

Project Title: LeaderSHIP in Safety  
Assigned SHIP grant # 2008-wc-00086  
Funding Period: November 2008-January 2010

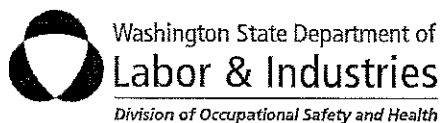
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Applicant Organization  
Spokane Public Schools

Collaborative Partners  
Association of General Contractors (AGC)  
Spokane Area Workforce Development Council (SAWDC)  
Inland Northwest Apprenticeship Coordinating Council (INACC)  
Community Colleges of Spokane –Apprenticeship Training Center  
Spokane Area Career and Technical Directors Consortium (SAPTAC)

Date: February 28, 2010

Lisa White, Director, Career & Technical Education, Spokane Public Schools  
Heather M. Crandall, Chair of Masters Program in Communication and  
Leadership Studies, Gonzaga University



*Funding and support for this project has been provided by the State of Washington, Department of Labor & Industries, Safety & Health Investment Projects.*

[Grantee] is solely responsible for the content of and views expressed in this report and related materials unless they have been formally endorsed by the Washington State Department of Labor and Industries.

## *Final Report Narrative*

### Organization Profile

For awarded organizations, to include partners and collaborators, provide a brief description of each organization. Mission, vision, and purpose of the organizations may be valuable to include.

Spokane Public Schools (SPS) The mission of Spokane Public Schools is to develop the skills and talents of all students through rigorous learning experiences, relevant real-life applications, and supportive relationships. Spokane Public Schools is the fourth largest public school system in Washington State serving over 27,000 students K-12. The Career and Technical Education Department offers courses that provide rich, hands-on opportunities for students to learn technical skills and demonstrate leadership and employability. Career and Technical Education course are offered to students in 7<sup>th</sup>-12<sup>th</sup> grade in six (6) middle schools and six (6) high schools in SPS.

Spokane Area Workforce Development Council (SAWDC) is the fiscal and governing agency for the Spokane Area Construction Skills Panel. The Skills panel funded by state workforce investment dollars includes representation of public schools, community colleges and universities, industry, apprenticeships, WorkSource, Department of Labor and Industries and other community partners related to the construction infrastructure in the Spokane region. SAWDC hosts monthly meetings of the Skills Panel where all partners collaborate, create information about the trades to share in the community, and plan events for students and adults in the trades.

Inland Northwest Association of General Contractors (AGC) is the region's largest commercial construction trade association, representing over 325 companies including General Contractors, Sub & Specialty Contractors and industry associates and suppliers. They bring over 80 years of experience working with every aspect of the construction industry. The inland Northwest AGC offers a nationally certified supervisory training that includes significant components of safety and leadership.

Spokane Chapter of the Inland Northwest Apprenticeship Coordinators Council (INACC) represent the building trades including Plumbers and Steamfitters, Brick Layers and Tilesetters, Cement Masons and Plasterers, Heavy Equipment Operators, Electricians, Painters, Sheet Metal, Ironworkers, Residential Carpentry, Commercial Carpentry, Laborers, Line Workers, and Roofers. They bring a wealth of expertise and resources to provide hands-on experiences for students in the various trades as well as become mentors for Pre-Apprenticeship students as they navigate their path to employment in the trades.

Community Colleges of Spokane – Apprenticeship Training Center (CCS) offers a cost-free facility appropriate for all of our trades related youth events. The facility operated by the Community Colleges of Spokane offers lab space, equipment and instruction to

offer activities such as welding, masonry, painting, electrical work, and carpentry.

#### Spokane Area Career and Technical Education Consortium – (SAPTAC)

The consortium is made up of Career and Technical Education Directors and Teachers from all secondary schools in the Spokane region. These members represent over 20,000 students ages 14 – 21. The consortium provides the direct link for community to bring resources into the schools on behalf of students. The Manufacturing Advisory is an advisory committee that serves all schools in the consortium that have manufacturing related courses in their secondary schools. Employers and colleges/universities represented on the advisory provide resources for classrooms, on-site tours and experiences, and hands-on activities for students and instructors.

SAPTAC Member districts include the Central Valley, Cheney, Deer Park, East Valley, Freeman, Mead, Nine Mile Falls, Riverside, Spokane Public Schools and West Valley.

#### **Abstract**

Present a short overview of the nature and scope of the project and major findings (less than half a page)

It was the intent of the LeaderSHIP in Safety to accomplish the create a “culture of safety” through practice and certification among high school students at they enter the workforce I the skilled trades of Construction and Manufacturing. Strategies and solutions to increase safety education, understanding and demonstration among the emerging and incumbent workforce in Spokane and to reduce the number and extent of injuries/fatalities associated with the construction and manufacturing trades in Spokane County.

Our major finding is that safety must be part of the classroom and workplace culture in order for measures to be taken to reduce and prevent injuries from occurring. When the culture of a classroom includes safety you will see the students, as well as the instructors, using safety processes associated with all activities in the classroom including; using equipment and additional in classroom maintenance and organization. Students who practice safety processes on a daily basis encompass habits they will draw from and take to their future workplace. These habits of mind limit (eliminate) the likelihood that they will be injured at the workplace or in the classroom.

We found that focusing on working with students and training the students in safety practices created an environment where 20+ people in every classroom were focused on safety vs. “just the teacher” being focused on everyone’s safety.

Purpose of Project	Describe what the project was intended to accomplish.
<p>The three major purposes of the project were to:</p> <ol style="list-style-type: none"> <li>1. Developing a "culture of safety" among secondary students who are preparing to enter the workforce in skilled trades of construction and manufacturing and increasing the quality of required safety certifications for students who complete a culminating portfolio prior to entering the skilled trades.</li> <li>2. Increasing safety performance in secondary classrooms and increasing the number of career events related to the skilled trades sponsored by Spokane Public Schools and affiliated agencies.</li> <li>3. Working with industry leaders to cultivate current constructions and manufacturing supervisors who focus on safety and risk-management so that they effectively guide and ensure the safety performance of the next generation's workforce.</li> </ol>	

Statement of the Results	Provide a clear statement of the results of the project include major findings and outcomes
<p>This project allowed for the opportunity to create a comprehensive unit of safety information that was added to our already powerful "Foundations to the Skilled Trades" website. The grant provided web design support to build the Safety site as well as funding for safety curriculum to be used in all classrooms involved in the pilot. In addition specific courses in safety including OSHA 11, 5S and Lean Principals, hazardous materials, fall protection and general safety were offered to high school students to enhance their career and college readiness portfolio prior to graduation. The implementation of the concept of "Student Team Leader" was introduced into all classrooms in the project. This process allows Team Leaders to assist the teacher in identifying safety issues and necessary upgrades a part of their classroom learning. The students are responsible for on-going classroom audits and make their work public through an interactive audit form on the safety website. The culmination of this work doing audits and improvements leads to their final portfolio that they leave with upon graduation. Feedback from our industry partners confirms that this work done by the students will ensure their marketability in the workplace and in college.</p> <p>The project created an opportunity for our team to work with over 40 teachers across a multitude of middle school and high school classrooms in 9 school districts including Spokane Public Schools. The process of changing culture is not an easy undertaking. To effectively change culture requires patience, time and correct pacing. The clear advantage of this project was</p>	

the flexibility to meet the teacher's needs both outside the classroom in formal professional development settings and inside the classroom where students and the instructor reside. The project allowed us the opportunity to support each teacher in a manner that produced effective technical safety upgrades and resulted in a reduction in the number of injuries and accidents related to unsafe classroom activities (defined as student error related to lack of understanding of core safety practices).

Funding from the project allowed our collaborative partner, Association of General Contractors (AGC) to offer hands-on safety related training in the following areas:

- NCCER Safety Technology, Construction Site Supervisor (CSS) and Construction Site Safety Technician (CSST) (12 participants)
- NCCER Field Safety Certificate (18 participants)
- OSHA 30-Hour Construction Card (14 participants)
- Inland Northwest AGC's Safety Certification Program – (12 participants)
- First Aid and CPR – (179 participants)
- OSHA 10-Hour Construction Card – (83 Participants)

This safety training had a significant impact on each individual participant and the company they represent. This training was particularly relevant and helpful to companies during our recent economic decline. Most companies would have been unable to afford the types of training that were offered and their employees would not have benefitted from these particular training sessions focused on safety.

Evidence of the results	Demonstrate evidence of how well the results met or fulfilled the intended objectives of the project.
The significant levels of participation in safety related training offered through the AGC met and fulfilled the intended objective of 3 <sup>rd</sup> purpose of the project.	

Project's promotion of prevention	Explain how the results or outcomes of this project promote the prevention of workplace injuries, illnesses, and fatalities?
All of the activities associated with this project focus on increasing the level of awareness and accountability of students and instructors regarding safety. This project has allowed our teachers to clearly identify areas of concern and problems related to practice that must be mitigated to improve safety. Once these concerns were identified (through the audit process) each instructor and their students have found a solution and implemented the practice that promotes prevention of workplace injuries, illnesses and fatalities. Many of	

these outcomes have been documented through video (5S video) and digital imagery and reside on the safety website for other teachers to learn from.

**Relevant processes**

Specify all relevant processes, impact or other evaluation information which would be useful to others seeking to replicate, implement, or build on previous work.

The implementation of the 5S Principles through training of staff and students and completion of the 5S audit form on a routine practice enhances safety in the classroom in a systematic way. This process could be easily replicated in any classroom, in any school district in the state. The student directed video on 5S processes in the classroom is available on the website for anyone to utilize and gives a clear explanation and shows the level of student leadership that can occur when students are encouraged to engage in creating safety processes in the classroom. The safety website located at [www2.spokaneschools.org/cte/safety](http://www2.spokaneschools.org/cte/safety) is accessible to anyone who needs to utilize it as a resource.

The Event planning toolkits are a tangible resource for everyone who is interested in hosting an event that engages students in hands-on learning in construction and manufacturing. To date we have sent toolkits to school districts across Washington, Oregon, Idaho and Iowa. Toolkits are available on the web at [www.spokaneschools.org/cte/toolkits](http://www.spokaneschools.org/cte/toolkits) and in booklet form with an CD accompaniment for mail distribution when requested. Toolkits are included with this final report.

**Lessons Learned**

Provide information on lessons learned through the implementation of your project. Include both positive and negative lessons. This may be helpful to other organizations interested in implementing a similar project.

*Lessons outlined should not relate to SHIP grant processes.*

The single most important lesson we have learned through this process is the importance of flexibility. Working with 40 different teachers required us to create solutions that worked with their differing learning styles and classroom structures they believed were successful. We continually had to refine our process for engaging staff in the process of improving safety in the classroom and it became obvious to us from the beginning of the project that each of the teachers involved had different motivation for participating.

As with most change processes which take at least 2 years to implement (project timeline 14 months).

Our teacher participation came in thirds:

1/3 - Early adopters, these staff jumped on board and were willing and interested to take on the project wholeheartedly, the next third of teachers

1/3 - Convince me, these staff once participating in our training sessions became convinced that this work was necessary for their classrooms and began participating

1/3 - Directive - these staff believe the work they are doing is "working fine" and that these safety processes will not work or will hinder process. This group of staff required us to send in outside consultation and their School Principals to increase their participation in the project.

As funding for the project came to an end, all teachers were interested and engaged in the work. The funding from the grant enabled us to meet every teacher where they were in the process and move them forward. Our work after the grant is to continue to move each teacher through the process of continuous improvement at the level that they reside.

Measures to judge success	If relevant, state what measures or procedures were taken to judge whether/how well the objectives were met and whether the project or some other qualified outside specialist conducted an evaluation.
<p>We utilized two strategies to inform our practice and ensure accountability to our goals and measurable outcomes.</p> <ol style="list-style-type: none"><li>1. We identified external partners who specialize in safety to comprise an advisory board that met throughout the grant process. Membership on this advisory included the following individuals.  Doug Lydig, President, Lydig Construction Russ Poage, Regional Consultant Field Manager, Department of Labor and Industries Tom Webb, Instructor/Coordinator, Carpenters Apprenticeship Training of WA-ID Joe Madsen, Risk/Claims Manager, ESD 101 Richard Myracle, Director, Kyron Environmental Linda Martin, Industrial Hygienist, Spokane Public Schools Scott Oakshott, Curriculum Coordinator, Spokane Skills Center</li><li>2. We identified an independent consultant Heather M. Crandall, Chair of Masters Program in Communication and Leadership Studies from</li></ol>	

Gonzaga University to conduct an evaluation of our project. Her evaluation is included in the appendix of this report.

3. Safety practices in each of our classroom sites were evaluated by an external consultant as part of the project. The reports we received clearly indicated success of the measures we took as part of the grant. These audits also included recommendations for work to continue after the project ended. Audit forms were shared with each teacher and their Principal.

#### Uses

How might the products of your project be used within the target industry at the end of your project?

Is there potential for the products of the project to be used in other industries or with different target audiences?

Our safety website is currently being used throughout the region in middle school and high school shop related classrooms. The event toolkits are available in hard-copy booklet format as well as web-based format and are continually requested from our office. We have received local, state, national and international requests for the toolkits.

#### Product Dissemination

Outline of how the products of the project have been shared or made transferrable.

The efforts of the project to ensure all of our "best practices" in safety reside on the web allow them to be accessed freely. We utilized funding from the grant to ensure the web materials are easy to use and can be updated easily beyond the grant funding period. Throughout our project we have presented our products on a local, state and national level and continue to present and utilize this information even though the grant funding is complete. These presentations lead to more entities utilizing the products from this grant!



PART II

***SAFETY AND HEALTH INVESTMENT PROJECTS***  
***SHIP Final Expenditure Report***  
***Budget Summary***

**Project Title:** LeaderSHIP in Safety

**Project # :** 2008-WC-00086

**Contact Person:** Lisa White

**Start Date:**

**Report Date:** 6/7/2010

**Contact #:** 509-354-7335

**Project Completion** 7/31/10

**Date:**

1.	Total budget for the project		\$ <u>349,690</u>
2.	Total SHIP Grant Award		\$ <u>349,690</u>
3.	Total of SHIP Funds Used		\$ <u>329,064.49</u>
4.	Budget Modifications (if applicable)		\$ <u>0</u>
5.	Total In-kind contributions		\$ <u>0</u>
6.	Total Expenditures ( Lines 3 + 4 + 5)		\$329,064.49

Instructions:

- Complete the Supplemental Schedule (Budget) form first (on the next page).
- The final report must include all expenditures from date of completion of interim report through termination date of grant
- Indicate period covered by report by specifying the inclusive dates
- Report and itemize all expenditures during specified reporting period per the attached supplemental schedules
- Forms must be signed by authorized persons (see last page)
- Forward one copy of the report to (Name), SHIP Project Manager, PO Box 44612, Olympia, WA 98504-4612.

***SAFETY AND HEALTH INVESTMENT PROJECTS***  
***SHIP Final Expenditure Report***  
***Supplemental Schedules (Budget)***

**Project Title:** LeaderSHIP in Safety

**Project # :** 2008-WC-00086

**Contact Person:** Lisa White

**Report Date:**6/7/10

**Contact #:** 509-354-7335

**Total Award \$:** \$349,690

**ITEMIZED BUDGET --** How were SHIP award funds used to achieve the purpose or your project?

	Budgeted for Project	Amount Paid Out	Difference
<b>A. PERSONNEL</b>	119,500	95,380.62	24119.38

Explanation for Difference and other relevant information:

	Budgeted for Project	Amount Paid Out	Difference
<b>B. SUBCONTRACTOR</b>	61,000	92,220.53	(31220.53)

Explanation for Difference and other relevant information:

Funds moved from other categories in order to allow for the addition of an OSHA 500/510 to skilled trade classroom teachers, apprenticeship coordinators and local contractors, the production of a video by students for students on creating a safe working environment, etc. Increased training opportunities offered.

	Budgeted for Project	Amount Paid Out	Difference
<b>C. TRAVEL</b>	34,200	18,271.62	15,928.38

Explanation for Difference and other relevant information:

	Budgeted for Project	Amount Paid Out	Difference
<b>D. SUPPLIES</b>	70,021	93,370.79	(23,349.79)

Explanation for Difference and other relevant information:

Additional supplies costs for expansion of project to reach more students. Expansion of activities to reach larger number of classrooms.

	Budgeted for Project	Amount Paid Out	Difference
<b>E. PUBLICATIONS</b>	30,000	2815.05	27,184.95

Explanation for Difference and other relevant information:

Overestimated costs for printing.

	Budgeted for Project	Amount Paid Out	Difference
<b>TOTAL DIRECT COSTS</b>	314,721	302,058.61	12662.39

	Budgeted for Project	Amount Paid Out	Difference
<b>INDIRECT COSTS</b>	34969	27,005.88	7963.12

	Budgeted for Project	Amount Paid Out	Difference
<b>TOTAL SHIP BUDGET</b>	349,690	329,064.49	20,625.51

	Budgeted for Project	Amount Paid Out	Difference
<b>F. IN-KIND</b>			

Explanation for Difference:

### PART III

#### **Attachments:**

Provide resources such as written material, training packages, or video/audio tapes, curriculum information, etc produced under the grant.

Also include copies of publications, papers given at conferences, etc.

This information should also be provided on a CD or DVD for inclusion in the file.

**REMINDER!!:** All products produced, whether by the grantee or a subcontractor to the grantee, as a result of a SHIP grant are in the public domain and can not be copyrighted, patented, claimed as trade secrets, or otherwise restricted in any way.