Work-Integrated Learning Advisory Committee
Meeting Minutes Regular Meeting
Via Zoom Meeting/March 31, 2021

Members in Attendance:	Representative Sharon Tomiko Santos Senator Lisa Wellman Chris Alejano, representing Workforce Training and Education Coordinating Board (WTB) Denise Reddinger, representing school counselors Derek Jaques, representing K-12 Career and Technical Education (CTE) educators Gary Chandler, representing WTB Krista Fox, representing community and technical colleges (CTC) Larry Brown, representing WTB Maddy Thompson, Governor's Office Rebecca Wallace, designee to the Superintendent of Public Instruction (OSPI)
Members Not in Attendance:	Senator Ann Rivers
Staff to the Committee:	Lance Wrzesinski, OSPI Marianna Goheen, OSPI Michelle Spenser, OSPI Renee Lafreniere, OSPI Roger Rich, OSPI Samantha L. Sanders, OSPI Shailee Berry, OSPI Sheri Tucker, OSPI Susie Anderson, OSPI Teri Lee, OSPI
Public Attendees:	Al Audette, Building Industry Association of Washington Alissa Muller, State Board of Education (SBE) Amy Martinez, South Central Workforce Council Brianna Kirschenbaum, School's Out Washington Cara Buckingham, BIRCH Equipment Cheryl Stewart, Inland Northwest AGC Corey Mohn, Blue Valley Center for Advanced Professional Studies (CAPS) Courtney Gephart, Blue Sound Construction Danny Salazar, Employee Security Department David Beard, School's Out Washington

Public Attendees continued:

Erin Fraiser, Washington State Building and Construction Trades Council
Jane Mounsey, GLY
Janelle Guthrie, Building Industry Association of Washington
Jay Schmidt, Silicone Forest Electronics
Jeff Christianson, Exxel Pacific
Jody Robbins, Labor & Industries
Julanne Sandoz, Providence
Kerry Cox, ITC Systems
Leslie Druffel, The McGregor Company
Lisa Perry, Sierra Pacific Industries
Marie Bruin, State Board for Community and Technical Colleges
Mark Smith, Providence
Michoan Spoelstra, Absher Construction
Mike Ankney, Inland Northwest AGC
Natalie Pacholl, SEH America
Nova Gattman, WTB
Russ Shiplet, Kitsap Building Association
Sarah Patterson, AGC Education Foundation
Stacia Taylor, Providence
Stella Blystone, CAPS Graduate
Tiffany Gould, Ridgefield School District
Tom Bajema, Andgar Corporation
Tory Gering, Manufacturing Industrial Council
Wayne Bridges, ASA Northwest/iTAC

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

Call to Order: Co-chair Derek Jaques called the meeting to order at 1:06 pm on March 31, 2021. Representative Sharon Tomiko Santos moved to approve the minutes. The motion was seconded by Denise Reddinger. Prior meeting minutes from February 18, 2021, were approved unanimously by committee members in attendance with three members absent at the time of approval. Representative Santos moved to approve the agenda. The motion was seconded by Larry Brown and approved unanimously by committee members in attendance with three members absent at the time of approval. Attendance was taken using a Chat box protocol and an audible roll call of committee members. Attendees were invited to introduce themselves using a Chat box protocol. No public comments were made.

Policy Update: Nova Gattman with WTB presented on legislative initiatives, referencing key bills still under consideration included as Attachment "A" – 20210329 WILAC Leg Tracker_NGattman.

The presentation was followed by committee questions and discussion. It was noted that bills are still moving and changing daily.

Spotlight on Existing Programs: Corey Mohn from CAPS Network and Tiffany Gould from Ridgefield School District shared a presentation on their work , included as Attachment "B" – Where Students Lead: CAPS Network. CAPS Network is a nationally recognized program that connects students to what they are interested in, leading them to careers and opportunities. Stella Blystone, graduate from Ridgefield High School and former CAPS Network student, shared her experience with the program. A link to the CAPS Playbook Modules was provided in the Chat box:

The CAPS Playbook Modules - CAPS Network (yourcapsnetwork.org)

The presentation was followed by committee questions and discussion which centered around apprenticeships, pre-apprenticeships and learning more about what a typical school day looked like from a student's perspective. Representative Santos was interested if the documentary for the CAPS Network could be shared with the committee. Mr. Mohn agreed to make the production available.

Small Group Protocol: Attendees were assigned to small groups to reflect on learnings, discuss the value that work-integrated learning experiences can bring to an organization and to identify some of the barriers to a successful partnership for offering these experiences. After a brief break, attendees returned to their small groups with an opportunity to brainstorm potential solutions to these barriers, identify compelling partnerships and to discuss possible business support for K-12 implementation.

Public Comment, Final Announcements and Conclusion of Meeting: No public comments were made. Representative Santos moved to adjourn the meeting. The motion was seconded by Rebecca Wallace and the meeting was adjourned at 3:59 pm.

Bill	Short Title	Description/Notes	Bill Status
1302 (Berg)	Concerning college in the high school programs	This bill allows students in ninth grade to participate in college in high school (CHS) programs. The bill follows the expansion of CHS to the tenth grade level two years ago. The substitute bill also specified that CHS info must be included in the school's catalogue. The bill sets the tuition cost at no more than $65 per college credit, and allows for annual adjustment in inflation, with that amount posted annually by OSPI.	Feb. 23: Passed House 97-0-1. Mar. 17: Passed the Senate Committee on Early Learning & K-12 Education. Referred to Senate Rules Committee.
1365 (Gregerson)	Procuring and supporting appropriate computers and devices for public school students and instructional staff	States the intent of the Legislature is to accelerate student access to a "learning device"—a computer or a tablet – that allows the student to access the intent, coursework, and other opportunities—and that this provision is also accompanied by the appropriate navigation services for digital literacy, and training on this equipment. The bill charges the local Education Service Districts (ESDs) with technology consultation, procurement, and training, in cooperation with teacher-librarians. The bill permits cooperation of this requirement with multiple ESDs. Subject to appropriation, OSPI is charged to develop a technology grant program, with a goal of one device for every student, and including training and support for students, staff, and families in learning the technology. Priority for the grants is given in rank order, with prioritization for schools without a free device program and 30 percent or more students eligible for free or reduced lunch, and applicants with specialized technology needs. There is an annual reporting requirement on the progress towards the state's student technology goals, with reports due Nov. 1, 2022 to start. The bill has a null and void clause if funding is not provided in the state budget.	Mar. 1: Passed House 59-39. Mar. 17: Passed Senate Committee on Early Learning & K-12 Education on a 6-3 vote. Mar. 31: Scheduled for public hearing in the Senate Committee on Ways & Means.
5030 (Mullet)	Developing comprehensive school counseling programs	This bill charges districts to put together a written plan by the beginning of the 2022-23 school year for a comprehensive school counseling program. The bill states that as part of the plan, school counselors must spend 80 percent of their time providing direct or indirect services to students. The bill specifically defines direct and indirect services, and includes career and college planning and advisement as well as behavioral health counseling as direct service, and referrals or consultation as indirect services.	Feb. 23: Passed Senate 48-1. Mar. 18: Passed the House Committee on Education with a 7-6 vote. Referred to House Rules.

5249 (Wellman)	Supporting mastery-based learning	State Board of Education (SBE) request. The bill would make various changes to the Mastery-Based Learning Work Group, which began in 2019, including extending its duration, assigning new duties and report requirements, and expanding its membership. The bill charges the work group with creating a "profile of a graduate," which should include the cross-disciplinary skills a student should have developed upon their high school graduation. The report of the group, including the profile and any recommendations developed as part of this work, is due Dec. 10, 2021, and a subsequent report summarizing a survey on new graduation pathway options is due Dec. 10, 2022. By Dec. 31, 2022, in a report to the Legislature, the SBE shall review the profile, consider modifications based on public comment, and recommend alignment of graduation requirements with the profile. The bill states that recommendations on new pathway options, or changes to existing ones, must be done in statute, and not solely by rule.	Mar. 3: Passed Senate 49-0. Mar. 23: Passed the House Committee on Education unanimously. Referred to House Committee on Appropriations.
5265 (Hunt)	Creating a bridge year pilot program	The bill experienced significant changes between the Senate and House policy committees. The bill recognizes that students over the last year of the pandemic may need or want additional education to address learning loss and/or participate in extracurricular activities. The bill would charge the State Board of Education (SBE) (previously OSPI in the House version) with developing a bridge year pilot program to allow students of the class of 2021 and 2022 an additional year of high school. Requires that each public school and district that applied to SBE for emergency waiver authority for individual students must offer the bridge year program to students that request the opportunity. Provides flexibility for private schools to participate, as determined by SBE rule. Public schools participating must designate a program liaison to work with students and families in the program, and help students design an addendum to their High School and Beyond Plan, defining the goals and objectives of participating in the bridge year. If a student participates in the bridge year program, schools must expunge a D or F off of a student's transcript if they take the same course in the bridge year, and receive a higher grade. Participating students must either have met all applicable graduation requirements, or had their ability to complete requirements impacted by COVID-19. The amended bill removes the requirements for student participation in Running Start or College in the High School, and GPA levels. SBE charged with reporting findings and recommendations by Feb. 1, 2023.	Mar. 3: Passed Senate 32-17. Mar. 26: Passed House Committee on Education on a 9-4 vote. Mar. 31: Scheduled for public hearing in the House Committee on Appropriations.
5299 (Wellman)	Allowing the use of computer science credits for the purpose of graduation requirements	This bill would allow a student to use an approved computer science course in place of a 3rd year math or science credit for the purposes of meeting graduation requirements. The amendments passed in House Education states that students may only substitute a single course, and then with the permission of parent/guardian or school principal/counselor, and after receiving notification of potential consequences of the decision on postsecondary education opportunities. All substituted computer science courses must align with the student's High School and Beyond Plan.	Mar. 3: Passed Senate 49-0. Mar. 25: Passed the House Committee on Education with a 7-5 vote. Referred to House Rules.

Where Students Lead

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Our Why

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Where Students Lead

Our How

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A Brief History of Fast-Forwarding Students

- Launch in 2009
- Authentic and real-time work with professionals
- “Students as consultants” across industries
- CAPS Network launch in 2015
- Scaling globally

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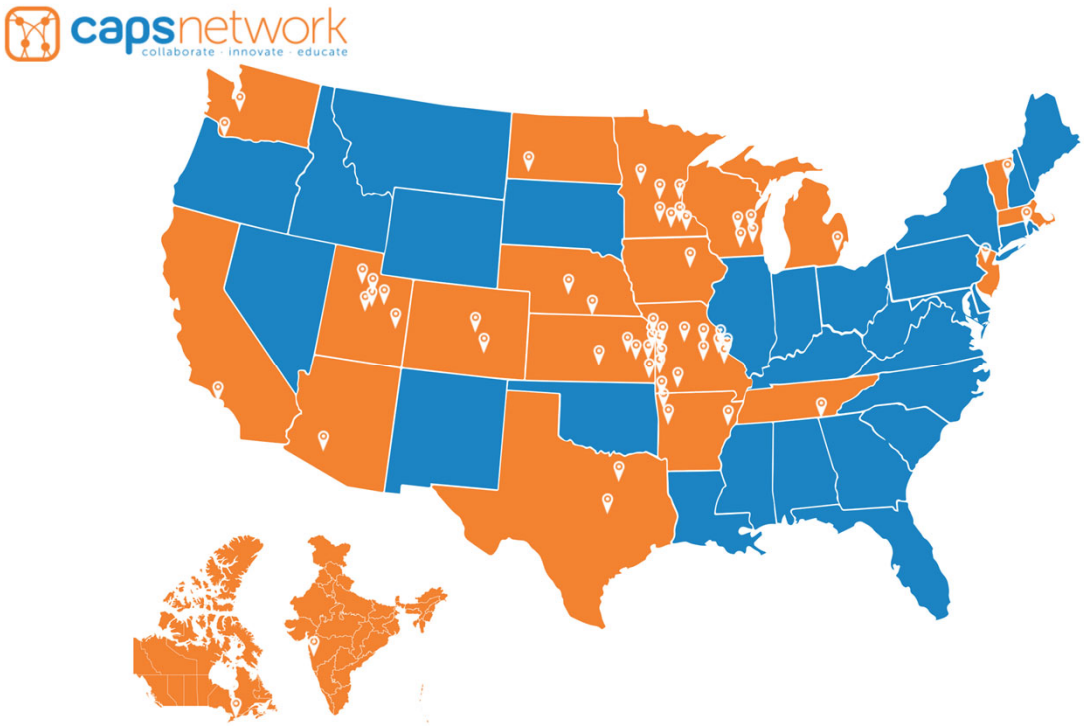
State of the Network

- CAPS Network affiliations
  - 73 programs / 131 districts
    19 states / 3 countries
- Connectivity of members
  - Directors
  - Instructors
  - Students



Our What

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CAPS Core Values

*There are **FIVE CORE VALUES** that guide the design and implementation of each CAPS Program. Each principle must be built into each strand for it to achieve the goals of the innovation.*

1. **PROFESSION-BASED LEARNING** – Instructors develop real-world, project-based learning strategies through collaborations with business and community partners. These interactions enhance the learning experience, preparing students for college and career.

2. **PROFESSIONAL SKILLS DEVELOPMENT** – Unique experiences allow students to cultivate transformative professional skills such as understanding expectations, time management and other essential business values. These skills are critical to providing students a competitive advantage in their post-secondary education and professional careers.

3. **SELF-DISCOVERY AND EXPLORATION** – Students realize their strengths and passions by exploring and experiencing potential professions. This allows them to make informed decisions about their future, while learning to exhibit leadership.

4. **ENTREPRENEURIAL MINDSET** – Instructors create an environment where creative thinking and problem solving is encouraged. An innovative culture is key to fostering entrepreneurial learning and design thinking.

5. **RESPONSIVENESS** – CAPS supports high-skill, high-demand careers through ongoing innovation in curriculum development, programs and services based on local business and community needs.

Local Impact

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Innovation Ridge CAPS

Ridgefield School District
Ridgefield, WA

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Innovation Ridge Highlights

- Industry strand focus areas
- Real world project examples
- Student impact

THE BIRDS + THE BEANS
A COFFEE REFUGE

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Future Vision

- A true industry-education collaborative
  - Innovation Technology Talent and Training Center (IT^3), Port of Ridgefield, business community
  - Authentic spaces
  - Students fully embedded with industry
- Growth of CAPS across Clark County
- Growth of profession-based learning across Washington

COMING SOON!

IT^3 DISCOVERY CENTER
FOR BUSINESSES, STUDENTS & WORKERS

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Real and Potential Barriers

- Lack of cohesiveness between state frameworks and authentic projects
- Developing a pipeline of industry partners
- Measurement of learning
- Recognizing student exhibitions with profession-based rigor

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Thank you!

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