

## Construction Center of Excellence FY 2020-2021

Focus Area	Activity 1	
<input type="checkbox"/> Economic Development <input checked="" type="checkbox"/> Sector Strategy <input checked="" type="checkbox"/> Ed/Innovation/Efficiency <input type="checkbox"/> Supply/Demand	<p><b>Professional Development for Educators</b></p> <p>CCE will collaborate with AGC Education Foundation, BIAW, ABC, and SWCA to organize opportunities for professional development. With the landscape of education &amp; training being unknown in the method of delivery for the next school year, educators need additional resources and information as well as unique ways to connect with industry. We will work with industry associations to host subject matter experts through webinars as well as virtually visit construction sites, pre-apprenticeship programs, apprenticeship programs as well as 2/4-year college programs.</p> <p>CCE staff may also coordinate job shadow opportunities as COVID requirements allow, facilitating opportunities for educators to experience industry first hand and take that experience back to the classroom and shop.</p> <p><i>Intended completion: Spring 2021</i></p>	
Funding Sources %	Purpose	Projected Outcomes and Products
50% CCE 20% Additional sponsorship funds	Provide insights into the demands and challenges of the 21 <sup>st</sup> century work environment by providing a platform where faculty and deans may learn about and experience relevant industry technologies, processes, trends, and best practices in an industry setting and transferring that experience into their curriculum. Foster education and business partnerships to enrich classroom and lab content.	<ol style="list-style-type: none"> <li>1. One professional development training per quarter for a total of 3 over the course of the year.</li> <li>2. Coordinate and partner with organizations such as Skill Plan to provide training.</li> <li>3. Share outcomes and opportunities following each workshop/webinar.</li> <li>4. Plan and Coordinate Pathways to Apprenticeship event (either virtual or in person).</li> </ol>

## Construction Center of Excellence FY 2020-2021

Core Expectations	Activity 2	
<input type="checkbox"/> Economic Development <input checked="" type="checkbox"/> Sector Strategy <input checked="" type="checkbox"/> Ed/Innovation/Efficiency <input checked="" type="checkbox"/> Supply/Demand	<p><b>Retention Strategy for the Trades-Mentorship Matters</b></p> <p>Successful mentorship is a critical element in building a high-quality workforce and has been shown to positively affect productivity, safety, quality, and client relations on the job. Nowhere is this more important than in the trades where 80% of learning happens on the job and mentorship is recognized as the key to developing qualified journeypersons. Today, with hundreds of thousands of construction trade workers transitioning to retirement over the next few years, displaced workers seeking employment and new skills, and vast numbers of young, diverse and underrepresented workers joining the workforce, the need to ensure the effective transfer of knowledge and skills is critical.</p> <p><i>Intended completion: Spring 2024</i></p>	
Funding Sources %	Purpose	Projected Outcomes and Products
50% CCE 50% MM Registration/sponsorship fees	Trained journeypersons and apprentices will be able to establish and apply industry best practices in knowledge and skill transfer. This will benefit the industry with an increase in skill acquisition, productivity and safety, intergenerational communication and enhanced job satisfaction and retention.	<ol style="list-style-type: none"> <li>1. Deliver training to support respectful/diverse workforce, strategies for successful recruitment and retention of workforce.</li> <li>2. Coordinate and provide trainings that support tradespersons to be productive, safe and take on leadership roles.</li> <li>3. Plan and execute at least one training per quarter, minimum of 3 for the year.</li> <li>4. Engage at least 3 trades in an ROI study.</li> <li>5. Coordinate and track ROI results to determine best practices and impact on industry.</li> </ol>

## Construction Center of Excellence FY 2020-2021

Core Expectations	Activity 3	
<input type="checkbox"/> Economic Development <input checked="" type="checkbox"/> Sector Strategy <input checked="" type="checkbox"/> Ed/Innovation/Efficiency <input checked="" type="checkbox"/> Supply/Demand	<p><b>Support targeted CTE, K12, STEM, and Out-of-School Youth related construction outreach. These activities are a key component to recruiting young people into the trades. The types of events we will support may include the following:</b></p> <ul style="list-style-type: none"> <li>• Broaden the understanding of Construction as a STEM discipline;</li> <li>• Identify appropriate STEM/K12 activities, events, and partnerships to promote to a broad statewide audience;</li> <li>• Support formal recognition of qualified pre-apprenticeship programs;</li> <li>• Explore and support Youth Apprenticeship opportunities;</li> <li>• Support Career Connect WA activities statewide;</li> <li>• Support roll out of Core PLUS Construction;</li> <li>• Identify and support dual credit opportunities.</li> </ul> <p><i>Intended completion: Ongoing activity</i></p>	
Funding Sources %	Purpose	Projected Outcomes and Products
70% CCE 10% PAYA Grant 20% Sponsorship & other funds	<p>Employers struggle to attract youth into the industry. Counselors primarily focus on the 4-year college pathway; the CCE will utilize multiple strategies to increase understanding and access to construction careers throughout the K12 system.</p> <p>Continue to drive awareness of Construction as a STEM discipline and provide information about industry careers and education pathways to high school counselors, faculty, students, as well as work force practitioners to continue building a workforce pipeline into the construction sector.</p> <p>Market CCE Dashboard as premier career exploration tool.</p>	<ol style="list-style-type: none"> <li>1. Partner with trades to host virtual Pizza, Pop &amp; Power Tools event.</li> <li>2. Support advancement of Construction Core Plus Curriculum.</li> <li>3. Complete PAYA grant (Youth Apprenticeship) by September 2020.</li> <li>4. Coordinate and produce an updated <i>Parents Guide to Apprenticeship</i> handbook.</li> <li>5. Coordinate Pierce County Workforce Pipeline Taskforce for pre-apprenticeship.</li> <li>6. Promote events/activities through CCE Website, Blog posts, and Social Media.</li> <li>7. Partner with industry and labor to ensure statewide collaboration in promoting construction careers.</li> </ol>

## Construction Center of Excellence FY 2020-2021

Core Expectations	Activity 4	
<input type="checkbox"/> Economic Development <input checked="" type="checkbox"/> Sector Strategy <input checked="" type="checkbox"/> Ed/Innovation/Efficiency <input type="checkbox"/> Supply/Demand	<p><b>EMPOWER Professional Development Series for Women in the Trades</b></p> <p>Plan and deliver a series of workshops aimed at supporting women in the trades. Workshop/webinar topics may include:</p> <ol style="list-style-type: none"> <li>1. Jobsite safety;</li> <li>2. Wellness and nutrition;</li> <li>3. Certification &amp; credentialing;</li> <li>4. Technology and new career pathways;</li> <li>5. How to identify and apply for the apprenticeship or training program you want;</li> <li>6. STEM to trades;</li> <li>7. Diversity, equity &amp; inclusion.</li> </ol> <p>This project is the direct outcome of the success of the EMPOWER Women's Leadership Conference and provides a platform for the Centers of Excellence for Construction and Marine Manufacturing &amp; Technology to continue supporting women from multiple communities as they consider careers and or advancement in the trades.</p> <p><i>Intended completion: Spring 2021</i></p>	
Funding Sources %	Purpose	Projected Outcomes and Products
40% CCE Marine 40% CCE Construction 20% Sponsorship & other Stakeholders	<p>The purpose of the EMPOWER Professional Development series is to provide multiple access points for women who are currently in the trades, to high quality, timely and relevant professional development focused on career advancement and longevity. The series will also provide a platform for women who are considering a career in the trades, providing critical information about pathways, training options, finding a mentor, and access points. The professional development series is a response, in part, to requests for more content from conference attendees.</p>	<ol style="list-style-type: none"> <li>1. Plan, develop, and deliver two to three EMPOWER Professional Development workshops delivered in person or via webinar.</li> <li>2. Publish a calendar for workshops.</li> <li>3. Collect and share evaluative data following each workshop/webinar.</li> <li>4. Share outcomes and opportunities following each workshop/webinar.</li> <li>5. Webinars will be captioned and posted to each Center website for systemwide access.</li> </ol>

## Construction Center of Excellence FY 2020-2021

Core Expectations	Activity 5	
<div> <input checked="" type="checkbox"/> Economic Development                   <input checked="" type="checkbox"/> Sector Strategy                   <input checked="" type="checkbox"/> Ed/Innovation/Efficiency                   <input checked="" type="checkbox"/> Supply/Demand             </div>	<p><b>Implicit Bias: Train-the-Trainer Workshops, Cycles I and II</b>                  Plan and deliver two, two-day Implicit Bias Training Institute workshops (Cycle I). One workshop will take place at an east side college, the other will take place at a location to be determined on the west side of the State. Each workshop will accommodate a maximum of 30 community and technical college and apprenticeship program workforce professionals. Our continued goal is to recruit 3-5 participants from each campus participating in the train-the-trainer workshops. Curriculum for the workshops will be developed, including video links, Power Point slides, curriculum/instructor's manual and talking points.</p> <p>Plan and deliver one Cycle II Implicit Bias Training Institute workshop (location to be determined) – this is the next level of scaffolded training for workforce professionals. There will be four cycles of training in total. In Cycle II, participants from Cycle I will participate in a highly engaged training, continuing the focus on race, and blending in other areas of bias (gender, religion, etc.). At this level, workforce professionals will be gaining skills and preparing for Cycle III, which will take them into the field. We will implement an online learning platform for Cycle II (Canvas) and continue the participation in the LinkedIn social medial platform.</p> <p>The Centers submitted a Perkins Special Projects Grant to support this initiative.</p> <p>This project is a collaboration with the following Centers: Marine, Education, and Construction.</p> <p><i>Intended completion: Spring 2021</i></p>	
Funding Sources %	Purpose	Projected Outcomes and Products
Perkins funding applied for 33% Marine COE 33% Education COE 33% Construction COE	The purpose of Implicit Bias Training Institute is to provide a training platform for workforce faculty, administration, deans and leadership from the community and technical colleges and registered apprenticeship programs in Washington State to develop working tools and processes to identify and reduce unconscious biases that hinder student and faculty success and enrich the overall campus climate. The project will build and sustain diversity and inclusion initiatives, by	<ol style="list-style-type: none"> <li>1. Continue the growth and development of a statewide cohort of faculty, administrators, etc. who will advocate for diversity, equity, and inclusion; increased awareness and reduced impact of implicit bias; provide data- driven inputs for faculty and student/apprenticeship retention, advancement and satisfaction, in addition to, the introduction of implicit bias theories and transfer of learning applications, recruitment to train-the-trainer, team building,</li> </ol>

## Construction Center of Excellence FY 2020-2021

	<p>building a cohort of campus experts to identify and strategically reduce bias at all critical decision-points through the examination and implementation of policies and practices within each respective campus and apprenticeship programs.</p>	<p>first step in creating an inter-campus and community-based cohort.</p> <ol style="list-style-type: none"> <li>2. Curriculum for workshops and trainers.</li> <li>3. Evaluative data - collected after the train-the-trainer workshops and during on campus and apprenticeship program implementation.</li> <li>4. Model for workforce and apprenticeship programs to address internal dissemination of implicit bias training that can be shared regionally and nationally.</li> <li>5. A tracking methodology will be created to measure and evaluative implementation by cohort colleges. This will support the model and the research component of the project going forward.</li> </ol> <p>Completion: 4<sup>th</sup> Quarter</p>
--	--	--

Core Expectations	Activity 6
<input checked="" type="checkbox"/> Economic Development <input checked="" type="checkbox"/> Sector Strategy <input checked="" type="checkbox"/> Ed/Innovation/Efficiency <input checked="" type="checkbox"/> Supply/Demand	<p><b>Connect Workforce Development, Students, Parents and Industry.</b>            Through Edge Factor, an educational resource, we will equip K-12 and postsecondary schools, businesses, workforce development organizations, and families with e-learning tools to showcase industries and careers, teach soft skills, show STEAM on-the-job, provide Virtual Workplace Experiences, and highlight local training and career opportunities.</p> <p>Middle and High School educators are able to easily plug-and-play Edge Factor tools into their classrooms and virtual e-learning programs, by accessing content pages that have been aligned to specific curriculums, such as CTE and Career Readiness curriculums. Especially in light of school closures and the uncertainty of what the 2020-21 school year will look like, educators are hungry for the Edge Factor's high-quality e-learning tools and the speedy onboarding process that they offer with curriculum and program alignments.</p> <p>The production value of Edge Factor's stories and content is unmatched in the world of education. Communities across North America use these tools and the customizable framework of our platform to meet their unique workforce needs, unite industry and education, and inspire the workforce of tomorrow.</p>

## Construction Center of Excellence FY 2020-2021

	<i>Intended completion: Spring 2022</i>
--	---

Funding Sources %	Purpose	Projected Outcomes and Products
80% COE Allocation 20% Additional sponsorship	Create opportunities to support career development for youth across the state and multiple industries.	<ol style="list-style-type: none"> <li>1. Identify 5 schools to participate in a 2-year pilot program.</li> <li>2. Provide Edge Factor license to 5 schools for PY 2020-2021/2021-2022.</li> <li>3. Provide educators with e-learning tools to engage students and reach parents at home and in post-COVID classrooms.</li> <li>4. Help students discover industries and career pathways with an emphasis on skilled trades.</li> <li>5. Empower students to embrace employability and ethics skills needed to succeed in the workplace.</li> <li>6. Equip educators to meaningfully show students how STEAM topics come alive in the real world.</li> <li>7. Raise awareness of local training opportunities.</li> <li>8. Monitor Analytics: We will have access to a dashboard of real-time data to monitor the implementation of this resource in each of the 5 schools, for both the students' use and the educators' use. We will monitor the number of logins, page views, top most watched videos, length of sessions per login, and more.</li> </ol>