

Board Special Meeting
Work Sessions: Budget; Community Workforce Agreements
April 3, 2019, 4:30 pm – 7:30pm
Auditorium, John Stanford Center
2445 – 3rd Avenue South, Seattle WA 98134



Minutes

Call to Order

Call to Order

This meeting was called to order at 4:30 pm. Directors DeWolf, Mack, Burke, Geary, Pinkham and Patu were present. Director Harris arrived at 4:47pm.

This meeting was staffed by Chief Financial Officer JoLynn Berge.

Chief Financial Officer JoLynn Berge summarized the agenda and reviewed the possible outcomes and hope to reach consensus on the restoration plan. She reviewed the deficit for 2019-20 school year. She spoke about how the initial enrollment decline shows approximately \$7M less in revenue.

Director Patu asked if enrollment is decline is it across the board. Ms. Berge explained it was in decline for all grades and in all parts of the cities.

Director of Enrollment Planning Ashley Davies spoke about the historical and projected enrollment growth. She explained the rate of growth has been decreasing over the past several years and is predicting additional declines in the coming years.

Director Burke asked is budgeted enrollment in comparison to actual. Ms. Berge explained as schools update it's a slight difference with a point and time when the information is being pulled. Ms. Davies stated the historical and projected grade progression rate and about how this rate has steadily declined. Ms. Berge spoke about the Running Start program growth is expected to continue to grow. She explained a bill is going through the legislature currently that will allow students above the age of 16 years old to go straight into Running Start and receive their diploma from the college program rather than from Seattle Public Schools. She added if that were to pass that would change schools FTE's.

Director Mack asked how the enrollment numbers are projected. Ms. Davies state it is based on grade progression rate and the decline is greater among the high school grades. Ms. Davies will share the information with the Board of numbers broken down by grade. Deputy Superintendent Stephen Nielsen spoke about how this was not the first time we have been lower than the projections and, based on the data information known now is if the District over spends we would be in worse situation than we are now.

Ms. Davies spoke about the historical drops and the projection process. She explained the difference of October to April the number of drops increase. Ms. Berge stated more students are not notifying us ahead of time they will not be enrolled in the coming school year, and this is another reason for the conservative estimates.

Director Pinkham asked about the Seattle Promise. Ms. Berge explained we don't know yet how that will affect the students.

Ms. Berge spoke about the Annual Average Full Time Equivalent (AAFTE) which is another data point that is used for enrollment. She reviewed the start of school timeline as requested by directors; the schools have until February to get enrollment projections. Ms. Berge then explained what additional adjustments are done through March.

Director Mack asked when in the start of school timeline do the schools get post open enrollment numbers. Ms. Davies stated schools will receive those numbers this Friday and families will receive their information on April 16th. She added that data does continue to change as the months go on.

Director Harris asked if there is a pattern for waitlists moves that the Directors can know and how often are the waitlists updated. Ms. Davies explained once the waitlist is created, we go through the lists twice a week for movement. The waitlist report is updated once a week and it is available on the school choice page with the student identification for families to track. Director Geary asked if we know where students on waitlist go if they leave the District. Ms. Davies explained it is not possible to track where they go based on not getting into a school from a waitlist.

Ms. Berge spoke about how by May 15th all teachers know if they are having their contract renewed or not. She then gave additional breakdown of timeline cycles throughout the year, and down to the start of school. Ms. Berge spoke to the questions sent ahead of time by Director Mack.

Director Burke would like to be more involved in the front end of the Weighted Staffing Standard (WSS) allocation changes. Ms. Berge stated she will have to look into a way more conversations can be brought to the board sooner in a timeline, possibly at the policy level. Director Mack asked if the purple book does not have any additional funding included. Ms. Berge explained the purple book is not updated because it is at a point in time, but the grant inventory database is updated all year long.

Director Harris asked about PTSA and grants ability to fund a teacher. Ms. Berge explained that would be in the grant inventory.

Chief of Human Resources Clover Codd spoke about when educator displacements are notified. Ms. Codd explained how April 30th is the Reduction in Force (RIF) notifications are given and for certified staff it is May 15th. She explained how the District is competing for educators and getting to hiring earlier is a goal.

Director Mack asked if RIFs are based off of enrollment projections or whether any additional staff are included in the RIF process. Ms. Codd explained we do pay attention to any adjustments that need to be made and may be dealt with as a one off.

Ms. Berge reviewed the restoration recommendation plan that had been discussed at the March work session.

Director Harris asked how many Directors met with Ms. Berge in the offered 2x2 meetings. And are Librarians last on the list due to lack of representation on the WSS committee. Ms. Berge stated she met with three directors. And on the WSS committee, school leaders as well as SEA are on the committee.

Director DeWolf asked if the recommendations can be switched by order. Ms. Berge explained they can be switched, and she gave the thought process behind the order of these recommendations with the WSS committee.

Director Burke offered possibilities to reprioritize the list. Ms. Berge gave the suggestion to still reach consensus on WSS tonight due to the timeline need. After that a discussion can be had of possible moving of other funds as needed to for restoration of WSS reductions.

Ms. Berge explained if consensus is not reached tonight staffing restoration decisions will have to be held.

Directors Burke, Harris, DeWolf, Mack, Geary, Pinkham and Patu support the Superintendent's recommended restoration plan, as long as the Librarians are restored in full. If insufficient funds are received from the legislature to restore the WSS up through the Librarians, the Board members will review other items to eliminate, that were taken off the cut list previously, at the May Budget Work Session to identify funding options.

Ms. Berge restated what the Directors were agreeing to as the following, if the Seattle Public Schools (SPS) receives money to restore the WSS in full up to the point of Librarians they are agreeing to consensus. If the SPS does not receive part or if only part of the funding comes through the Board members would find a way to restore through the librarians on the restoration list. Board members concurred.

The Board recessed this work session at 6:15 pm.

Work Session: Community Workforce Agreements

Call to order:

Director Mack called the meeting to order at 6:20 pm.

Welcome/Introductions

Director DeWolf, introduced the work session as the beginning of the Board's critical conversations about workforce. He expressed gratitude to the guest presenters and Chief Operations Officer Fred Podesta for their participation.

Goals for the Meeting

Director Harris identified the goals for the meeting:

- Solicit feedback and insight from local experts
- Consider unintended consequences of proceeding with labor agreements and apprenticeships
- Articulate concerns about funding
- Probe into whether the district is ready to adopt labor agreements and apprenticeships
- Address the issue of bandwidth, in terms of staff and programming, to fulfill the district's responsibilities for CTE and apprenticeships

Director Harris emphasized that no decisions would be made at this meeting. The discussion would serve as a transparent exploration of the issues. The directors would establish next steps and guiding principles for determining how the district will proceed.

DeWolf reiterated that the meeting was a learning opportunity to publicly gather information.

The participants introduced themselves as:

- Anna Pavlik, Labor Equity Program Director at the City of Seattle
- Mark Wheeler, Deputy Director for Labor Compliance at Sound Transit
- Monty Anderson, from Seattle Building and Construction Trades Council
- Fred Podesta, Chief Operations Officer at Seattle Public Schools

Presentation: Community Workforce Agreements Explained

Anna Pavlik, from the City of Seattle, opened her presentation by providing the Board with the 2016 Construction Apprenticeship Guidebook. The document also includes opportunities for pre-apprenticeships. She highlighted the benefits of apprenticeship as opposed to school debt. Ms. Pavlik addressed the Board's concerns about staff capacity to adopt and manage labor agreements and apprenticeship programs by offering technical assistance and other support available through her team.

Ms. Pavlik defined a Community Workforce Agreement (CWA) in terms of the parties involved, the steps of the process, and the parameters it secures for hiring and working conditions. She presented the City's policy objective for CWAs as an example of how to employ the agreements to achieve a given social or economic intention within a community. She highlighted the benefits of a CWA to a project's owner. Ms. Pavlik continued, citing the City's five years of experience with CWAs and described the gamut of the 21 projects it has performed in that time. She listed local partner organizations who also employ CWAs.

Ms. Pavlik gave more details of the City's policy objective of priority hires. She noted that Seattle Public Schools (SPS) could use a CWA to set its own criteria. She added that other school districts have adopted this practice with attention to apprenticeship programs and

providing opportunities for students of color. Ms. Pavlik shared the experience of student Ana Castillo as a success story.

Ms. Pavlik defined the responsibilities of the parties in a CWA. The owner provides the oversight and administration of the project, which includes: administrative duties; contractor education and technical assistance; monitoring; and supporting workforce development. The general contractor must: inform bidders and subcontractors about the CWA; administer the contract; plan, monitor and enforce the goals; and contribute financially to joint labor-management trust funds and representation fees. She highlighted that the general contractor does not need to be in the union.

Ms. Pavlik reported on the City's success towards its policy objective via the CWAs.

She concluded her remarks by repeating her offer to help SPS start its own program.

Director Patu praised the City's program and noted that she was aware of several students who had developed careers through it. She added, "it works!"

Director Harris inquired into economies of scale and SPS's bandwidth to manage a CWA program. Ms. Pavlik identified a payroll system, noting that the same system was used by local agencies, which would make lower the cost and need for technical assistance. Mr. Podesta highlighted that the base infrastructure at SPS was smaller than that at the local partner agencies. The district would need to develop the foundation upon which to build and manage a CWA program. Director DeWolf confirmed that he was taking notes on action items and next steps for future inquiry.

Presentation: Sound Transit Experience with Labor Agreements

Mark Wheeler, from Sound Transit, introduced himself and the work of Sound Transit. He highlighted that Sound Transit is currently in the midst of the largest expansion in the country. They employ a Project Labor Agreement (PLA) as part of achieving their projects. He provided a brief history of the PLA.

Mr. Wheeler defined Sound Transit's PLA in terms of the parties involved, the goals for protecting labor, and the emphasis on fairness in employment. He highlighted that a worker does not need to be part of a union in order to be employed under the PLA. He identified the benefits of the PLA to the owner and the workers.

Mr. Wheeler outlined the owner's administrative responsibilities under the PLA. They include: education and technical assistance to contractors; monitor and track data; intervention; and resolving issues. At Sound Transit, the objective is to hire workers from areas of greatest economic distress, so monitoring starts with examining the zip codes where workers and apprentices live. Mr. Wheeler cited Sound Transit's success at this objective by comparing the goals and actuals of employee demographics, such as women and people of color.

Mr. Wheeler referred to a Sound Transit workforce analysis from 2017, which identified a labor shortage of 9% - 10% coming in the next 20 years. He described their response to the anticipated shortage through programs to develop and help retain apprentices. In addition to training, this approach includes providing equipment and protective gear, financial support for child care and transportation, as well as mentoring in soft skills and communication.

Director Patu inquired into Sound Transit's Requests for Proposals (RFP) and their results. Mr. Wheeler identified RFPs targeting women, people of color, individuals who were formerly incarcerated, and youth aging out of foster care. He indicated that a report is coming out on April 8, 2019, which will speak to the hiring and retention of workers in various demographic categories. Mr. Wheeler agreed to provide the report to Director DeWolf, after the Sound Transit team has had an opportunity to digest it.

Director Burke asked about the roles that the presenters occupied in their respective organizations to identify if the position was created by the PLA or CWA or if the agreement developed after the position was in place. Ms. Pavlik's role is new, since the CWA. Mr. Wheeler's role was created to help implement the PLA.

Presentation: Local Trades' Experience with CWAs

Monty Anderson, from the Seattle Building and Construction Trades Council, introduced himself with some of his family history and his experience working in construction. He emphasized the life-changing potential of apprenticeships. He identified the average age of someone entering the trades as 27, contrasted to the past when it was 18. He expressed concern that young people aren't aware that this work is available to them. Mr. Anderson asked that SPS embrace apprenticeship programs.

Director DeWolf asked how a CWA honors a commitment to equity. Mr. Anderson explained that the owner sets the goals based on their moral compass. The goals are discussed, documented, and then delivered. He stressed that change requires deliberate direction and action.

Director Geary asked about the accountability or consequences for not treating worked appropriately. Mr. Anderson cited filing charges, fines, and firing. Mr. Wheeler commented that owners can remove an offender from a job and prohibit them from working on future projects. Ms. Pavlik added that employees are also trained on bystander intervention.

Director Pinkham inquired about how successful apprentices are in moving up within the system to become site bosses and performing the hiring of workers. Mr. Anderson explained that while everyone starts in the same role there's no limit to how far a committed worker can rise in the system. Mr. Wheeler cited research showing that if an apprentice progresses through the first two years of their program their odds of completion increase to 80%. He reiterated the value of mentorship in helping apprentices achieve those completion rates.

Seattle Public Schools Experience with Trade Apprenticeship Programs

Bruce Skowyra, Director of Facilities at SPS, acknowledged the long-standing relationship that the district has with the trades the district's commitment to further developing that relationship. He described an opportunity for SPS students and graduates to work in Facilities during the summer.

Q & A

Director Harris referred to the Collective Bargaining Agreements (CBAs) and language that addresses hiring students for summer work in Facilities. She asked about working on that rather than starting CWAs. Mr. Skowyra explained that the contract directs the district to form a committee and, based on its feedback, potentially start an apprenticeship program. The committee only met a couple of times, due to timing and bandwidth. He noted that the work will be more involved than a standard apprenticeship agreements, but expressed excitement and support for the project. Mr. Anderson clarified that the union and the apprenticeship program are separate entities. Apprenticeship is governed by the state, therefore the next step is to apply to the state for an apprenticeship program. He added that both the union and the district want a program at SPS.

Director Mack asked if the maintenance contract go to the full board for approval. Mr. Skowyra confirmed that it does and noted that it expires on August 31. Director Mack followed up to learn if the Board would participate in the application process for an apprenticeship program. Mr. Skowyra clarified that the Board would see language in the maintenance contract regarding the apprenticeship program. The application process would be a joint training committee in cooperation with the Trades Council.

Director Burke acknowledged that there are processes and potential barriers to address in order for the SPS to develop a solution that meets the Board's aspirational goals. He identified challenges like the possible impact on the cost of projects and the commitment to complete voter-approved projects on time and within budget. Director Burke asked if CWAs could be expected to expand or limit the number of firms that can bid projects. Mr. Wheeler explained that it is less about the number of bidders and more about the quality of the bidders. Director Burke highlighted that the district has recently had projects that received a small number of bids, so losing one or two would be significant.

Director Burke continued by asking if SPS current general contractors enter into CWAs with other districts or organizations. Richard Best, Director of Capital Projects and Planning at SPS, explained that most of the district's contractors focus on school projects, for example Lydig. Mr. Anderson added that Lydig has entered into at least one PLA for a project. Director Patu followed up to learn how many of SPS contractors employ SPS graduates. Mr. Best did not have the answer at hand. Director DeWolf suggested that the data might provide a good story about graduates who return to the district to support it in a different way.

Director DeWolf asked about the programmatic costs of facilitating a PLA or CWA. Mr. Wheeler confirmed that there are such costs. Mr. Anderson referred back to Ms. Pavlik's presentation regarding the administrative functions of owners. He added that the Board should know the data regarding who works on the district's projects, such as women, people of color,

and SPS graduates. He added that the data should be available to the district through Labor and Industries.

Director Harris commented that, over the years, she has heard business and contractors warn that these agreements will overwhelm small business with paperwork, effectively excluding them. She asked how well these organizations have performed. Mr. Anderson replied that he does see small contractors contact the union to work on these projects.

Board Discussion: Guiding Principles and Next Steps

Director DeWolf referred to a posted list of proposed guiding principles for the Board's ongoing work on labor agreements and apprenticeship programs.

1. Eliminate racial disparities/lead with racial equity/increase WMBE access
2. Mission focused/alignment with current SPS CTA and workforce development
3. Student-centered/opportunities for students
4. Balanced process and implementation
5. Fosters economic opportunity/support those furthest away from justice, i.e. students and families experiencing homelessness
6. Fiscal responsibility/cost consciousness
7. Increase efficiencies
8. High quality standards on SPS projects
9. Legal

He asked each director to identify their top three guiding principles for a future conversation toward a resolution to articulate commitment to continuing to pursue these matters, as well as form a task force.

Director Burke voted for principles 1, 2, and 6

He also asked about the funding source for program administration. He wanted to identify the value being added.

Director Mack – referred to an earlier question she had about the goal to raise the employment of women in the trades to 12%. Therefore, she wanted to elevate women in the trades. She voted for principles 1, 6, and 3.

Director Pinkham suggested combining principles 1 and 5. He also voted for 2 and 3.

Director Harris echoed the combination of 1 and 5. She also voted for 3 and 6.

Director Patu voted for 1, 3, and 6.

Director Geary voted for 3, 1, and 8. She highlighted the specificity of the district's projects and the critical importance to complete the work on tight timelines and on budget in specific environments.

Director DeWolf voted for 1, 3, and 6.

COO Fred Podesta highlighted principles 6, 7, and 8 as significant areas for staff.

Director DeWolf indicated that a top five principles would be distilled from the directors' votes. Director Harris suggested that deciding the next step should include a conversation with Superintendent Juneau and staff.

Director DeWolf concluded the meeting with gratitude to the presenters and other participants. Director Burke thanked Director DeWolf for his leadership on this material.

This work session ended at 7:40pm and Director Harris noted the Board would be moving into a closed session.