

Student and Community Workforce Agreement Task Force Meeting Minutes

Jan. 8, 2020, 10 a.m.-1 p.m., Rainier Beach High School
Construction Skills Center Classroom, 8815 Seward Park Ave. S



Opening: The meeting began at 10:02 a.m. with a welcome from Nancy Locke and Stephanie Colbert, whose classroom the task force meeting took place.

Attending: Nancy Locke, Monty Anderson, David Hackney, Dale Bright, Karen Dove, Richard Best, Sandy Hanks, Pastor Lawrence Willis, Hannah Blackburn, Jane Mounsey, Stephanie Colbert, Harvey Wright, Bob Korth, Keith Weir and Director DeWolf

Also, in attendance were Principal Dan Golosman, Principal Andrew O'Connell and Assistant Principal Ivory Brooks. Observers were Suzanne Dale-Etsy, Anna Pavlik, John Bersche, Daniel Villao, Jane Hendrickson, Manal Al-Ansi, Edvent Grinell, Silas Follendorf.

Skills Center Principal Dan Golosman and Rainier Beach Assistant Principal Ivory Brooks introduced themselves and welcomed the group. Then task force members and guests introduced themselves.

Blackbourn asked how many students Stephanie currently has. Stephanie has eight students. As many as 18 can be registered at a time. Colbert provided a tour of the shop.

The group moved next door to view a PowerPoint. Locke reminded task force members of their purpose and the upcoming schedule.

Wright began his PowerPoint by saying he has learned a lot about what is a workforce agreement and what it means for our students. Wright said today he is focusing on what it would mean for our students. He shared strategic plan priority and how SPS is measuring success.

House Bill 1599 (HB 1599), a Career Technical Education (CTE) pathway to graduate, was reviewed. This legislature was significant because it is helping struggling students graduate and move into careers.

Wright reviewed slides from the Dec. 4, 2019, meeting to remind the task force the purpose of creating a pathway and shared workforce analysis data.

Current BEX projects and who has the opportunities to work on these projects were provided. A question was asked about data related to these projects, but Locke said that data isn't provided by anyone.

Wright reviewed a model called Career Connect Washington that has been promoted by Gov. Jay Inslee. The model has three components: career exploration (exposing students to options), career prep and career launch.

A question was asked if SPS will be able to partner with Career Connect. Wright said that is the goal, but it is up to task force to decide through their recommendations. Colbert has students that job shadow and make money but would like to expand this program and offer more opportunities.

A question was asked if it is the district's goal to be recognized as pre-apprenticeship program. Wright said we will get to that answer in upcoming slides.

Wright discussed how the trades pipeline could look like. A task force member reminded the group that a wage would have to be paid.

Wright listed where SPS trades are located and those that are best suited to a pre-apprenticeship program. Wright said this is just small slice of data and more data will be available on MS Teams site.

Wright shared the advantage of pre-apprenticeship program in SPS. The average pre-apprentice age is 28 years old, Dove said. The goal is to reduce the time it takes to get into a pre-apprentice program, Wright said.

Peninsula High School was looked at as a model of how pre-apprenticeship program looks like in a high school. Golosman said this would be an addition to what we are doing. A question was asked about Core Plus. Golosman said Core Plus is part of the equation. Core Plus curriculum could be used in what is being looked at for this program.

A question was asked about additional facilities. It depends on demand, Wright said. Wright believes the task force's work will increase demand.

Wright provided costs of creating a pre-apprenticeship program in SPS. A question was asked about marketing costs. Golosman elaborated on some of the current costs for the Skills Center.

A question was asked about the 13 schools identified through the strategic plan and how we are ensuring students furthest from educational justice thrive. Golosman said marketing targeted more toward those schools. Also, any student can attend a Skills Center class.

The PowerPoint had to be wrapped up early due to time. Printouts of the PowerPoint were provided. Wright summed up the presentation as an equity focus.

The group moved back to the workshop classroom, where principals elaborated on the how these changes would impact school communities. A question was asked about rest of PowerPoint. Locke said it would be reviewed that later with the draft recommendations because the information is important.

Wright asked if the task force has questions for principals. A question was asked about student class scheduling difficulties trying to implement this. Is there a negative impact? Are we taking something away from students? Wright said students have choices when building their schedules. HB 1559 is important because it provides one pathway, baccalaureate is another. O'Connell said it does create some restraints and elaborated by explaining block periods. Golosman agreed. The school schedule, high school requirements, student specifics all impact but providing many entry and exit points for students. It helps if a student learns early on what they would like to pursue, because it is easier to find a pathway that best suits the student. HB 1559 helps a lot. Wright said time is crucial for skills classes. O'Connell said this provides students more options.

A clarifying question was asked whether students will miss out on other things. Golosman said students will have to make choices and provided an example of how they helped one student. Cross credit is a way to help students. Core Plus is also helpful with alternative pathway. Colbert said it is about the partnership between students, instructor and counselor to make it work.

Students provided their perspectives on the skills program and what it means to them. One student is currently enrolled in the program said he is currently building a tiny house to practice components of construction. The student said the class is cool. He is learning roofing but also how to communicate with other students. The student was asked when he knew he wanted to work in trades as a career goal. The student said it is his goal to work in construction. He is sampling different trades to see where he will go in the future.

Another student who is a graduate through a program in Kent but earned a GED through a SPS program said they didn't feel they could go to college. They were unhoused, so that complicated their educational path. At 28, they fit the data on average age of pre-apprentice student. They worked at Orion Center and Goodwill. Likes to work outside and was trying to find what they wanted to do. Their father is a carpenter. Their path to trades came by chance. They were looking online for free programs and then talked with ANEW. At first, they thought college was the only option, but it was hard and wasn't working. They said the task force is creating an opportunity to change the course of people's lives. A question was asked if something could have been done differently to change their course in high school experience. They said housing and community support would have been helpful. Now, they feel they can dream and make their dream possible.

Both students were asked how the program makes them feel about the future. Positive said one. Confident said the other. They felt like a bad student, but ANEW changed that. They also earned a community environment and built friendships.

The grad was asked if other young people are aware of this opportunity. Yes, but they stumbled on this. We can change this and make more aware, they said.

Colbert mentioned many unhoused people are in trades or would be interested. Colbert works with a program for those without housing and sees how trades could benefit more people. Willis said partnership crucial and housing essential for students.

Colbert shared some thoughts: 7 percent of workers in the U.S. are employed in construction. Shouldn't we offer this opportunity to explore trades? Who gravitate to these classes? Those might have trouble with conventional math. Trades do math but in a different way. Students thrive by different means and excel. Those that like working with their hands, move and create. We need to strengthen the state's work. It's a high school program. We need to dive in to expanding space in high schools. The primary obstacle is that students don't know about this and it isn't promoted. Have to ask: Why are the demographics so horrid? 1 percent female? Low percentage of people of color. Must have welcoming environments. No harassment or discrimination.

Locke said draft recommendations are a starting point for the task force and encouraged edits. Locke proposed how to make edits and vote. Locke asked if anyone wanted to change the approach. A question was asked who here is voting. Hands raised. 14 people with voting privileges present. Another question was asked about this being the final decision. Locke said these recommendations are the pipeline component. Colbert wanted to know when we were working on the details. DeWolf asked if Colbert meant the specificity on percentages? Locke said think of this as a high-level look at the issues on how the district should pursue this pathway. Locke wants to allow the group to be thoughtful on this process. Another meeting could be added if needed. Locke said Wright can elaborate on elements that weren't covered in the PowerPoint. Wright explained the process on recommendations. He said they

recommendations will go to the School Board and then implement begins from there. Locke said this follows the model used in another high school.

Golosman asked is there a way to add a timeframe around growing the CTE program? It takes years to build the program, and he wants to make task force aware of pitfalls. A question was asked about students at Rainier Beach Skills shop. Six attend Rainier Beach, and two others are from other high schools. DeWolf asked for clarification and if Golosman is not supporting 1.2 of the draft recommendations. Golosman said he just wants people aware of what expansion takes. Dove said the task force is getting too much in weeds on these draft recommendations. She said we are here to determine what is the best for the students. The details are not the role of this task force. Locke said details are up to school district and suggested edit of 1.2. Then she reminded the task force of the of equity cards on tables and that this work is about the students and pathways for students furthest away from educational justice.

The task force discussed and made edits to recommendation 1.1: Program can be individual or under one initiative. 14 thumbs up on edits.

1.2 recommendation: There are 12 high schools. Ballard, Franklin, Chief Sealth and West Seattle are the high schools with CTE programs. Two high schools are set up to for pre-apprentice program: Rainier Beach and Franklin. Jane Hendrickson, SPS CTE program manager, said not all schools are aligned. Skills center for career prep, Best asked. Wright said that is one way. Some students may not want to leave their high school. Also, marketing might be a factor. Several reasons may be in play.

Pre-apprentice program allows students to leave with direct connection to trade. Hanks asked for clarification on programs in high schools. Seems to be a distinction but not clear. Also, sought clarification because of funding concerns. Wright said looking through equity lens, not having curriculum alignment and the same programs in all high schools isn't fair. SPS is trying to close the gap with Skills Center. This raises concerns on how the program is structured now.

Weir asked if students are recruited into programs. Identifying former grads in one of those ways. Hendrickson said we are learning as we go. Wright said we are working to make the system more equitable.

DeWolf asked if it is possible to add expansion efforts to levy. Yes, but long-term operational costs, Best said. We need students to fill programs. Grant funding is pursued too.

Colbert offered edit to 1.2. Task force discussed edits. Wright suggested the task force review recommendations but edit them another time due to time constraints. No vote on 1.2.

1.3: Add furthest from racial justice. 14 thumbs.

1.4: Wright discussed slide on advisory board in relation to this draft recommendation. Locke asked how an advisory board helps. They review all programs and are required by state. Bright said he serves on two advisory boards and they are very necessary. Relationships necessary. Willis said it provides a balance. Edit suggested to say "diverse representation to ensure robust representation for the population it services. Provides equitable advice to ensure successful student outcomes." Hanks had concern with using diverse. The task force discussed this change and using construction industry instead of trades. Colbert wants people on board that have an equity lens. No vote on 1.4.

Locke asked if the task force wanted to stay and edit? The consensus was to discuss the draft recommendations more in two weeks at Jan. 22 meeting. Locke would like all task force member present for the vote and asked if task force cannot be present for the discussion or vote in person, is voting by proxy an option? Locke said a quorum needed. Someone asked if that has been defined? No, said Locke. Task force agreed that people not present can vote.

The meeting closed at 12:38p. A tour and chat with Colbert's students followed.

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