

VISION | Green Jobs Youth Pathways

Regional Workforce Planning & Partnership Development



Project Leaders

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PURPOSE

Establish sustainability as a pillar of regional workforce planning by integrating Green Jobs Youth Pathways with game-based, career-connected learning experiences in the middle and high school curriculum.

PRINCIPLES

1. Lead with equity outcomes front and center and focus where the need is greatest.
2. Practice sustainable systems thinking (equity, economy, environment).
3. Build on successful models, resources, and collaborations already in place.
4. Learn across generations, jurisdictions, and sectors (break down silos).
5. Track collective impact ([collective impact explained](#))
6. Communicate the human stories that build broad understanding and support.

INTENDED OUTCOMES - Near Term

1. **A Regional Workforce Development Plan** that includes sustainability as a pillar and Green Jobs Youth Pathways game-based learning in schools as a programmatic thread.
2. **A Professional Learning Community** focused on Green Jobs Youth Pathways and game-based learning. Members of the Learning Community convene quarterly to support collective impact outcomes. Membership includes student leaders, teacher leaders, game design coaches, CTE coordinators, nonprofits, agencies, local government and corporate partners.

3. **A Green Jobs Youth Pathways portal that supports:**
 - a. Lesson plans on green jobs, equity, and a sustainable economy.
 - b. Listing of existing workforce development programs and related resources.
 - c. Extensive menu of green job profiles that bring these career options to life.
 - d. Problem solving games, charrettes, simulations, and case studies, grounded in local challenges through a team approach that features the need to understand a wide range of green jobs.
 - e. Meaningful connections for students to interact with coaches and for employers to recruit exceptional interns.
 - f. Engagement opportunities for employers to invest in mutually beneficial outcomes.

INTENDED OUTCOMES - Long Term

1. **Equity:** A local workforce that reflects the diversity of our community, supports equitable outcomes for all, and has the shared wisdom to dismantle institutional racism.
2. **Economy:** A sustainable, bioregional economy that is innovative and networked, a model for the nation.
3. **Environment:** Indicators of improving ecosystem integrity.

Next Step Conversations...

1. Open conversations with **environmental justice and workforce development nonprofits, leadership schools, and other programs** to learn about local, community-based goals, programs, and success stories. Explore opportunities for mutually reinforcing actions and co-funding.
2. Open conversations with **institutions of higher education** around equity, recruiting, and environmental / sustainability degree programs. Explore opportunities for mutually reinforcing actions and partnership learning.
3. Collaborate with [Workforce Development Council of Seattle-King County](#) to refine a Green Jobs Youth Pathways framework for integrating into regional planning currently underway.
4. Connect with [Washington Alliance for Better Schools](#) to explore shared interests around growing a Green Jobs Youth Pathways framework to amplify their mission.
5. Connect with the [Seattle Office of Economic Development](#) to explore shared interests around youth employment and green business networking in Seattle. Explore potential co-funding opportunities.

6. Connect with the **Port of Seattle** to refine and extend Green Job Youth Pathways resources related to maritime and aviation sectors, and to support shared interests in equity outreach and diversity hiring.
7. Connect with **game-based learning coaches and potential learning partners** to explore design pathways and partnerships from concept to production.
8. Open conversations with potential **corporate learning partners** to identify mutually reinforcing actions and co-funding opportunities.
 - a. **Examples include...**
 - i. Promote the use of **existing client projects as case studies** for the classroom with strategic, academically-valued entry points including STEM, government, economics, human geography, equity, language arts, speech and debate.
 - ii. Help design and facilitate online, **open studio design charrettes and role playing adventures** where students work in breakout teams to problem- solve real-world, community-based challenges and learn about the range of associated green jobs, roles and responsibilities. **Example:** Assemble a comprehensive team of professionals, along with community stakeholders, to develop an EcoDistrict Redevelopment Plan for neighborhood (x) that increases affordable housing, walkability, and food security, while decreasing GHG emissions. Include a plan for 50% local contracting with an emphasis on diversity hiring.
 - iii. Develop a robust **Internship Program** through which a large cohort of high capacity youth co-create Green Jobs Youth Pathways programs, job profiles, problem solving games, simulations, curriculum resources, and communication strategies. Engage corporate partner coaches to support program development and identify promising individual mentor relationships.
9. Collaborate with Perteet to develop a Green Jobs Youth Pathways presentation for the **Management and Public Administration Committee of the American Public Works Association**, scheduled for December 9, 4:00-5:30. Selected student Ambassadors will facilitate an interactive webinar with professionals on the development of our Green Jobs Youth Pathways Portal including plans, resources, and the emerging coalition of learning partners.
10. Student Sustainability Ambassador will facilitate a series of **GREEN-STEM Career Exploration Panels**. Youth-led and highly interactive each event features a panel of 5-8 professionals working in Green-STEM fields. Offered quarterly, Fall, Winter, Spring, Summer, the series will feature a different sustainability system focus each session. **FALL Event:** December 16, 4:00-5:30

11. Open conversations with **CTE Directors and Equity Coordinators in all 19 King County School Districts** to identify mutually reinforcing actions and co-funding opportunities. Examples include...
 - a. Identify the most effective **communication channels** for sharing resources with CTE teachers.
 - b. Collaborate on a **series of PBL Curriculum Design Labs** that engage teachers in developing the Green Jobs Youth Pathways Portal. Teachers, and the students they teach, can be content creators and curators, as well as user-testers as they build and pilot the best resources for the classroom.
 - c. Strengthen **learning partnerships with employers** who share an interest in where CTE/STEM learning intersects with Green Jobs Youth Pathways, including the principle of leading with equity outcomes in mind.

12. Convene a **“Four Season Series” of PBL Curriculum Design Labs** that engage secondary teachers, selected student Ambassadors, and Learning Partners in co-developing the Green Jobs Youth Pathways Portal. All participants can be content creators and curators as well as user-testers as they help to build and pilot the best resources for the classroom. A few ideas...
 - a. **FALL Lab:** Student Impact Project Design in context of City Climate Action Planning, Sustainable Development Case Studies, and Green Jobs Youth Pathways
 - b. **WINTER Lab:** Massive, game design hackathon and user testing
 - c. **SPRING Lab:** Internship on Internships, Youth-led program update on tools, resources, partnerships, and collective impact for Green Jobs internships. Earth month collective impact reporting to stakeholders.
 - d. **SUMMER Lab:** Multi-week deep-dive practicum in collaboration with Learning Partners.

13. Establish a wildly creative **Content Marketing Plan** to generate collective understanding and enthusiasm around the mutually reinforcing, long-term benefits of Green Jobs Youth Pathways.