

Work-Integrated Learning Advisory Committee Meeting
Regular Meeting
Office of Superintendent of Public Instruction – Brouillet Conference Room
August 21, 2019
1:30 P.M. – 4:30 P.M. (PDT)

Members in Attendance: Representative Sharon Tomiko Santos
John Aultman, representing the Office of the Governor
Rebecca Wallace, Designee to the Superintendent of Public Instruction
Derek Jaques, representing K-12 CTE educators
Eric Wolf, representing WTB
Krista Fox, representing CTC educators

Members Excused: Representative Luanne Van Werven
Denise Reddinger, representing school counselors
Senator Lisa Wellman
Senator Ann Rivers

Staff to the Committee: Samantha L. Sanders, OSPI
Lance Wrzesinski, OSPI
Katie Vinent, OSPI

Meeting Guests: Rachel Miller, SHINE (Schools and Homes in Education)
David Beard, School's Out Washington
Anna Nikolaeva, Employment Security Department (ESD)
Gilda Wheeler, Washington STEM
Nate Humphrey, State Board for Community and Technical Colleges
Tim Knue, Washington Association for Career and Technical Education
Lisa Kelley, Labor and Industries

Call to Order:

Derek Jaques called the meeting to order at 1:35 p.m. Advisory committee members and attendees were welcomed and invited to introduce themselves.

Committee Discussion:

The committee was asked to discuss what elements of high-quality work-integrated learning look like at the 5th and 6th grade levels?

- The committee recognized the importance of introducing 5th and 6th graders to STEM occupations, hands on learning, providing early exposure to career pathways, and facilitating exposure to careers outside of the student's community.
- The committee discussed how a high-quality program should incorporate soft skills such as social emotional and entrepreneurship. Representative Santos spoke to the importance of applying academics to work-integrated learning.

- The committee mentioned how memorable field trips make lasting impressions on students and provide exposure to different job opportunities. Representative Santos expressed that she does not want us to be confined to construction trades, and that we need to ensure experiences are broadly applicable to all youth.

Approval of Prior Minutes:

Derek called for a motion to approve the minutes of the June 11, 2019 meeting. Representative Santos moved to approve the minutes of June 11, 2019 as presented. The motion was seconded by Rebecca Wallace and carried unanimously.

Spotlight on Existing Programs:

Rachel Miller, SHINE, (Schools and Homes in Education Program) provided an overview of Schools & Homes in Education After-School Programs. David Beard, School's Out Washington, co-presented.

SHINE Goals:

1. Improve academic performance.
2. Improve student behavior and school day attendance.
3. Increase knowledge of STEM.
4. Facilitate family involvement in student learning and improve family literacy.

SHINE, in partnership with local schools, has instituted early warning and prevention strategies that have increased educational attainment and decreased the likelihood of a student dropping out of school. David mentioned the desire to emulate the SHINE program in Washington State. The presentation is included here as Attachment "C" – SHINE Presentation.

Q & A on Policy Related to Committee Work:

Rebecca Wallace provided an update that OSPI finalized the Educational Service District (ESD) consolidated service agreement (CSA) and that work-integrated learning is a very strong component of this agreement. The ESD's have not had anyone providing regional support to Career and Technical Education (CTE) programs and she is hopeful this network can be used in a way that will help us move towards OSPI initiatives. Districts have no CTE graduation pathways currently, and it is the priority this year.

Representative Santos asked the following questions:

- What does work integrated learning mean?
- What is career launch through elementary and secondary?
- What are elementary student's needs?

Responses centered on the need to establish clear parameters on what a high-quality work-integrated learning experience or program is, social stigmas around vocational education, and the constant push for a four year education.

Career Connect Washington Local Prototype Updates:

Anna Nikolaeva and Gilda Wheeler provided a review of the program and supporting documents included in the meeting materials. Committee discussion consisted of Sec. 3 of [HB 1600](#), impacts on in-school progress, high school graduation rates, indicators of career and college readiness, comprehensive experiences and employment outcomes, best practices for partnering with industry, unpaid internships, and logistic and legal challenges of collecting data on unique students. It was reiterated that non-education staff cannot legally ask for student identifier data. A subcommittee is designing a data collection system that will integrate into an existing system such as CEDARS. Anna referenced the presentation included here as Attachment "D" - Career Connect Presentation.

Subcommittee Discussion:

Derek asked the members to consider the needs and composition of subcommittee(s) and to provide feedback related to identifying potential members. The question was also posed as to what the subcommittee tasks should be. Representative Santos provided context around why the need to form a subcommittee was mandated, noting the importance of ensuring the perspective of business, industry, and labor to inform the work of the committee. She shared that the idea of this committee was to, "help facilitate increasing hands on experiences and opportunities for youth to go into the workplace." Derek engaged the committee in conversation about the next steps for developing the subcommittees' tasks.

The following recommendations on how to select subcommittee members were made:

- Eric Wolf offered to convene the Workforce Board (WFB) for subcommittee member recommendations at the September 11th WFB meeting. Eric mentioned that he would find a list of industry partners that he has previously worked with.
- Representative Santos suggested an informal conversation with our colleagues and partners about who can contribute to our ability to shape a job description for the subcommittee, and for the committee to brainstorm questions that we want to ask the subcommittee.
- Derek will work with OSPI staff to distribute the subcommittee questions electronically.

Derek motioned to seek and ask for public comment at the beginning of the meeting moving forward. Rebecca Wallace made the suggestion that Kim Reykdal present to the committee on [HB1599](#) and implementation challenges for schools. The committee will gather feedback on preferred upcoming meeting locations electronically.

Final Announcements and Conclusion of Meeting:

Representative Santos motioned to end the meeting at 4:31pm, Rebecca Wallace seconded the motion.



Attachment A
WILAC Tasks.pdf



Attachment B
WILAC Presentation.SOWA - SHINE Prese



Attachment C



Attachment D
Career Connect Pres

Work-Integrated Learning Advisory Committee Tasks





Work-Integrated Learning Advisory Committee

Wednesday, August 21, 2019

1:30 p.m. – 4:30 p.m.

Office of Superintendent of Public Instruction

Chris Reykdal, State Superintendent

Introductions

- Staff/Guests: Name, organization
- Committee Members: Name, organization representing
Response: What do elements of high quality work-integrated learning look like at the 5th and 6th grade levels?



Approval of Minutes

- Motion for Approval



Agenda

Spotlight on Existing Programs

Q&A on Policy Related to Committee Work

Career Connect Washington Local Prototype Updates

- Q&A/Discussion

Subcommittee Discussion

Final Announcements and Conclusion of Meeting



Legislation Overview

- Work-Integrated Learning Advisory Committee

- From [RCW 28A.300.196](#)

“... shall convene a work-integrated learning advisory committee to provide advice to the legislature and the education and workforce sectors on creating opportunities for students to: Explore and understand a wide range of career-related opportunities through applied learning; engage with industry mentors; and plan for career and college success.”



Spotlight on Existing Programs (5) (7)

- SHINE (Schools and Homes in Education) Program (PA)
 - Rachel Miller & David Beard (School's Out Washington)



Q&A - Updates on Policy Related to Committee Work (6)

- Rebecca Wallace, CTE Executive Director, OSPI



Career Connect Washington Local Prototype Updates (3)

- Anna Nikolaeva
 - Career Connect Washington Manager, Employment Security Department (ESD)
- Gilda Wheeler
 - Senior Program Officer, Washington STEM



Committee Discussion & Questions



Break

3:15 p.m. – 3:25 p.m.



Subcommittee Discussion

- Nomination of members, initial task list, potential meeting schedule for upcoming year



Subcommittee Discussion

- Nomination of members
 - (iii) (4) *The committee shall convene a subcommittee that includes members representing manufacturing, industry, labor, apprenticeships, and other members with specialized expertise.*
 - *Experience with work-integrated learning?*
 - *Experience with secondary and/or post-secondary systems?*



Subcommittee Discussion

- Initial tasks list - suggestions
 - Assist OSPI in the development of an application process and selection of schools to participate in the Work-Integrated Initiative
 - Analyze barriers to statewide adoption of work-integrated and career-related learning opportunities and instructional programs.
 - Review and recommend policies to support work-integrated learning and related college and career readiness initiatives for statewide implementation.



Subcommittee Discussion

Potential Subcommittee Meeting

- Months alternating committee meetings?
- Same month?

Committee Meetings

- Wednesday, August 21, 2019
- Wednesday, October 9, 2019
- Wednesday, December 11, 2019
- Wednesday, February 12, 2020
- Wednesday, April 15, 2020
- Wednesday, June 10, 2020



Future Meeting Planning

- Date: Wednesday, October 9, 2019 9:00 a.m. – 4:00 p.m.
 - Location: Eastern Washington
 - Tri-Tech Skill Center
 - Delta High School
- Effective way to capture RSVPs?



Final Announcements

- Complete Member Response Form



Staff Contact

Katie Vinent

katie.vinent@k12.wa.us

(360) 725-6219

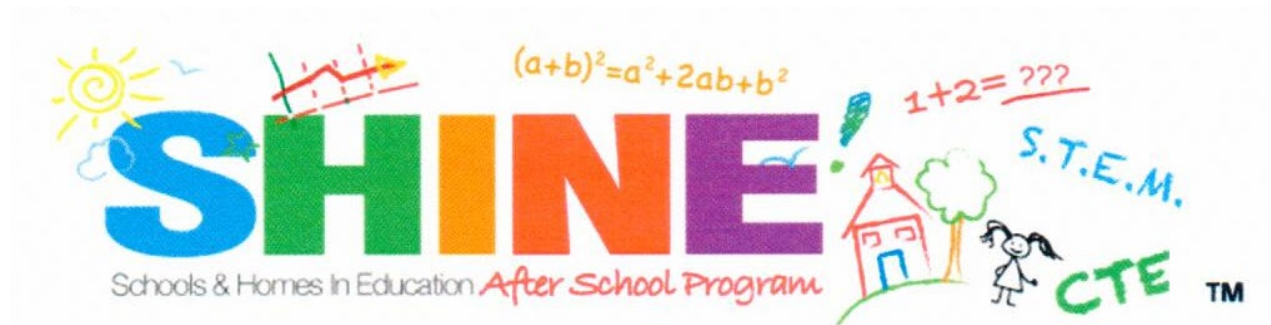
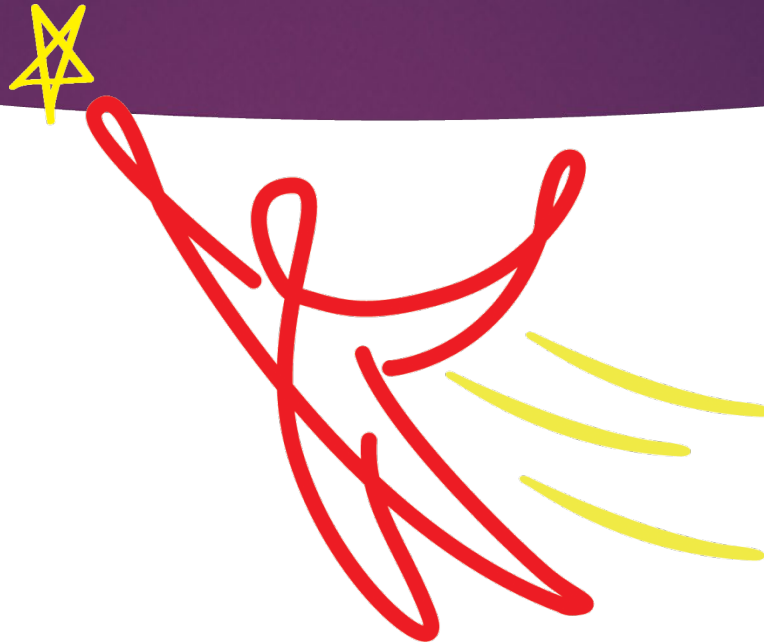


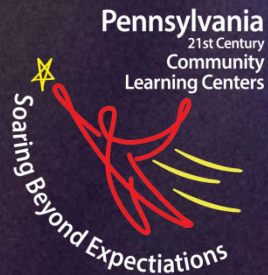
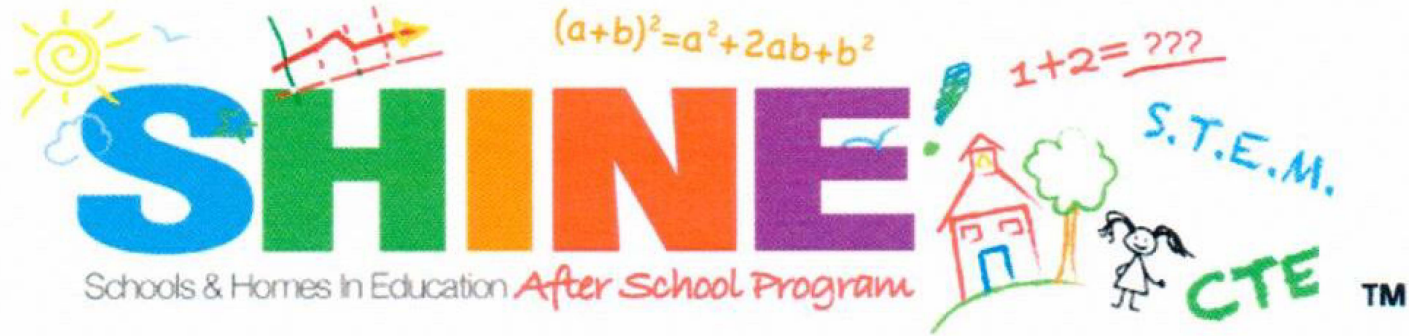


CTE AND COMMUNITY PARTNERSHIPS:
BUILDING CAREER INTEREST AND PATHWAYS FOR
YOUTH

August 5, 2019

21ST Century Community Learning Centers





Lehigh Carbon
COMMUNITY COLLEGE

Needs Assessment

- ▶ No out of school educational or social programming in 7 districts at that time
- ▶ Carbon and Schuylkill County children were at moderate to high risk of school failure
- ▶ Approximately 25.8% of children in Carbon County had access to early childhoods programs
- ▶ Carbon County was ranked 5th highest suicide rate out of 67 Pennsylvania counties
- ▶ Schuylkill County was ranked 7th highest in heroin deaths out of 67 Pennsylvania counties

Community & Family Involvement

- ▶ Family Involvement
- ▶ Building Family Relationships
- ▶ Parent Communication/
Community Engagement
- ▶ Examples of Community
Partners and Services
- ▶ Resources
- ▶ Development of OST Advisory Board
- ▶ Afterschool programs and School Districts dovetail
resources and remove potential territorial barriers for
student success
- ▶ School Districts consider Afterschool Programs an
extension of the regular school day



Goals of SHINE

- ▶ Improve Academic Performance
- ▶ Improve Student Behavior and classroom attendance
- ▶ To increase knowledge of STEAM (Science, Technology, Engineering, Art, Mathematics)
- ▶ Facilitate Family Involvement in Students Learning and Improve Family Literacy



Quality Programming

- ▶ Aligning with the School Day – **referral, instructional plans, lesson plans**
- ▶ Student-Adult Ratios – **Ratio dependent upon student population**
- ▶ OST Schedule – **Student focused scheduling**
- ▶ Recommended Attendance Policy

Engaging Activities STEM and STEAM OST Program

- ▶ Projected-based and focused on themes that capture the interest of students and are based upon the instructional plan developed for each student
- ▶ Utilizes hands-on activities that are relevant, build on student strengths, and motivate
- ▶ Relates to cultural differences
- ▶ Reinforces writing, math, and science through non-traditional teaching and learning strategies

Family Involvement



It All begins with a Home Visit...



Creating a
Family Educational Plan



Personalized Instructional Plans include:

- Reading
- Math
- Science
- Technology
- Social Emotional Learning

Engaging Parents through **STEAM**

Elementary Centers

STEAM Family Engagement Nights

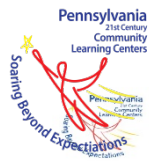
Middle School

Monthly “Take Your Parent To Shine” Nights
Expose parents to high-priority occupations
focused on STEAM

Literacy – GED/ESL Credit/Non-Credit
Connection to the Community College

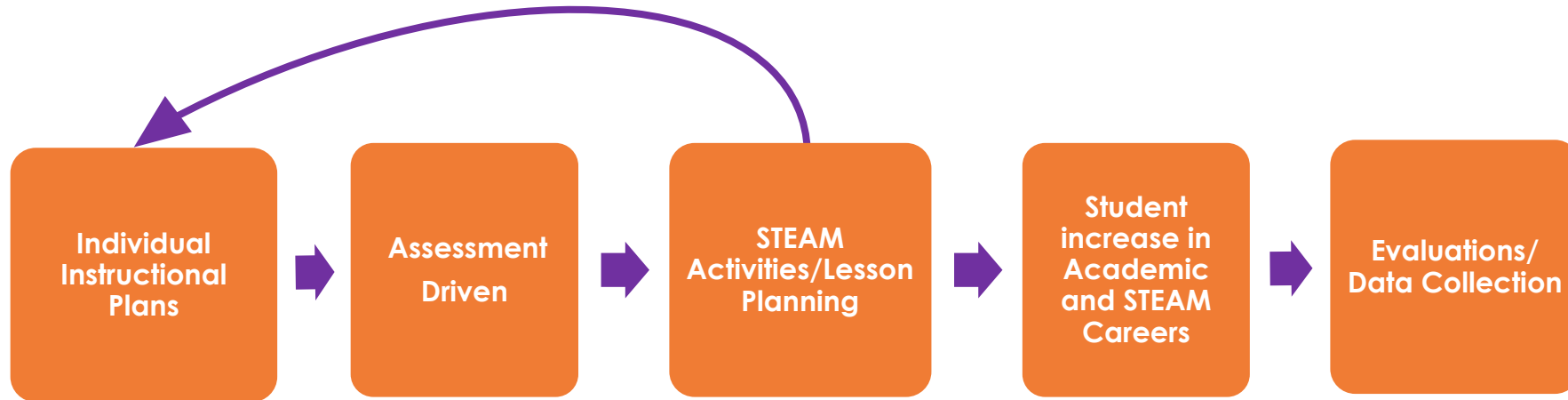
FTEs

Connection to the Community College



Quality Programming

Relating back to the Instructional Plan



OST Teacher Commitment

- ▶ The success of the SHINE After School Program lies in the “Whatever it takes” philosophy adopted by SHINE instructors and administrators to help a student to achieve his/her potential.
- ▶ Simultaneously, SHINE, in partnership with local schools, has instituted early warning and prevention strategies that have increased educational attainment and decreased the likelihood of a student dropping out of school.

Staff and Training

- ▶ Experience and Practice
- ▶ Professional Development
- ▶ Evaluating OST Staff
- ▶ Retaining Quality Staff



Professional Development

- ▶ Innovative Technologies –
Z-space, Box of Light, NAO v5 Evolution Robot, Cubelets, Wonder Workshop, Ozobots, LittleBits, 3D Printer, Near Pod
- ▶ Behavior Management & Character Building –
Second Step, Love & Logic, Worry Woos, Penn State Extension-Prosper
- ▶ Professional Development –
CPR, Epi Pen, Class Dojo, Mental Health, Community Learning Service Projects
- ▶ The Culture of Poverty
- ▶ Project-Based Activities –
NAO Bots, Soap Box Derby Car, Z-Space, Maker Bot, 3D Printer, Benches, Shed, Barns/Chickens, Wishing Wells
- ▶ Assessment-Driven Instruction

Data-Driven Programming

- ▶ Student Report Cards
- ▶ Student PSSA/Keystone Results
- ▶ Math Checklists
- ▶ EasyCBM Assessments;
online reading/math and fluency
- ▶ Individual Student Instruction Plans
- ▶ Parent Surveys
- ▶ Student Surveys
- ▶ Harvard PEARS Surveys;
Math, Science and STEM
- ▶ APR Teacher Surveys
- ▶ School District Administrative Surveys
- ▶ Teacher/Intern Surveys
- ▶ Kindergarten Assessments
for Home Visit Program
- ▶ Career Academy & High School
Pre/Post Project Assessments

Research and Evaluation

Collecting Data

- ▶ Experience evaluating educational initiatives
- ▶ Capacity to collect, manage, analyze, and interpret program and individual student data efficiently
- ▶ Time Availability (evaluation/reporting take a considerable amount of time)
- ▶ Understanding of Family Educational Rights and Privacy Act (FERPA) and other data confidentiality requirements, and their ability to ensure confidentiality

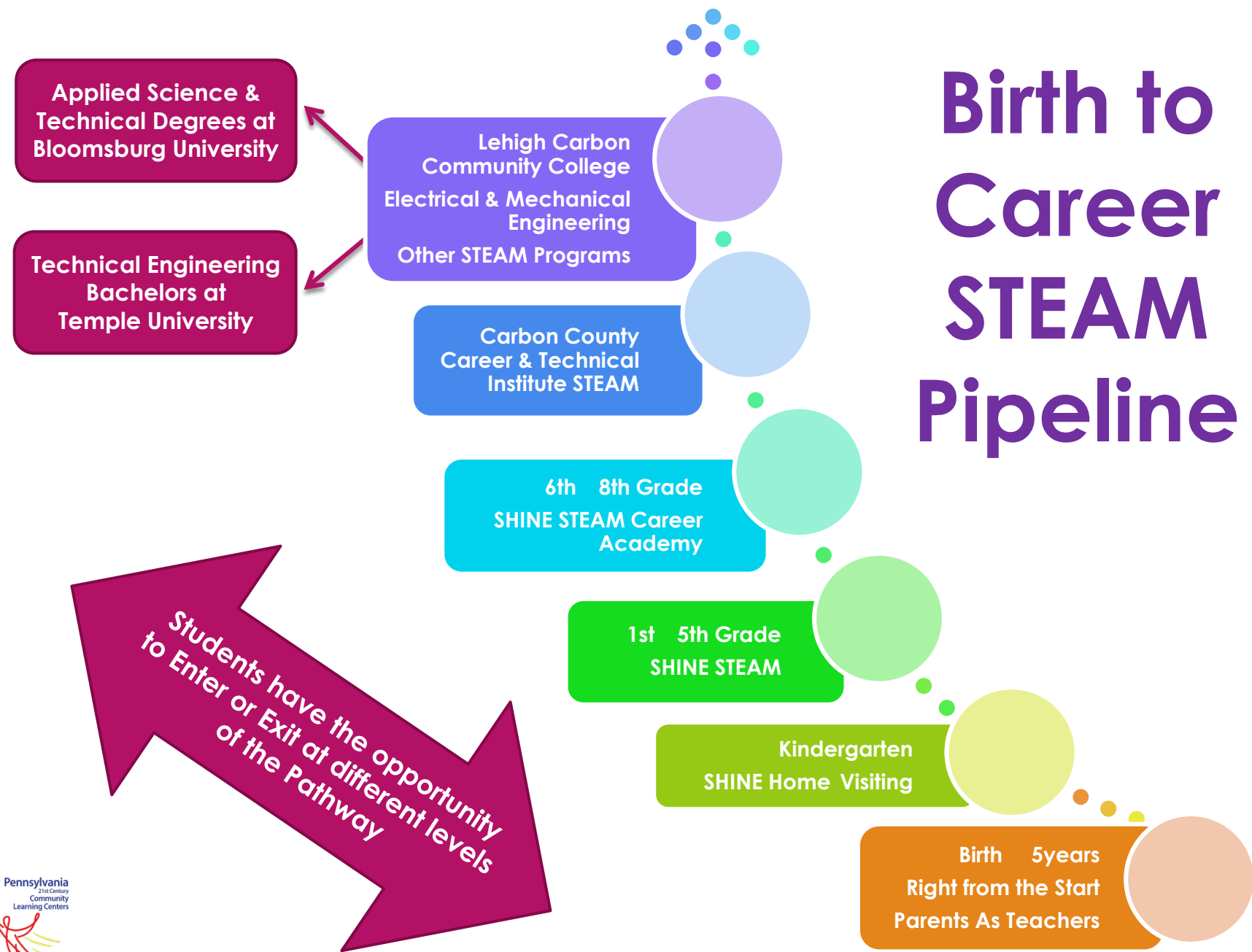
Performance Measures

- ▶ Assessment of objective data regarding the need for before- and after-school programs and activities in schools and communities
- ▶ Established set of performance measures aimed at ensuring high-quality academic enrichment opportunities
- ▶ Scientifically-based research that provides evidence that the program or activity will help students meet the state and local academic achievement standards, if appropriate.

Financing

- ▶ Funding Sources
- ▶ Fiscal Management
- ▶ Sustainability
- ▶ LCCC has policies and procedures documented and implemented which support 2 CFR 200 regulations
- ▶ Routine evaluation of grant approved budget vs. actual program expenses – LCCC utilizes line item budget controls

Birth to Career STEAM Pipeline



Lehigh Carbon Community College “SHINE” Schools and Homes in Education™

Return on Investment

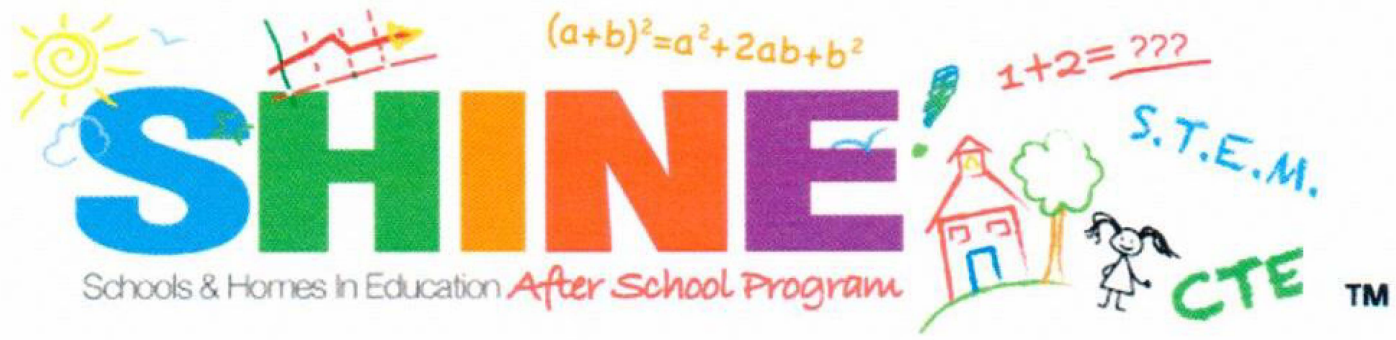
Schools see increase in attendance.
Schools see increase in academic achievement.
Schools see Improvement in class room behavior.
Increase in Parent engagement and parent Literacy

Technical Schools/Colleges

Increase in student interest.
Increase enrollment in Technical Education Programs.
Increase Dual Enrollment Programs.
Pipeline to Technical Schools.

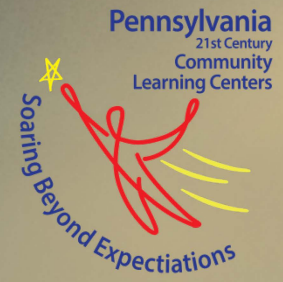
Community and Business

Stem Pipeline into the Workforce.
Students who are STEAM literate.
Students armed with skills necessary in future workforce.
Filling hidden STEAM Job Economy(Electrician, CTC, etc.).



SHINE
 Schools & Homes In Education *After School Program*
 S.T.E.M. CTE™

Hand-drawn doodles include: a sun, a line graph, the equation $(a+b)^2 = a^2 + 2ab + b^2$, the equation $1+2 = ???$, a schoolhouse, a tree, and a girl.



Lehigh Carbon
 COMMUNITY COLLEGE



CAREER
CONNECT
WASHINGTON

WORK-INTEGRATED LEARNING MEETING

AUGUST 21, 2019

ANNA NIKOLAEVA, EMPLOYMENT SECURITY DEPARTMENT
GILDA WHEELER, WASHINGTON STEM

Sec. 3 of HB 1600:

Work-Integrated Learning Advisory Committee will review the instructional programs of projects funded through the Career Connect Washington program funded by WIOA to determine:

- Impact on in-school progress, high school graduation rates, state test scores, indicators of career and college readiness, employment outcomes, and community partnerships
- Best practices for partnering with industry and the local community to create opportunities for applied learning through internships, externships, registered youth apprenticeships, and mentorships
- Best practices for linking High School and Beyond Plans with work-integrated and career-related learning opportunities and increasing college readiness



Impact on in-school progress, high school graduation rates, state test scores, indicators of career and college readiness, employment outcomes:

- WIOA obligates states to use at least 75% of funds for out-of-school youth, with some local boards directing 100% of WIOA funding to out-of-school youth
- Only WIOA-eligible populations can be served by these funds. Currently, most WIOA-enrolled participants are out-of-school youth
- WIOA obligates states to collect detailed information on all participants, such as Social Security Numbers and permission to legally work in the United States.
- No longitudinal data is yet available

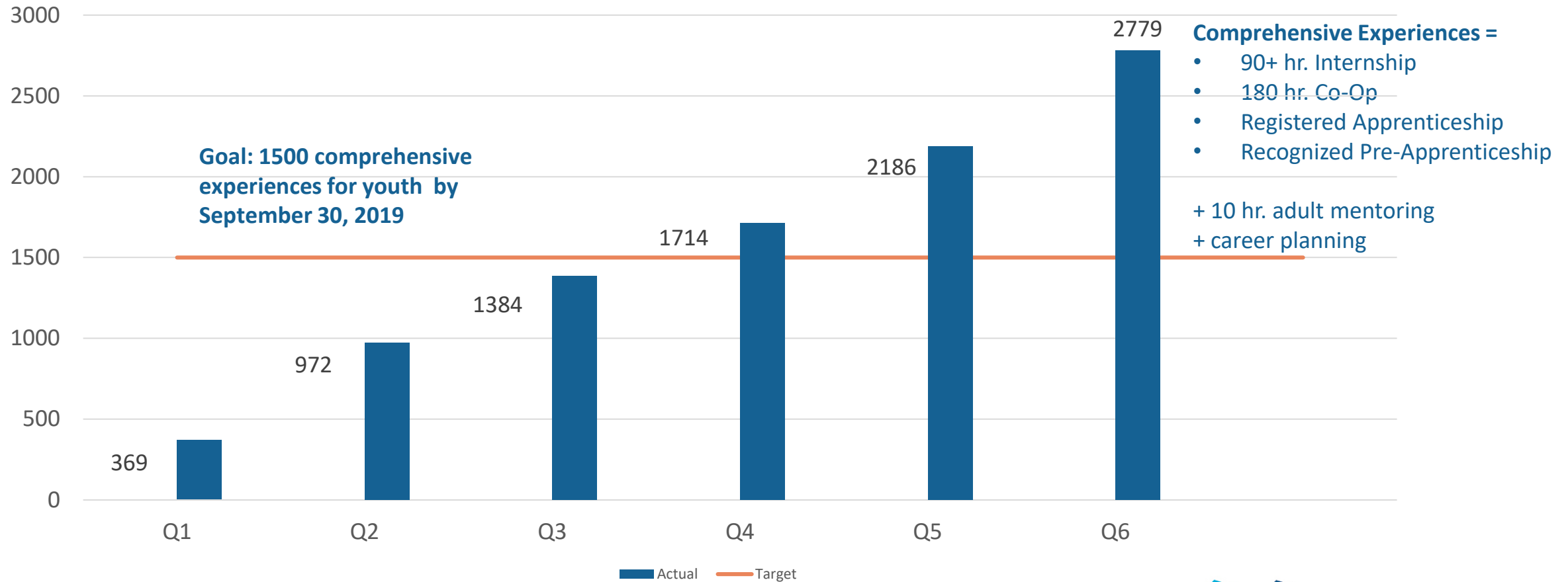
- Students who are participating in Career Connect through leveraged funds are not providing the same level of data as those enrolled in WIOA.
- Schools collect participant data such as names and SSIDs, but are not able to share with local WDCs due to privacy issues

Recall from 1/10/19



COMPREHENSIVE EXPERIENCES

GOVERNOR'S CHALLENGE TO CAREER CONNECT WASHINGTON PROTOTYPES



Best practices for partnering with industry and the local community to create opportunities for applied learning through internships, externships, registered youth apprenticeships, and mentorships:

APPRENTICESHIP:

To date, Career Connect teams have contributed to apprenticeship expansion goals by:

- convening industry roundtables and other events to promote apprenticeship to new businesses
- assisting the existing apprenticeship community with recruitment of candidates and training sites
- supporting apprentices with wrap-around services, such as transportation assistance and work gear
- assisting business and training partners in development of apprenticeship standards
- funding instructors
- purchasing training equipment and supplies

Best practices:

- **South Central Career Connect** assumed outreach responsibilities for AJAC's Automation Technician and Precision Machining Youth Apprenticeship. As a result 12 new youth apprentices from West Valley High School have signed on for 2019/20.
- **All regions:** 100+ apprenticeship outreach events were conducted by teams, elevating awareness for businesses, parents, and students.



Best practices for partnering with industry and the local community to create opportunities for applied learning through internships, externships, registered youth apprenticeships, and mentorships:

INTERNSHIPS. Best practices:

Internships become a pathway to employment and educational attainment

Pac Mountain Career Connect: Eleven (11) young men living at JR's Oakridge facility in Tacoma started AJAC's Manufacturing Academy in April, with all 11 completing the program in June. 10 of the 11 are now beginning paid internships at Berry Plastics, a global plastic packaging firm located in Tacoma, the 11th was released from Oakridge and is now enrolled at Bellevue College.

Career Connect North Central: of two students starting internships with D&L Foundry in Moses Lake, both were hired upon completion for permanent positions with full benefits.

Career Connect Northcentral: The hiring of two (2) youth interns in the manufacturing sector was a major achievement. A year ago, both of these youth felt disconnected and unsure of their future, had not completed their education, and had no clear concept of their skills, abilities, or career interests. Now both have received their high school diplomas, completed 90-hour internships, and have been hired by a local employer.



Best practices for partnering with industry and the local community to create opportunities for applied learning through internships, externships, registered youth apprenticeships, and mentorships:

Job Shadowing:

15 Wenatchee High School students completed 98 hours of job shadow experiences. Several first-time job-shadow host businesses included careers such as Lineman, Dental Assistant, Photographer, and Psychologist. 3 students were allowed to participate in job shadows in occupational therapy and excavating contracting, which are not normally open to allowing youth observations. Additionally, 2 students had the opportunity to intern with businesses after their job shadows at a local Fire Department and a Cosmetology Salon.

Teacher Externships:

Vancouver Public Schools hosted a one week externship in Construction with Associated General Contractors (AGC), and placed an additional 8 teachers with local business for externships, including their Welding/Manufacturing teacher with a local manufacturing company in preparation for AJAC Apprenticeship.



Summary of Learnings from WIOA-Funded Grants :

Logistical and legal challenges to collecting data on unique students & WIOA eligibility

- Collecting data on unique students requires student identifiable data to:
 - avoid duplication
 - determine WIOA eligibility
 - track outcomes (in aggregate and by sub-group)
- Non-education staff cannot legally ask for student identifiable data, nor can education staff provide such data outside of approved databases
- Without identifiable data, cannot determine unique student experiences or long-term outcomes (including by sub-groups) + cannot provide adequate info for WIOA eligibility

Varying data reporting requirements and processes for different activities

- Different reporting requirements led to some confusion (related to WIOA direct service activities, leveraged funds, and non-student serving activities, such as using funds to develop programs)
- Multiple data collection processes led to varied & challenging methods and outcomes



How We Are Addressing Data Collection Challenges Moving Forward:

Data and Measurement Sub-Committee of the Career Connect WA Cross-Agency Work Group

- To determine outcomes by demographics the Sub-Committee has developed an equity goal:

“Race, income, geography, and gender do not predict, in a statistical sense, student outcomes (including completion of credentials, attainment of sustaining wage entry level jobs, and upward trajectory movement into family-sustaining wage jobs).”

- The Sub-Committee is designing a data collection system that is integrated into existing student data collection system (e.g., CEDARS, ERDC)
 - This needs to factor in:
 - Non HS grads and out-of-school youth
 - Availability and completion of courses
 - Availability and completion of meaningful experiences

