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**MOTION 2020-05:
A MOTION OF THE PORT OF SEATTLE COMMISSION**

Supporting the recommendations in “A Changing Tide” that align with the Port’s Century Agenda goal to use our influence as an institution to promote workforce development.

**PROPOSED
MARCH 10, 2020**

INTRODUCTION

The Port of Seattle Century Agenda states that the Port shall use our influence as an institution to promote workforce development.

In July of 2019, the Port of Seattle led the creation of a strategic action plan to generate stakeholder engagement and to produce a final case statement for the development of a maritime and ocean sciences high school. The case statement recommended furthering the development of a maritime and ocean sciences high school

Highline Public Schools, the Port of Seattle and a diverse group of industry, tribal, government, community, labor, education, and youth leaders, are currently working to identify how to equip students who are furthest from economic opportunity and social justice for the climate-adaptive, new-economy jobs in our region. The Port invested \$50,000 in 2019 to create a strategic action plan, to generate stakeholder engagement, and to produce a final case statement on the project. The Port has set aside \$100,000 in 2020 to continue this work as it transitions to the leadership of Highline Public Schools.

TEXT OF THE MOTION

The Port of Seattle supports the recommendations in “A Changing Tide” that align with the Port’s Century Agenda goal to “Use our influence as an institution...to promote workforce development.” The recommendations include planning and further feasibility studies for a maritime and ocean sciences high school in south King county. Any future Port of Seattle funding for this project will require Commission approval.

37 The Port of Seattle also supports the leadership of Highline Public Schools in continuing this
38 work with local and regional stakeholders and governments to identify how to equip students
39 who are furthest from economic opportunity and social justice for the climate-adaptive, new-
40 economy jobs in our region.

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STATEMENT IN SUPPORT OF THE MOTION

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44 The maritime sector is a pillar of the state’s economy, but the workforce gap threatens the sector.
45 Over 830 maritime businesses in King County provide 19,500 jobs that pay on average \$82,800
46 per year, compared to Washington State’s average annual salary of \$52,000. The impending
47 mass retirement of almost a third of the workforce in the next ten years shows a job shortage of
48 150,000 mariners by 2025. Students of color make up more than 70% of students in the
49 residential areas closest to our state’s maritime cluster and have not had equitable access to
50 these family-wage waterfront jobs. Now is the time to close workforce skill gaps and advance the
51 next generation of maritime leaders, scientists, and innovators

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53 This proposal contributes to the objectives of two initiatives launched by Governor Jay Inslee in
54 2017: Maritime Blue and Career Connect Washington (WA Governor’s Office, 2017a, 2017b).
55 Maritime Blue aims to bolster innovations in the maritime sector that create living-wage jobs,
56 protect the environment and ensure sustainability for the maritime industry. A key component
57 of Maritime Blue is to update and increase vocational training to face the challenge of our aging
58 maritime workforce. Career Connect Washington aims to connect 100,000 young people to
59 career-oriented learning opportunities and to ensure that students have multiple pathways to
60 high-demand, high-wage jobs. Included in this initiative is a priority for better equipping CTE
61 leaders and supporting customized workforce initiatives.

62

63 The two prong goal of designing the action plan to establish a Career Launch Maritime High
64 School and a Maritime Joint Apprenticeship Committee directly responds to these legislative
65 priorities. Our action plan will include building a curriculum that targets the development of
66 skills in youth that are not only needed for a successful secondary and post-secondary
67 education but also for maritime apprenticeships and careers. This action plan will be guided by
68 providing youth opportunities to develop the skills necessary for a successful future according
69 to the following standards:

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71 ● Washington State Board of Education Graduation Requirements
72 ([https://www.k12.wa.us/student-success/graduation/graduation-](https://www.k12.wa.us/student-success/graduation/graduation-requirements/graduation-pathways-toolkit)
73 [requirements/graduation-pathways-toolkit](https://www.k12.wa.us/student-success/graduation/graduation-requirements/graduation-pathways-toolkit)) All youth will develop the skills and
74 competencies necessary to meet their Washington State High School graduation
75 requirements.

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77 ● Common Core Standards (<http://www.corestandards.org/read-the-standards/>) The
78 Common Core State Standards are research- and evidence-based learning goals at
79 each grade level to help prepare students for college, career and life.

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- Next Generation Science Standards (<https://www.nextgenscience.org/>) The Next Generation Science Standards are a set of research-based K–12 educational science standards that prepare youth for college, careers and citizenship. Scientific literacy is at the heart of America's ability to continue innovating, leading, and creating jobs for the future. These standards identify scientific and engineering practices, crosscutting concepts and core ideas in science that all K–12 students should master in order to prepare for success in college and 21st-century careers.
 - Washington State Learning Standards: Integrated Environmental and Sustainability (<https://www.k12.wa.us/student-success/resources-subject-area/environment-sustainability/integrated-environmental-and>) These standards describe what all students should know and be able to do in the area of Environmental and Sustainability Education. Consistent with the law governing environmental education in Washington State, these standards are intended to be integrated into core content areas and across all grade levels. These standards are particularly relevant for maritime education and our blue economy that depends on sustainable practices and ocean ecosystem health.
 - National Maritime Center (https://www.dco.uscg.mil/national_maritime_center/) The National Maritime Center is a world class credentialing program that ensures a safe, secure, economically viable and environmentally sound Marine Transportation System manned by fully qualified US mariners. As a maritime high school, we will target skills needed for our youth to meet the credentialing requirements of the US Coast Guard National Maritime Center.
 - World of Work Inventory (WOWI) assessment (<https://www.wowi.com/>) Persons entering an apprenticeship must have completed the World of Work Inventory (WOWI) assessment. WOWI is a scientifically developed, objective assessment that incorporates three dimensions to uncover optimal career matches.
 - Superintendent of Public Instruction Multiple Pathways to Graduation (House Bill 1599) <https://www.k12.wa.us/student-success/graduation/graduation-requirements/multiple-pathways-graduation-house-bill-1599>) Starting with the class of 2020, students have an expanded number of ways to show that they are ready for the next step after high school, a primary new pathway being a CTE pathway. Our sequence of courses will provide the skills necessary to lead to employment, postsecondary education and/or an apprenticeship.