



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Core Plus Construction Programs

1. **Purpose:**

The purpose of the Core Plus Construction grant is to:

- Develop knowledge, skills and abilities necessary for consistency and rigor of secondary career and technical education in support of Construction and Building Trades pathways.
- Prepare students for direct industry employment upon graduation, in the Construction and Building Trades industry through use of the Core Plus Student Certificate.
- Expand access to and awareness of the vast opportunities offered in the Construction and Building Trades.
- Create a Construction and Building Trades pipeline to employment, which utilizes an organized program of study.
- Provide for professional development of instructors to better deliver Construction and Building Trades instruction in high school and skill center programs across the state; and
- Provide funds to defray the costs of consumables, materials & equipment and other necessary aspects of the Core Plus Construction program of study.

2. **Description of services provided:**

Grants are provided to school districts and skill centers, providing funding for instructor professional development. Funding also supports instructor participation in the review of newly developed Core Plus Construction curriculum. The curriculum was created by the Associated General Contractors (AGC) Education Foundation and participants in the cohort committed to offering Core Plus Construction courses in the 2020-21 school year.

3. **Criteria for receiving services and/or grants:**

To be eligible for funding the skill center or high school must agree to engage in developing local business and industry partnership for oversight and input regarding program requirements. Grant funds may be used to support professional development and to support instructor participation in Core Plus Construction focus groups, curriculum development, and instructional practice review. Schools must also agree to offer Core Plus Construction in their schools for the 2020-21 school year. Instructors must attend a minimum of two Core Plus professional development opportunities, in addition to the curriculum review, scheduled throughout the year.

Applicants may qualify by offering approved CTE courses in one of fifteen construction related courses, and are required to provide a final report to OSPI.

Beneficiaries in 2019-20 School Year:

Number of School Districts: 15
Number of Schools: 15
Number of Students: N/A
Number of Educators: 15
Other: *Name other...* 0

Number of OSPI staff associated with this funding (FTEs): 0 FTE

Number of contractors/other staff associated with this funding: 0

FY20 Funding: State Appropriation: \$150,000
Federal Appropriation: \$0
Other fund sources: \$0
TOTAL (FY20) \$150,000

4. **Are federal or other funds contingent on state funding?**

No

Yes, please explain.

If state funds are not available, the state will not be eligible...

5. **State funding history:**

Fiscal Year	Amount Funded	Actual Expenditures
FY20	\$150,000	\$150,000

6. **Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:**

Fiscal Year	Number of School Districts	Number of Schools	Number of Skill Centers	Number of Educators
FY20	15	15	5	15

7. **Programmatic changes since inception (if any):**

This is the first year of Core Plus Construction grant funding. Core Plus grants initially started with Aerospace and Advanced Manufacturing specific funding in 2013. This is the first year of sector expansion with the addition of Construction and Maritime, managed through separate proviso and separate grants.

8. **Evaluations of program/major findings:**

Demand to be a part of this initial grant cohort to get new adopter advantage in accessing the curriculum first was high. There were 32 grant applications submitted for the 15 spots in the cohort. Although highly competitive due to limited funding availability, many schools chose to participate in the cohort without the funding to support construction program development. Construction is an industry accessible in communities across the state, so this program helps diversify access to Core Plus in general and increases participation in more eastern and rural communities.

As a result of the AGC Education Foundation hosted instructor focus groups, the Core Plus curriculum was reviewed and the course framework was submitted to OSPI for credit equivalency consideration. On March 18th, 2020 Core Plus Construction was approved by Superintendent Reykdal as a State Approved Equivalency framework aligned with academic credits in Mathematics, Science, and English.

Due to the unprecedented events of COVID-19 and the shutdown of onsite instruction, Core Plus showed one of its biggest strengths is the natural community it has built. A weekly meeting was convened with all Core Plus instructors (Aerospace, Construction and Maritime) to provide support and collaboration to create a bank of meaningful online activities and resources to keep kids engaged and learning at home.

9. **Major challenges faced by the program:**

As COVID-19 created the obvious challenge of how to teach hands-on technical skills virtually. Although students were able to continue learning about the construction and building trades industry, online/distance learning prohibited or limited the hands-on skill development opportunities students need to complete requirements to earn the Core Plus certificate, impacting future career advantages. COVID also created barriers for instructors to attend the required cohort collaborations and many of those meetings had to be held virtually. The AGC Education Foundation Educator Externship, a planned professional development opportunity, was also postponed.

An additional challenge will remain the high demand and interest among high schools and skill centers for implementation across the state and the minimal funding allocated to Core Plus Construction specifically. There is not enough funding to adequately fund the demand to support expansion of these programs.

10. **Future opportunities:**

The Core Plus Construction programs continue to be adopted as model career and technical education programs. There has been increased interest in the program

from a variety of construction and building trades employers recognizing the ever growing need for workers in this industry. More businesses are providing greater access to guest speakers, field trips, guest educators in the classroom and teacher and counselor externships; as well as providing input and validating curriculum for the expansion of Core Plus programs of study.

The further development and refinement of the Student Certificate has ensured that all students who are in a recognized Core Plus Construction program have priority interview status with AGC partners throughout the state. This style of student certificate is a new concept for many educators as well as business and industry-hiring representatives so providing professional development and community outreach activities regarding use and acceptance of this student certificate as a skill assessment and employment-screening tool is imperative. Core Plus is currently exploring electronic badging as a way for students to complete badges that represent key competencies and can lead to alignment to direct employment, apprenticeship and post-secondary options for students.

11. **Statutory and/or budget language:**

ESHB 1109, Sec. 522 (2)(d)(ii) \$150,000 of the general fund—state appropriation for fiscal year 2020 and \$150,000 of the general fund—state appropriation for fiscal year 2021 are provided solely for annual startup, expansion, or maintenance of existing programs in construction programs.

12. **Other relevant information:**

OSPI hired a Core Plus Project Coordinator dedicated to promote, monitor, and manage the Core Plus program development, professional development, track grant awards, data collection, cultivate industry buy-in and necessary employer engagement activities and build systems for strategic expansion Core Plus programs. This allowed industry and education to work together to build a better system and structure to track, evaluate and support Core Plus programs. This position was not funded through this proviso.

Core Plus is explicitly called out as a program that meets the criteria of the CTE Graduation Pathway; so expansion of Core Plus programs, including Core Plus Construction will be a likely focus of districts across the state.

All three sectors leaders of Core Plus – Aerospace, Construction and Maritime, continue to meet regularly to unify systems and body of work to make it easier for schools to adopt one or more Core Plus Programs. Professional development opportunities are regularly provided by OSPI, The Associated General Contractors, and other industry partners such as the Manufacturing Industrial Council of Seattle,

Boeing, Lakeside Industries, SafeBoats, Woolridge Boats and AJAC. Several of the Core programs offer OSHA 10 hour certification, forklift operator certification, and First aid/ CPR certification. All programs are actively exploring options to gain additional industry-recognized certificates and certification as directed by their local advisory boards.

13. **Schools/districts receiving assistance:**

See [OSPI's Grantee List](#)

14. **Program Contact Information:**

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