



# **SCHOOL BOARD ACTION REPORT**

**DATE:** 6/10/19  
**FROM:** Directors Zachary DeWolf, Rick Burke, Leslie Harris,  
and Eden Mack  
**LEAD STAFF:** N/A  
  
**For Introduction:** 06/26/19  
**For Action:** 7/10/19

## **1. TITLE**

Board Task Force for Student and Community Workforce Agreement

## **2. PURPOSE**

This action creates a Board Task Force to examine and make recommendations regarding a Student and Community Workforce Agreement (SCWA). This short-term Task Force will review existing and potential new collaboration models and practices that align with both the mission of Seattle Public Schools and workforce opportunities of the skilled labor sectors in Seattle. At conclusion, the Task Force will make recommendations to ensure that the public capital investments support a high quality of construction while advancing social equity, increasing workforce diversity, and creating family wage opportunities within and related to construction careers.

## **3. RECOMMENDED MOTION**

I move that the School Board authorize the formation of the Student and Community Workforce Agreement (SCWA) Task Force, and direct the Superintendent to initiate the Task Force per the attached SCWA Task Force Charge.

## **4. BACKGROUND INFORMATION**

**a. Background.** This task force is established to develop a collaboration model aligned with the SPS mission and family wage career opportunities and support the development of a Student and Community Workforce Agreement, to be considered for adoption by the Seattle Public Schools Board of Directors.

As part of the public engagement and due diligence process, it is typical for the District to convene advisory committees or task forces to assist in reviewing information, data and analysis to help inform the board in their decision making. The District does not presently have an advisory committee or task force charged with review of the desirability of, costs of and benefits of a Community Workforce Agreement.

The Task Force will be short term and will be focused specifically on reviewing the desirability of establishing a Student & Community Workforce Agreement (SCWA) and make recommendations to the Board of Directors by October 11, 2019.

In considering a SCWA, the Task Force will engage in a balanced process that is aligned with the agreed upon guiding principles, including, but not limited to: eliminate racial disparities/lead with racial equity, student-centered/opportunities for our students, fiscally responsible, and missing focused and aligned with SPS CTE and workforce development goals. The process will include stakeholder feedback and community engagement. The Task Force will review lessons learned from best practice examples of Community Workforce Agreements in both school districts and other public entities in the Seattle region that employ Community Workforce Agreements, including Priority Hire Programs and Project Labor Agreements (PLAs). Cost and financial implications of such agreements will be considered, as well as community impact and workforce development opportunities.

Due to the technical nature of the work of this task force, the District will recruit and vet community members with expertise, prior experience, and knowledge of the related subject matter. This knowledge base may include, but not be limited to: people with experience and/or expertise with Community Workforce Agreements, Priority Hire programs, the building and construction trades, Pre-Apprenticeship programs and Apprenticeships students and graduates, Workforce Training, Women and Minority-Owned Business Inclusion programs, and Career and Technical Education in construction and will seek to have geographic, racial and gender diversity.

Additionally, the task force members will be grounded in the Board and District's priority of Educational and Racial Equity through the use of the Racial Equity Toolkit, Implicit Bias Training and will begin the work with training on racial equity.

**b. Alternatives.**

1. Implement a Community Workforce Agreement without forming a Task Force. This is not recommended as the established agreement structures from other government entities (City of Seattle, Port of Seattle, etc.) do not center our students or reflect the educational mission of Seattle Public Schools.

2. Do not pursue the adoption of any Community Workforce Agreement at this time. This is not recommended because establishing an effective agreement can improve collaboration with our labor partners, expand student access to training and careers aligned with our CTE pathways, strengthen cooperation with other public entities around equitable practices, and demonstrate responsible stewardship for publicly funded capital projects.

**c. Research.** Establishing advisory committees or task forces to guide development of capital project workforce agreements is a common practice used by related public entities (i.e. City of Seattle, City of Tacoma)

**5. FISCAL IMPACT/REVENUE SOURCE**

Fiscal impact for this action will include the staff time necessary to manage and facilitate a Task Force and the costs of an External Facilitator, expected to be less than \$ \_\_\_\_\_.

The revenue source for this motion is BEX V capital funds.

Expenditure:  One-  time  Annual  Multi-Year N/A

Revenue:  One-  time  Annual  Multi-Year N/A

**6. EQUITY ANALYSIS**

The School Board’s priority as defined in Policy No. 0030, Ensuring Educational and Racial Equity will help define the work of the Community Workforce Agreement Task Force. This Task Force will make recommendations for an agreement regarding construction pre-apprenticeship, apprenticeship programs, hiring for capital projects and construction management considering multiple factors, including Equity.

**7. STUDENT BENEFIT**

A Community Workforce Agreement has the potential to help ensure that every student has an opportunity to explore industry engagement through pre-apprenticeship programs and career-connected learning opportunities in building and construction. The students who participate in pre-apprenticeship will receive certification and have direct access to living wage careers in the building and construction trades and pathways.

**8. WHY BOARD ACTION IS NECESSARY**

Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)

Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)

Adopting, amending, or repealing a Board policy

Formally accepting the completion of a public works project and closing out the contract

Legal requirement for the School Board to take action on this matter

Board Policy No. \_\_\_\_\_, [TITLE], provides the Board shall approve this item

Other: Board approval is necessary for a Board-sponsored Task Force

## 9. POLICY IMPLICATION

Policy No. 4110, Family and Community Advisory Committees, states *“It is the policy of the Seattle School Board to encourage participation by members of the community to advise the Superintendent and Board in school district decision-making processes. It is Board policy to facilitate engagement of those families and community members who have not historically been active or represented in decision-making by the district on Advisory and Oversight Committees. Families and community members can provide the Board and staff with valuable expertise, critical thinking and new perspectives, and can help alert the Superintendent and Board to issues of importance to the community.”*

In considering a Community Workforce Agreement (CWA), the Task Force will review how it would align with SPS’ Mission of: *“eliminating opportunity gaps to ensure access and provide excellence in education for every student,”* its Vision that: *“Every Seattle Public Schools’ student receives a high-quality, world-class education and graduates prepared for college, career, and community,”* as well as the District’s 2019-24 Strategic Plan by:

- ***Priority: High Quality Instruction and Learning Experiences***

Through a CWA, the Seattle Public Schools has the opportunity for the workforce on levy-funded projects to reflect the community. A CWA will include Pre-Apprenticeship and Apprenticeship opportunities for Seattle Public School students. Through a CWA, SPS students will have a direct pathway into an “earn while you learn” education model, equal access to employment on these projects and family/living wage jobs that will help reduce poverty and provide secure futures for them and their families.

A CWA would directly support academic performance outcomes by providing real world environments designed to improve learning. The use of these strategies creates alternative delivery of career education that specifically addresses various learning styles in student populations.

- ***Priority: Predictable and Consistent Operational Systems***

Efficiencies in systems used to implement a CWA would help ensure proper stewardship of resources by evaluating performance and strengthening internal controls. A CWA will help create an uninterrupted supply of qualified workers, more predictable labor costs, mechanisms for resolving disputes, and will help create labor-management cooperation which will promote safe work practices. The cost implications of a CWA will be reviewed, along with other factors that influence construction project costs.

- ***Priority: Inclusive and Authentic Engagement.***

The Task Force will review how a CWA would enhance the District’s community engagement. It will review potential technical support and collaboration with other regional public entities

including: City of Seattle, King County, Port of Seattle, Sound Transit, and WSDOT, as well as the Seattle Housing Authority, the Washington State Convention Center and the new Seattle Center Arena being built by the Oakview Group and which the City of Seattle has already signed on to.

**10. BOARD COMMITTEE RECOMMENDATION**

This item was discussed at the Executive Committee on June 12, 2019. The Committee reviewed the motion and moved it forward with a recommendation for consideration by the full Board.

**11. TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, staff will be assigned to assist the Board in recruiting for and the convening of the CWA Task Force to review and make recommendations about a Community Workforce Agreement. The task force is short-term and will provide written recommendations by October 11, 2019.

**12. ATTACHMENTS**

- Task Force Charge (for approval)

# ARTICLE I: NAME

**Student and Community Workforce Agreement Task Force (SCWATF)**

APPOINTING AUTHORITY: SCHOOL BOARD

# ARTICLE II: PURPOSE

The Seattle School Board is forming this task force to examine and make recommendations regarding a Student and Community Workforce Agreement (SCWA). This short-term Task Force will review existing and potential new collaboration models and practices that align with both the mission of Seattle Public Schools and workforce opportunities of the skilled labor sectors in Seattle. At conclusion, the Task Force will make recommendations to ensure that the public capital investments support a high quality of construction while advancing social equity, increasing workforce diversity, and creating family wage opportunities within and related to construction careers.

## SCOPE OF WORK

Successful implementation of a Student and Community Workforce Agreement will require broad stakeholder engagement to ensure that program goals are met. Task Force work scope will include:

1. Participating in orientation, including implicit bias training
2. Compiling and reviewing existing community workforce agreements and educational partnerships for relevant content.
3. Analysis and interpretation of studies and data relating to relevant student coursework, career pathways, racial and economic disparities, and program efficacy.
4. Identifying and hosting listening sessions with representative stakeholder groups.
5. Collaboration with and periodic reporting to the existing BEX/BTA Oversight Committee.
6. Preparing a final report and recommendation that should include at minimum,
  - Proposed structure for SCWA
  - Stakeholder list and pros/cons list for each
  - Financial analysis
  - Suggested metrics and Key Performance Indicators
  - Suggested risk mitigation, pilot studies, initial projects
  - Suggested implementation timeline

Task Force will be guided by the following principles identified by the School Board:

1. Eliminate racial disparities, lead with racial equity, increase women/minority-owned access to capital project opportunities
2. Student-centered/opportunities for students

### 3. Fiscal responsibility and cost consciousness

## POLICY CONSIDERATIONS

Guiding policy documents for this work include (links):

- [Policy 0010 – Instructional Philosophy](#)
- [Policy 0030 – Ensuring Racial Equity](#)
- [Policy 2170 – Career and Technical Education](#)
- [CTE Annual Plan/Report](#) (update with new link following approval of 2018-19 plan)
- [Policy 4110 – Family and Community Advisory and Oversight Committees](#)
- [Superintendent Procedure 4110SP – Family and Community Advisory and Oversight Committees](#)

## ARTICLE III: MEMBERSHIP

### SELECTION PROCESS OF COMMITTEE MEMBERS:

Members will be selected and appointed in accordance with School Board Policy 4110: Family & Community Advisory and Oversight Committees, and Procedure 4110SP. The District shall provide public notice to individuals and organizations that may reasonably be interested in serving on the Task Force. A standardized application will be posted on the district website with specific application due date and appointee notification date. Nominations to be reviewed by a panel consisting of 2 School Board Directors, 2 staff members designated by the Chief Operations Officer, plus 2 community members jointly agreed by the School Board and staff designees. The review panel will work in accordance with a specific rubric to recommend appointees and alternates for the Task Force. The review panel will appoint members that are representative of Seattle Public Schools and City of Seattle diversity, to ensure there is a balance of perspectives and backgrounds. Financial and other potential conflicts of interests of potential members will be considered when selecting members.

### NUMBER AND TYPE OF MEMBERS

The task force will be comprised of 15 members. Membership will be posted on the District website. The task force will be comprised of subject matter specialists and stakeholders including labor unions, private contractors, minority and women-owned business enterprises, and representatives of economically distressed communities. Applicants should have experience and/or expertise with Community Workforce Agreements, Priority Hire programs, the building and construction trades, Pre-Apprenticeship programs and Apprenticeships students and graduates, Workforce Training, Women and Minority-Owned Business Inclusion programs, and Career and Technical Education in construction. Membership will have geographic, racial and gender diversity. No less than 3 and no more than 5 central office staff representatives will be selected for the committee.

## ARTICLE IV: RESPONSIBILITIES

### EXPECTED SCHEDULE AND TIMELINE

The task force is short term. It will convene July 2019, and conclude work by October 11, 2019. Meeting dates and times will be determined in collaboration with the selected members and district staff, but expected to be 5-7 meetings in July through October at the John Stanford Center or other locations as determined by the task force and noticed to the public.

Task force members shall:

- Prepare for meetings by reviewing provided materials in advance of scheduled meetings.
- Attend and participate in scheduled meetings. Missing three consecutive meetings results in an automatic opt-out of committee participation.
- Bring an open mind, a passion for student futures, and a willingness to engage in inquiry, meaningful dialogue, and collaboration.
- Be honest about your bias and respectful of perspectives from other participants.
- The work of the task force will be grounded in the board and district's priority of Educational and Racial Equity through the use of the Racial Equity toolkit and will begin the work with a training on racial equity.

## ARTICLE V: ROLES OF TASK FORCE MEMBERS AND STAFF

The SCWA Task Force will operate fully on the work of its members, with administrative support from district staff. School District resources may be used for the following activities at the discretion of the Chief Operations Officer or Superintendent's designee:

- Scheduling meetings
- Distributing agendas, handouts and posting on website
- Compiling reports, data and information identified by Task Force for review
- Coordinating representative stakeholder groups for meeting participation
- Preparing and distributing minutes and posting on website