



Core Plus - Expand Employer Engagement Program & Management/Development/Assessment/Outreach

1. **Purpose:**

Funding was provided for OSPI to contract with a nonprofit entity to provide management, development, assessment and outreach in support of the Core Plus Aerospace, Core Plus Maritime, and Core Plus Construction manufacturing programs. Funding provided was also intended to support the expansion of the employer engagement program to support school districts in providing students with pathways to employment in key economic sectors of our state.

2. **Description of services provided:**

Through the executed contract, services in support of the expansion of Core Plus included business engagement activities, development of the Employer Guide, Core Plus curriculum and Core Plus student certificate review and endorsement, management of the Core Plus Steering Committee, public events promoting Core Plus, Core Plus website maintenance and resource development, conference attendance and professional development presentations and trainings, instructor work groups, development of the Core Plus Maritime curriculum, assessments and evaluations of existing programs, and employer engagement program in support of schools, teachers, and programs.

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

The contract was awarded to the Manufacturing Industrial Council of Seattle (MIC) as a sole source provider. The MIC receives funds based on the executed contract, and completion of outlined deliverables in alignment with the intended purpose of the funding. The allocation is provided directly via contract, and no direct grants to districts are provided through this proviso.

Beneficiaries in 2019-20 School Year:

Number of School Districts:	74
Number of Schools:	83
Number of Students:	3,246

Number of Educators: 83

Number of OSPI staff associated with this funding (FTEs): 0 FTE
Number of contractors/other staff associated with this funding: 1 Contract

FY20 Funding: State Appropriation: \$777,000
Federal Appropriation: \$0
Other fund sources: \$0
TOTAL (FY20) \$777,000

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	\$777,000	\$773,675

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

Fiscal Year	Number of School Districts	Number of Schools	Number of Students	Number of Educators
FY20	74	83	3,246	83

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

This proviso was first funded in FY20, however pilot Core Plus programs existed during the 2012-13 school year. The legislature funds Core Plus grants to school districts, administered through separate proviso.

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

While districts were not funded through this proviso, the work executed supported 74 school districts, 83 schools, 83 educators, and 3,246 students enrolled in Core Plus programs across the state. The Manufacturing Industrial Council, Sub-Contractors, Sector Team Leads, and OSPI worked together to ensure Core Plus expansion was supported throughout the year.

The Core Plus program expansion to the Maritime sector is supported through the delivery of the 540 hour-curriculum developed by the MIC. This curriculum was provided to OSPI as an outcome of this contract, and is under consideration for state equivalency academic credit.

Due to these 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 to provide support and collaboration to create a bank of meaningful online activities and resources to keep kids engaged and learning at home. This work alongside an annual review of the curriculum led to a shift of the Aerospace curriculum to a student-friendly online Learning Management System (LMS). Veteran Core Plus instructors created online video instruction, assessments and reading materials. This work allowed instructors to be prepared for a fully online or hybrid model as school started this fall. Due to the foundation of Core Plus and the transferability of skills among sectors, this work benefitted all Core Plus programs. These legislative funds were used to support this heavy lift by teachers to support other teachers.

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

COVID-19 created obstacles for the MIC to evaluate programs onsite as school facilities shut down for in-person learning. While original plans for employee engagement, steering committee attendance, or teacher convening's had to shift from in-person; the MIC was able to rise to the challenge of supporting the expansion of Core Plus programs. The MIC along with sector leads and Core Plus partners remained responsive to the shift in need during the pandemic.

10. **Future opportunities:**

The ability to issue an Industry Recognized Credential is one of the key components that makes Core Plus a model Career and Technical Education program. Building on the shift of curriculum to online, digital badging as a strategy for achieving statewide articulation of Core Plus Programs and/or potential Community Technical Colleges (CTC) course alignment is being pursued. The national emergence of digital badging makes this the right time in our state to explore these options as a way for students to keep "Lifelong Learner Record." Students will earn badges for the different competencies that are identified on the Student Certificate. This will help students understand and articulate the skills they are building better and gain greater understanding of the transferability of those skills. Articulation of students from K-12 Core Plus programs into the workforce, CTC system and apprenticeships is an identified priority of the Core Plus Steering Committee.

A continuous concern of Core Plus stakeholders has been the inability to respond to the program and legislative queries about the disaggregated data related to students served, program level detail, and efficiency of Core Plus Programs.

Information about students, teachers and employer engagement in the programs has been anecdotal based on responses from in-classroom visits by staff members of Boeing and the MIC. This created challenges for OSPI and sector leaders to accurately assess the current “health” of a program and accurate utilization of the Core Plus materials as recommended by industry. It was deemed a “must have” by the Steering Committee, that a Relationship Database be developed to interface with various OSPI information systems and school visit data. This database development will be an opportunity moving forward.

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

ESHB 1109, Sec. 522 (2)(d)(iv) \$350,000 of the general fund—state appropriation for fiscal year 2020 and \$350,000 of the general fund—state appropriation for fiscal year 2021 are provided solely for the Office of the Superintendent of Public Instruction to contract with a nonprofit entity to expand the current employer engagement program to support schools, teachers, and students.

ESHB 1109, Sec. 522 (2)(d)(v) \$427,000 of the general fund—state appropriation for fiscal year 2020 and \$427,000 of the general fund—state appropriation for fiscal year 2021 are provided solely for the Office of the Superintendent of Public Instruction to contract with a nonprofit entity to provide management, development, assessment, and outreach of programs.

12. **Other relevant information:**

While this is the first year the contract was funded, Core Plus was developed through a small industry initiative that grew through the collective interest to develop a youth pipeline to fill a growing need of workers for the field of Manufacturing. While diverse in many ways, the industrial sectors of aerospace, advanced manufacturing, maritime and construction are in fact based on a “core” of common tools, equipment and skill sets and all benefit from hands on learning and having a state approved equivalencies in math, science and English. The first iteration of aerospace curriculum was created by Boeing and gifted to OSPI to be a free, open curriculum for any instructor in the state. This started a model of work continues to grow and scale. The Core Plus Construction curriculum was approved as a state equivalency framework by Superintendent Reykdal on March 18, 2020 and was created by the Association of General Contractors Education Foundation.

Leaders from all three sectors of Core Plus – Aerospace, Construction and Maritime, continue to meet regularly to unify systems to make it easier for schools to adopt one or more Core Plus Programs. Professional development opportunities are regularly provided by OSPI, Boeing, Manufacturing Industrial Council of Seattle, The Associated General Contractors Education Foundation, 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.

OSPI hired a Core Plus Project Coordinator in 2019 dedicated to promote, monitor, and manage the Core Plus professional development, track grant awards, data collection, cultivate industry buy-in and necessary employer engagement activities and build systems for strategic scale up of Core Plus. This allowed industry and education to work together to build a better system and structure to track, evaluate and support Core Plus programs. The Core Plus Project Coordinator is working closely with the contract grantee, MIC, to align efforts and continue to build a system that is replicable throughout the state and within the variety of sectors. The OSPI position is not funded through this proviso.

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

See [OSPI's Grantee List](#)

14. **Program Contact Information:**

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