



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

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

1. **Purpose:**

The purpose of these funds is to:

1. Support school districts in providing students with pathways to employment in key economic sectors of our state; and
2. Provide support towards the management, development, assessment, and outreach of the Core Plus Aerospace, Core Plus Maritime, and Core Plus Construction manufacturing programs.

3. **Description of services provided:**

A contract was awarded to the Manufacturing Industrial Council of Seattle (MIC) as a sole source provider. Through the executed contract, services provided include 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.

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

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 2020-21 School Year:

Number of School Districts:	78
Number of Schools:	113
Number of Students:	n/a
Number of Educators:	113

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

0 FTE

Number of contractors/other staff associated with this funding: 1 Contract

FY21 Funding: State Appropriation: \$777,000
Federal Appropriation: \$0
Other fund sources: \$0
TOTAL (FY21) \$777,000

5. **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...

6. **State funding history:**

Fiscal Year	Amount Funded	Actual Expenditures
FY21	\$777,000	\$766,393
FY20	\$777,000	\$773,675

7. **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
FY21	78	113	n/a	106
FY20	74	83	n/a	83

8. **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 a separate proviso.

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

While districts were not funded through this proviso, the work executed supported 78 school districts, 113 schools, 106 educators, and 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 MIC developed a 540 hour-curriculum to support the Core Plus program expansion to the maritime sector. This curriculum was completed, vetted through

industry workgroups, and approved for state equivalency academic credit in March 2020.

These funds allowed for the creation of a new Core Plus database for better data collection, the ability to evaluate program alignment to industry and the adoption of partnership levels to allow Core Plus leadership to monitor/assess programs and build supports for each level of engagement. This database allows input from OSPI, Sector industry leads, CTE Directors and educators to create unique profiles for each Core Plus program and identify supports needed at each level of engagement. This is critical for scalability and building program supports, professional development and wider adoption of the Core Plus student certificate.

The Core Plus sector leadership identified Diversity, Equity and Inclusion as a top priority in current and future Core Plus programs. The Core Plus database and student enrollment numbers gave a clear picture of the need to increase awareness and access to these programs to non-traditional populations and those furthest from educational justice. The industry partners started implicit bias training to center the conversation as a collective and creating a work plan to embed this work at the center of programmatic decisions.

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 bi-monthly 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 allowed instructors to be prepared for a fully online or hybrid model as school started virtual in the fall and shifted to in-person in the spring. Due to the foundation of Core Plus and the transferability of skills among sectors, this work benefitted all Core Plus programs.

10. **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.

11. **Future opportunities:**

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. 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, future opportunities include pursuing digital badging as a strategy for achieving statewide articulation of Core Plus Programs and/or potential Community Technical Colleges (CTC) course alignment. 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.” Through digital badging, 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.

With Core Plus Aerospace, Construction, and Maritime all up and running at different stages of implementation within schools, it remains important for sector leadership to create systems that align and stay consistent for schools to access and implement. Creating a statewide marketing plan will be essential for clear messaging about what Core Plus is, how it benefits both our students, and the workforce demands in Washington state and the importance of these transferable skills for students to gain meaningful employment in high wage, high demand careers.

Core Plus will continue to center efforts around equity and creating more access and opportunities for those students furthest from educational justice. Using the new Core Plus database future opportunities include gaining a better understanding of gaps. Additionally, implicit bias work and equity focused trainings will be embedded in all Core Plus professional development for Core Plus educators.

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

ESSB 5092, Sec. 1518 (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.

ESSB 5092, Sec. 1518 (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.

13. **Other relevant information:**

While this is the second 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 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.

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

See [OSPI's Grantee List](#)

15. **Program Contact Information:**

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