



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 professional development for 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 and 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 annual start-up or expansion of construction programs, and for professional development of instructors leading these programs. Participating schools and skill centers must agree to offer the Core Plus Construction by spring semester of the 2020-21 school year.

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

Participating schools and skill centers must agree to offer a construction training program to students by spring semester of school year 2020-21. Instructors must attend a minimum of 20 hours Core Plus professional development opportunities scheduled throughout the year. Core Plus programs are encouraged to have students compete in regional or state level skills competitions that support continual development and application of the knowledge, skills and abilities being developed through the construction program of study.

Beneficiaries in 2020-21 School Year:

Number of School Districts: 21
Number of Schools: 21
Number of Students: 1,886
Number of Educators: 21
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

FY21 Funding: State Appropriation: \$150,000
Federal Appropriation: \$0
Other fund sources: \$0
TOTAL (FY21) \$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
FY21	\$150,000	\$142,305
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
FY21	21	21	5	21
FY20	15	15	5	15

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

This is the second year of Core Plus Construction grant funding. The first year (2019-20), school grants were used for the vetting of curriculum and onboarding of programs. Core Plus grants initially started with Aerospace and Advanced Manufacturing specific funding in 2013. This is the second 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 for Core Plus Construction grants and program implementation remains high. Although highly competitive due to limited funding availability, many schools chose to participate in professional development and initial implementation regardless of grant award to align to industry recommendations for future consideration. 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 schools across the state and eastern in rural communities. In the initial year of Core Plus construction implementation, there are currently 47 programs starting implementation and offering student certificates.

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. Core Plus leaders continued to offer bi-monthly meetings to convene with all Core Plus instructors (current and previous grant awardees) to provide support and collaboration to create a bank of meaningful online activities and resources to keep kids engaged and learning at home. Professional development opportunities shifted from hands-on, skill-based training to program specific training allowing for continuous improvement of programs and better alignment to industry recommendations. 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 creation of a new Core Plus database has allowed better data collection, the ability to evaluate program alignment to industry and identify the need for partnership levels to allow Core Plus leadership to monitor/assess programs and build supports for each level of engagement.

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

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 the construction trades industry, online/distance learning prohibited or limited the hands-on skill development opportunities students need to earn the Core Plus certificate. COVID-19 also created barriers for instructors to attend the required professional development and required multiple budget adjustments as initial plans for use of grant funds were often modified due to unforeseen factors.

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 program continues to be adopted as a model for career and technical education programs. There is increased interest in the program from a variety of construction and building trades employers recognizing the ever-growing need for workers in this industry.

Future opportunities include further development and refinement of the Student Certificate so that all students who are in a recognized Core Plus Construction program have priority interview status with Associated General Contractors Education Foundation partners throughout the state. This style of student certificate to demonstrate learning and competency 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 also 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 postsecondary options for students.

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

ESSB 5092, Sec. 1518 (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 in 2019 to promote, monitor, and manage the Core Plus program development and professional development, track grant awards, conduct data collection, cultivate industry buy-in and necessary employer engagement activities, and build systems for strategic expansion of 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. Expansion of Core Plus programs, including Core Plus Construction, will be a likely focus of districts across the state.

All three sector 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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