

# Gate Advisory Meeting

## Meeting Agenda

Time 9:00-Noon  
 Date March 4, 2025  
 Location Virtual

### Attendee List

	Name (Committee)		Name (Guests)		Name (OSPI Staff)
1	Kefi Andersen, OSPI	9	Ryan Beard, WA Stem	17	Dixie Grunenfelder
2	Diane Cockrell, HCA	10	Shanyne Noel, DCYF	18	Maria McKelvey-Hemphill
3	Troy Goracke, SBCTC	11	Tom Pennella, DCYF	19	Jocelyn Nunez
4	Krissy Johnson, OSPI	12	Shelby Satko, DSHS, DVR, Rehabilitation Council	20	Ann Rhoades
5	Mandy Paradise, OSPI	13	Chrisitan Stark, OSPI	21	Vicki Wood
6	Sony Salazar, HCA	14	Pablo Villarreal, DSHS/DVR	22	
7	Veneza Tena, DCYF	15	Ryan Beard, WA Stem	23	
8	Jenny Young, DCYF	16	Shanyne Noel, DCYF	24	

**Absent:** Nicole Hanson, Employment Security Department; Kim Sanchez, Department of Health; Peggy Carlson, Department of Children, Youth & Families; Daniel Shutt, Department of Children, Youth & Families.

# GateAdivosry Meeting Notes

March 4, 2025

## Welcome 9:00 a.m.–9:15 a.m.

Participants introduced themselves and shared a recent success

## Overview Presenter: Dixie Grunenfelder 9:15 a.m.–9:25 a.m.

Dixie shared the RCW reference for the GATE Advisory Committee and summarized purpose of the group's work, including identifying barriers for students to stay engaged and graduate from high school and propose recommendations to address barriers for OSPI's consideration.

## Children & Youth Behavioral Health Workgroup/School-Based Behavioral Health & Suicide Prevention Subcommittee Recommendations

### 9:25 a.m.-10:00 a.m. Presenter: Christian Stark

Christian shared the purpose of the the committee. There are multiple subcommittees under the primary workgroup umbrella.

The presentation focused on the work of the School-Based Behavioral Health & Suicide Prevention Subcommittee. Last year the committee consisted of 8 youth, 8 family members, and professionals working across the system for a total of 45 members.

Recommendations:

Align efforts statewide and define the role of schools in the overall behavioral health system, including the recognition of a shared framework and a set minimum expectations of schools. Establish a training and technical assistance network modeled after the inclusionary practices TA network.

Improve the ratio of social workers to students in schools and clarify the work they do in schools arity on what they can do should do. How can we provide funding for them.

Provide funding for school districts to support the development and implementation of a plan to recognition, initially screen, and respond to emotional or behavioral distress as required by RCW 28a.320.127.

Mental Health Literacy to continue. OSPI currently has a staff person working on this effort.

*QUESTION:* How many recommendations are carried forward each year?

*ANSWER:* There is a new set of recommendations each year, although they often address the same barriers. te every year. The mental health literacy recommendation was the only one that is categorized as a legacy recommendation.

## WA Stem Presentation Presenter: Ryan Beard 10:00 a.m.–10:45 a.m.

Ryan presented the work of WA Stem in supporting student career exploration, access to education and experiences to support career aspirations. WA Stem is a collaborative partner with Employment Security to implement Career Connect Washington efforts and distribute



funds. WA Stem was initially formed to raise awareness of STEM, then shifted as they became aware of the lack of access.

By 2030 70% of all Washington state jobs. 70% those jobs will require STEM or STEM Literacy. Currently for WA 44% earn a credential 8 years after graduation. 23% rural students are on track. Not getting close the 70%.

Live in the middle space where they work with connecting others.

WA Stems wareer pathway exploration and how to keep students engaged in there learning.

There is also a focus on ensuring pathways exists that are relevant and accessible.

There are various ways of advising:, Dual Credit, Industry Recognized Credentials, and work-based learning.

The different layer of Career connected learning (CCL) 70% of students say they learn from family or teachers what careers they know about. The goal is to give them more pathways, identify gaps in funding and help fill those gaps.

QUESITON: There are exceptional barriers students transitioning out of incaretion and foster care. How do we level the playing field for those students for access to jobs and employment opportunities?

ANSWER: Ryan said the Washington Jobs initiative a lot of those projects are focused on providing the wrap around supports in order to help students stay in the training in order to get to the career. Things that are not actually part of the training but does allow them to stay in the training.

COMMENT: What really helped was a mentor. Having a caring adult to help support through tough times.

Many employers are enlisting navigators to youth.

COMMENT: The work is really inspiring.

COMMENT: It is great to see the different partnerships; the services provided align with other work in this area.

### **Guest Presentations: Pablo Villarreal, DSHS/DVR; Shelby Satko, DSHS/DVR/Rehabilitation Council 10:45 a.m.– 11:30 a.m.**

Pablo: Workforce and Youth programs are part of the regional rehabilitation system. There are many things happening through DVR in schools right now. DVR is an employment program for people with disabilities. In 2016, DVR expanded to include a focus on students with disabilities. They are intended to transition for students from school to post-secondary or employment. Pre-employment services are the earliest set of services for students. They do not need to apply for VR services to obtain these services. Age range 14-21 with disabilities. Services for eligible students include: Career exploitation, work-based learning experience, counseling opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions for higher education. Work readiness training to develop social skills and independent living. In 2024 3474 student received Pre-employment services state

*QUESTION:* Do you collect information from past students that have received help.

*ANSWER:* There is lots of data.

Shelby: DVR Council works with DVR, and is established in federal law. Every three years, a comprehensive needs assessment is done to assess vocational needs of Washingtonians. The council does listening sessions with customers and ask youth that how they feel connected to learning. The council is committed to partnership and in 2024 developed a transition map that highlights services and eligibility. It explains how individuals can apply for information provided on the map. The map is available in 12 languages. The Council includes 16 governor appointed members; 51% of membership must have a disability.

### **Barrier Reduction Discussion 11:30 a.m. – 11:55 a.m.**

Acknowledge how hard people are working on supporting marginalized youth instead of taking on only the easy work. Making connections and sustaining contacts is key; what system is in place to support this? It is hard to know all the good things happening and who to contact. Starting early is important; getting young people elementary and middle school. Career exploration 5/6 grade. Too much is expected of K-12 systems because they have touch points with students and youth.

How do we get them the supports because the schools cannot do it all.? There needs to be consistency and reliability of those outside of the schools. Collaborations takes a lot of work. There is a need for resource and need mapping to find where the gaps. Understanding career options up front could change things for students; tapping into people that work in those fields can tell you about those jobs. Students should be given an opportunity to sample jobs and learning what they are really like. Apprenticeships are great, but students with disabilities can have difficulties in the complexity and pace of the learning. We have to be thinking upfront when the systems are being built how to build in ADA into it. Students benefit from ongoing support. System involved youth miss the opportunities due to incarceration or detention outside of the school systems. How to bring them back into learning where they left off. We should highlight the college route and the workforce route.

### **Open Share 11:55 a.m – 12:00 p.m.**

Committee members shared appreciation for the presentations.

### **12:00 p.m. Adjourn**

Next Meeting is May 13 and will focus on recommendation brainstorming.