobile, focused on data management, advanced analytics, artificial intelligence, etc. (King)							✓		
 workforce Expand semiconductor <u>Career Launch*</u> program; Develop a new medical assisting <u>Career Launch</u> (Clark/Cowlitz)					✓			✓	

*Program has not yet received formal endorsement

Career Connect Washington Intermediary Grantees (Cohort 2)

Lead sponsors

	Aerospace	Agriculture / Food Processing	Automotive	Construction	Health care	Hospitality	Information Technology	Manufacturing	Maritime
 WASHINGTON STATE UNIVERSITY Design and deliver <u>Career Explore</u> program for middle school students health sciences and healthcare delivery sectors (Stevens)					✓				
 WENATCHEE VALLEY COLLEGE Develop <u>Career Launch</u> engineering / machining production program (Chelan/Douglas/Okanogan)							✓	✓	
 Elements of Education Partners Develop <u>Career Launch</u> program to provide classroom learning and paid OJT for Certified Nursing Assistant certification (Pierce)					✓				
 P-Tech supported by Develop Career Connected Technology Information Academy based on IBM's P-Tech High School Program to be scaled aligned to <u>Career Launch</u> (King/Franklin/Snohomish)					✓		✓		

Career Connect Washington Intermediary Grantees (Cohort 3)

Lead sponsors

	Aerospace	Agriculture / Food Processing	Automotive	Construction	Health care	Hospitality	Information Technology	Manufacturing	Maritime
 Develop computer and software technician <u>Career Launch</u> program (Yakima)							✓		
 Scale General Service Technician & Master Service Technician <u>Registered Apprenticeships</u> & develop Service Advisor Apprenticeship (Benton/Thurston/Yakima)		✓							
 Develop extended reality <u>Career Launch</u> program (King)							✓		
 Scale two <u>Career Prep</u> / pre-apprenticeship automotive machining programs for high school students and young adults (King)		✓						✓	
 Develop <u>Career Launch</u> biomanufacturing program to offer state-of-the-art classroom training with industry-vetted curriculum (King)				✓				✓	
 Scale advanced manufacturing <u>Career Prep</u> program (Thurston)								✓	
 Develop healthcare <u>Career Launch</u> program with three different tracks offered (King)				✓					

Career Connect Washington Intermediary Grantees (Cohort 4)

Lead sponsors



Develop Career Launch in Advanced Manufacturing by expanding existing pre-apprenticeship program (King, Pierce, Yakima)



Develop Career Launch in Maritime Trades (Jefferson, Clallam, Kitsap, Mason, Island)



Develop Career Launch in Software Development (Northwest Region)



Develop Career Launch in Biomedical Science (Spokane)

	Aerospace	Agriculture / Food Processing	Automotive	Construction	Health care	Hospitality	Information Technology	Manufacturing	Maritime
Develop <u>Career Launch</u> in Advanced Manufacturing by expanding existing pre-apprenticeship program (King, Pierce, Yakima)								✓	
Develop <u>Career Launch</u> in Maritime Trades (Jefferson, Clallam, Kitsap, Mason, Island)									✓
Develop <u>Career Launch</u> in Software Development (Northwest Region)						✓			
Develop <u>Career Launch</u> in Biomedical Science (Spokane)				✓					



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Creating educational opportunities is core to what we do: DNR generated \$64.3 million to fund school construction across Washington in 2019.

This is part of the \$161.7 million in non-tax revenue DNR distributed to schools, colleges, and critical county services across our state.





If part of DNR's mission is to support students across Washington, why don't we make the 6 million acres of land we manage their classrooms?



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Kalama Middle-High School: Engaging students on the ground

- In partnership with Kalama Middle-High School, we've taken a 32-acre forest and turned it into a living laboratory for students.
- About 20 students per year help set harvest schedules and learn other practical skills with help from DNR staff and private companies.
- This project gives prospective employees practical experience to start their careers, benefiting both public and private employers.



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Riverside School District: Partnering for a healthy forest

- In 2018, the Riverside School District near Spokane asked DNR for guidance on managing 97 acres of forest on their campus.
- This project has since created a “community forest” and a “learning forest” for the school district.
- DNR’s Region Manager is now on the school’s Forest Leadership Team to help guide and advise the school district on the management of the forest and how it can be utilized for educational purposes, including STEM courses.
- Next steps: Get a WSU Forest Management Planning class to help write a management plan for the forest and use it as a college “lab.”

Riverside School District says it's time to cleanup 98-acre forest land to reduce fire risks

Thu, Jan. 17, 2019



Riverside School District Superintendent Ken Russell, center, along with Rob Foster, lead grounds keeper, left, and Randy Burke, DNR land owner assistance forester, visit the site of a July 2018 fire on school district property. The Riverside School District, which owns 98 acres, has approved a forestry plan for their land that includes work to minimize wildfire risk. (Dan Pelle / The Spokesman-Review)



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Aquatics: Engaging future stewards

- Acidification Nearshore Monitoring Network (ANeMoNe) is investigating ocean acidification issues in shallow marine areas where most human activity occurs.
- We have a new project underway (as of July 1) that is developing curricula for grades 3-12 based on data from our ANeMoNe.
- This will be used as a resource to engage community members and students in learning about the marine environment.
- DNR received a grant from the EPA National Estuary Program to start developing curricula based upon the data ANeMoNe has already produced.
- We are currently in the beginning phase of establishing a partnership with University of Washington's Education program to help us develop the curricula.

PUGET SOUND National Estuary Program

DEVELOPING CURRICULA THAT USES ANeMoNe TO EDUCATE STUDENTS

The intent of this National Estuary Program project is to develop grade-level appropriate climate change science curriculum with use of data and hands-on field observation at DNR's Acidification Nearshore Monitoring Network (ANeMoNe) sites.

What we're doing

DNR's Aquatic Assessment and Monitoring Team (AAMT) has established a nearshore network of sites located from Nisqually to Cherry Point to monitor water quality and habitat changes. This Acidification Nearshore Monitoring Network (ANeMoNe) is regularly visited by a group of dedicated citizen science volunteers to check sensors, deployment lines and anchors. The goal of this project is to develop and implement primary and secondary school science curriculum to engage youth and educational organizations in local field activities using data from and locating projects at ANeMoNe sites.

How we're doing it

The curriculum will be designed to reach the following audiences:

1. Elementary school grades 3-5
2. Middle School grades 6-8
3. High School grades 9-12

We will also host a teacher training workshop as well as a volunteer summit to help train partners on how to use the curricula and further engage with ANeMoNe.

WHY IS THIS ISSUE IMPORTANT

It is important to connect local students to their marine environment. Developing curricula using ANeMoNe helps to engage students in scientific inquiry, teach them about pressing environmental issues, and will ultimately help them to be more informed and inspired citizens.



DNR's intern, Max Mixer, transporting gear at an ANeMoNe site.

WHAT YOU CAN DO

Come and be a part of the growing ANeMoNe volunteer network that helps us to gather vital data that is the basis of the curricula. Please reach out to us if you know of any resources that can help us develop effective curricula.

ABOUT DNR AAMT

DNR's Aquatic Assessment and Monitoring Team (AAMT) strive to answer some essential questions regarding the natural resource management of aquatic lands in the state of Washington. The Acidification Nearshore Monitoring Network was established in 2015 to study climate change and ocean acidification.

FOR MORE INFORMATION

<https://www.dnr.wa.gov/aamtvolunteer>
Project based on NTA 2018-0822



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Recreation: Seed Orchard Trailhead interpretive trail development

In conjunction with the Baker to Bellingham non-motorized Recreation Plan, an interpretive trail is being developed to guide 5th- and 6th-grade student tours, allowing them to:

- Explore the environmental benefits of forestry and wood use.
- Explain the role of forests and DNR Trust Land Management in global and regional contexts.
- Explain how Washington's Forest Practices rules and environment policies protect resources.
- Demonstrate modern forestry and reforestation concepts (silviculture).
- Provide a location for other environmental educational groups/organizations to participate and run their programs.



Outdoor-based learning in hands-on careers

DNR teams across the state engage with students and schools to make outdoor learning part of the school year. Here are a few examples:

- Students in the Watershed – a partnership with Hood Canal Salmon Enhancement Group – 4th-grade students visit DNR lands to learn about natural resources and management of them.
- Thurston County Stream Team leads salmon ecology class tours for nearly 1,000 grade school students each year at McLane Creek (Capitol Forest). Visits to DNR-managed land are part of the group's environmental education programs, activities and hands-on learning.
- The Skagit Conservation Tour is designed to provide a fun and educational outdoor experience to local youth and inspire a better understanding of the connections between humans and their watersheds.
- Annual Whatcom County 5th Grade Forest Tour is open to all 5th and 6th Grade youth. The tour is approximately three hours long and takes place at the Olson Creek Seed Orchard in Whatcom County. Eight science-based stations hosted by the organizations that sustain Whatcom County's forest industry and resources.





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In the middle of a crisis,
how can we, together
reimagine education?





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