Oct. 12-13, 2023

Green River College, Kent Campus

Room 282/283

Oct. 12, 2023

# Call to order

WEC President Dani Trimble called the meeting to order at 8:47 am.

Green River VPI DR. Rolita Ezeonu welcomed WEC members to Green River College, acknowledging the work workforce did through COVID and with advancing Guided Pathways to move students to social and economic mobility. Specifically with regard to Green River, she noted the big growth in ESL and basic skills.

# WEC business meeting

## Introductions of members

New members introduced themselves. Krista Fox (Tacoma CC) reported this would be her last WEC meeting as she accepted a position with OSPI, starting in two weeks.

## Approval of WEC winter meeting minutes

Amy Warren (SPSCC) moved to approve the minutes of the WEC spring 2023 meeting. Joann Baria (PC) seconded. The motion passed unanimously.

## Treasurer’s report

WEC Treasurer Rickitia Reid reviewed the treasurer’s reported, noting a balance of $29,436.05, not reflecting WEC dues that have been received over the past couple of weeks.

Some colleges have inquired about sending more than two representatives; however, per the WEC bylaws, every college has one voting member and can have one associate (non-voting) member. Space is also a factor, and we also want to ensure active participation. With permission, a third person can attend and pay as a guest.

While the VTC listserv is being maintain, we also have a WEC member only listserv, updated when registration/dues received.

Terry Cox (OC) moved to approve the treasurer’s report as presented. Paulette Lopez (GRC) seconded. The motion passed unanimously.

## Review of agenda

As members did not have at least 30 days to review the revisions to the bylaws, the vote will not take place on day 2 and will instead be conducted via email.

# Association of Washington Businesses (AWB)

– Erika Borg, AWB Institute

Manufacturing Week just wrapped up. Employers report high demand for welders, aerospace, and forklift operators. Small and medium businesses want to partner with the colleges, but don’t necessarily know how to engage.

Upcoming events include a policy summit in Spokane and a childcare summit in Skagit.

Though Washington is a trade-driven state, only 10% of businesses actively engaged in trade. Washington is entering a MOU with the UK focused on trade. AWB is also working the Department of Commerce on building trade between Mexico and Washington. They are also looking at doing something with Canada. This is driven in part by a move away from China and toward onshoring. There is some concern about the impact this may have on the aerospace workforce.

The summer survey indicated that while employers are cautious, they’re still hiring. The next survey will go out within the next couple of weeks. The goal is to conduct surveys quarterly to build a picture of trends over time.

The Workforce Portal is expanding and is now active in Vancouver, Tri-Cities, Spokane, and Thurston.

Samantha Kinnard is a new program manager with AWB and has a background in career services.

# Washington State Labor Council (WSLC)

– Rachel McAloon, WSLC (via pre-recorded video)

The WSLC’s 2023 convention was held in July, under the theme of “Better Jobs, Stronger Communities.” Rachel led a session on the importance of serving on boards, commissions, and advisory committees.

The first Pacific Northwest Labor Leader Workforce Development Conference was held Oct. 2-3 at the South Seattle College’s Georgetown campus, with representation from Alaska, Oregon, Washington, and Wyoming.

The registered apprenticeship committee is meeting on Oct. 18, including a childcare task force meeting.

The first cohort of the PNW Hospitality Training program started in August.

# CLNA and Perkins V

– Kimberly Ingram, SBCTC

Attendees broke into small groups to discuss and report out on best practices related to questions submitted in advance.

## Analyzing college data

* It’s one thing to look at data, but that doesn’t mean we know how to interpret it
* Copy from protected dashboard to push out to faculty (can download from the dashboard)

## Continuous attention to CLNA

* Integrate into advisory committee work
* Ensure that all funding requests align with the CLNA
* Tie to faculty certification
* Meet biweekly with CLNA leadership team
* Prepare data in advance of advisory committee meetings to share with them and ask:
  + What efforts are your company making to diversify?
  + What opportunities are there for work-based learning, job shadowing?
  + How are our efforts aligned or how can we align our efforts?

## Regional CLNA

* Any college can work with any other college, but each college still has to do their own CLNA
* Work with regional colleges to engage with K12 partners and area Workforce Development Council
* Share data between K12 and colleges – look at gaps between secondary and post-secondary (big gap with non-traditional enrollments at the colleges)
* Regional approach – can apply for Perkins Special Project

## Tribal connections

* Develop relationships and build trust over time
* Hired indigenous relations manager
* Invite tribal representatives to serve on advisory committees
* Offer ESL course at tribal facilities
* Partner with tribal college to offer IBEST programs

## Representatives of special populations

* Connect with TRiO staff
* Align CLNA with Basic Needs strategic plan (due April 2024)
* TC Futures (for students who stopped out of high school) offered personal finance class; only transcribed if they passed
* Connect with non-profits that work with special populations (okay to list just initials on stakeholder list to protect identity)

### Center of Excellence support

* Access to Chmura labor market reports

## Stakeholders and partners

* Colleges do not need to submit documentation with CLNA, but must store evidence of engagement
* Minimum of two representatives from each category

# CLNA Opportunity Gap Analysis Overview

– Dr. Kevin Johnson and Eliza Fabillar, Advanced CTE (via Zoom)

[For the upcoming webinar (Nov. 17, 8 am – noon), send up to four team member names to Bill Belden. Also seeking facilitators; training provided Oct. 23, 11 am.]

Dr. Johnson provided a brief overview of the material covered at the CLNA summer conference.

A gap is an observable disparity. As part of understanding gaps, whether it’s better to over- or under-represent depends on the scenario.

Equality is when everyone is given the same tool. Equity is when everyone is given the right tool for them.

When analyzing opportunity gaps, think about process and not blaming people.

Five common themes in CTE:

1. Beliefs/expectations
2. Policies/practices
3. Environment
4. Instruction
5. People

Select strategies that are evidence-based, demonstrate rigor

Also see the [CLNA Conference OneNote Guide](https://sbctcedu-my.sharepoint.com/personal/kingram_sbctc_edu/_layouts/15/Doc.aspx?sourcedoc=%7b63c7af86-db1e-4c73-a7b0-e6ee5e4ee0da%7d&action=view&wd=target%28Post-Conference%20Information.one%7C8ad25843-c959-4b7d-acdd-66f939f00405%2FNew%20Updates%7Cd131a8f8-e868-4b82-8688-2ae53c393615%2F%29&wdorigin=NavigationUrl) (Opportunity Gap Analysis > OGA Resources > Heartland Community College Dashboard). We will be using each institution’s actual data (alongside community demographics) and developing an action plan for the institution.

# Committee work

– Dani Trimble and Michael Reese

Items on the work plan are either mandated by the Instruction Commission (based on its priorities) or are priorities identified by the WEC executive.

Three overarching goals:

1. Increase access and enrollment for all students with a focus on ending racial and other equity gaps.
2. Increase persistence and completion for all students by ending racial and other equity gaps through the implementation of guided pathways.
3. Champion equity, diversity, and inclusion in order to maximize student access and transform lives within a culture of belonging that eliminates systemic racial, social, and economic injustices in our communities.

# Committee reports

## Student Success

– Priyanka Pant (LWIT)

Kathy Albin (SFCC), chair

Priyanka Pant, notetaker

The current CTC system pre-nursing DTA is no longer supported by Worker Retraining / workforce funding. Anna Nikolaeva will be requesting approval from CAC (customer advisory committee) for the addition of pre-nursing students to workforce funding. Previously in the old SMS system, intent “M” was used to support pre-nursing DTA students, but with the transition to ctcLink there is no work-around.

## Pathways

– Yuritzi Lozano, (WVC)

Yuritzi Lozano, chair

Wendy Fox (OC), notetaker

The committee review past projects and goals. Lucid Charts is the tool now used for program mapping – all colleges have access to it.

The committee will be working on alignment between Guided Pathways and the CLNA; e.g., how we leverage Perkins with Guided Pathways.

## Future of Workforce

– Michael Reese, Bellevue College

The committee still needs a chair and designated notetaker.

The committee is looking at how to build traction with CTE dual credit. A two-year pilot is getting underway with the Bellingham Technical, Everett, Skagit Valley, and Whatcom colleges. They will be working on developing a regional approach to make meaningful pathways.

## DEI Professional Development

– Melana Yanos, North Seattle College

This committee is looking at effective strategies for recruitment and retention of students. They may request time at the fall and winter WEC meetings for guest speaker(s) and/or to highlight the work of some colleges.

The committee also wondered what we are going to do now that the Career and Employment Services Council (CESC) has disbanded.

All committees are encouraged to schedule at least one meeting between now and the winter WEC meeting.

# Skill Standards Update

– Dani Trimble for the project leadership team

This is a project several years in the making and involves current and past WEC members. Though the skill standards were updated last year, part of the project was also to infuse diversity, equity, and inclusion. That part of the project was much bigger and focused just on critical work function D (provide student instruction); therefore, the project has resumed this year.

The consultants who started the project are finishing the work. Faculty who worked on the project last year were invited back to continue the work (17 accepted the invitation). Another verification survey will go out in January; WEC members will be asked to help get input from faculty, with a goal of at least 20 participants from each college.

The final report will be available by winter WEC when we will vote on whether to send it to IC for final approval. IC will review at their spring meeting (~April), then to WACTC (presidents).

Assuming approved, the new standards would go into effect fall 2024.

# Liaison report outs

## Continuing Education Council (CEC)

– Mike Nielsen (GRC)

CEC is meeting next week. Like WEC, they are focusing on infusing diversity, equity, and inclusion. The challenge is that they are mostly self-supporting and do not have state funds.

## Council for Basic Skills (CBS)

– Kit Alston (GRC)

CBS is meeting now. More to share at the winter meeting.

## Baccalaureate Leadership Council (BLC)

– Trish Newbold (WCC) for Steve Danver (CBC)

BLC is meeting next week. Agenda items include: baccalaureate policy, program advisory committees, mapping existing articulations, marketing and equity.

## Articulation and Transfer Council (ATC)

– Trish Newbold for Sarah Wakefield (RTC)

ATC is working on updating the Washington 45, a list of academic transfer classes accepted by all four-year universities in the state (this can include classes that students can take for a certificate, AAS, or AAS-T) and reviewing dual credit for the AP precalculus exam. The have a dedicated workgroup for pathways and progress, which focuses on transitioning students from BEdA to all kinds of programs.

ATC is also aware of WEC’s skill standards work. Once the revised standards are finalized, ATC is planning to look at them to see what can apply to academic faculty.

## Instruction Commission (IC)

– Dani Trimble

IC is looking at skill standards for academic transfer faculty, as well as training for administrators and faculty on the skill standards (expect this will likely be on WEC’s workplan next year). IC has also identified a need for training and resources for deans across the system (beyond Deans Academy).

## Library Leadership Council (LLC)

No report

## eLearning Council (ELC)

No report

## Diversity and Equity Officers Commission (DEOC)

No report

## Research and Planning Commission (RPC)

No report

## Guided Pathways Advisory Council (GPAC)

Recommend someone from the WEC Pathways committee be designated as the liaison to GPAC.

## Student Services Commission (WSSSC)

WSSSC is invited to provide input to WEC via the State Board’s quarterly reports.

## Washington Community Technical Colleges American Indian Advisory Board (WCAAB)

– Keri Lobdell (CBC)

The State Board welcomed Glenda Breiler as its new director for tribal government affairs.

# Overview of WEC bylaws revisions

– Keri Lobdell

Revisions are related to increasing the composition of executive members from seven to eight, after piloting a diversity, equity, and inclusion officer position last year and now wanting to make it official, as well as to define the duties of the chair elect.

## Discussion

With an even number of executive members, what happens if there is a tie? Though the executive typically operates as consensus, one suggestion was to make the chair’s position non-voting except to break a tie.

There was also concern expressed that, by specifying a DEI position, the work falls on that one person versus being the responsibility of all. The executive had considered that and felt that we’re not there yet and that the position would empower that person.

Additional input on the proposed revisions should be sent to Dani ([dtrimble@lcc.ctc.edu](mailto:dtrimble@lcc.ctc.edu)). Voting members will be asked to vote via email.

# Remembering Alice Matson

Alice Matson passed away earlier this year. Many WEC members reflected on her advocacy for professional technical education, especially for women. She did diversity, equity, and inclusion work before it was a thing. She was a mentor to many.

Dani adjourned the meeting for the day at 4:07 pm.

Oct. 13, 2023

Dani reconvened the meeting at 8:53 am.

# Centers of Excellence update

– Jamie Wells (COE for Careers in Education) and Dan Ferguson (COE for Allied Health)

There are 12 centers in the state, serving as liaisons to business, industry, education, and labor.

They are tasked with:

1. Economic development
2. Industry sector strategy
3. Education, innovation
4. Workforce supply and demand
5. Equity and access

As examples of their work, Dan shared that the COE for Allied Health meets regularly with nursing and allied health deans and directors to stay abreast of emerging trends, particularly regarding what employers need in our state. They also provided funding for faculty and students to attend a Washington state public health conference.

# Input on the *Talent and Prosperity for All (TAP)* strategic plan

– Monica Parr, Ben Robinson, and Lindsey Phillips, Workforce Training & Education Coordinating Board

The Workforce Board convenes various state agencies to set the strategic vision and measure system performance regarding workforce development for Washington state.

*Talent and Prosperity for All (TAP)* is Washington’s workforce plan. Guiding principles for 2024-28 are: 1. Close economic disparities for marginalized populations; 2. Comprehensive support for individuals with barriers to employment; and 3. System-wide performance metrics and accountability. There are five focus areas: 1. System, 2. Industry, 3. Youth, 4. Credentialing, and 5. Job quality.

WEC’s input:

With so much emphasis in K12 on the 4-year university path, it’s a challenge to get students even considering career and technical education. How do BAS degrees factor into the conversation? What about sectors that are in high demand, but low wage, such as nursing assistant and early childhood education? Funding models for dual credit disincentivize some district to promote Running Start.

There is need for improved data sharing. We need to accelerate credentialling for students from other states and countries. Many students need learn and earn opportunities, but some program-level accreditation requirements don’t allow for that.

Many employers are dropping bachelor degree requirements. Employers (and students) need help in understanding what’s inside a credential, akin to listing ingredients on product packaging. We need to help students talk about the credential they’re earning so that they can promote themselves to prospective employers.

Learning and Employment Records (LERs) and digital wallets may be a way to recognize learning pathways outside of traditional methods. However, what about integrity, privacy, security? How can they be verified? Are employers accessing them? There would need to be common terminology regarding skills.

New jobs being created all the time that don’t have SOC codes. In 2020, Washington became the third state to pass legislation to collect occupational data from employers (expect to have data available beginning sometime in 2025).

Next steps: the Workforce Board will continue to solicit community feedback through November.

# Gainful Employment updates

– Summer Kenneson, SBCTC

The purpose of the Gainful Employment rule of 2011 was to ensure graduates of programs would have potential to earn wages sufficient to pay loan debt acquired to take those programs.

Though the rule was rescinded in 2019, it is now coming back and expected to be implemented July 1, 2024 (pending legal challenges). Applies to certificates and graduate programs.

Programs will be measured based on earnings of graduates compared to earnings of typical high school graduates. Programs with poor outcomes will need to notify prospective and current students and verify they’re aware. Programs that fail any two of three consecutive years will lose financial aid eligibility.

The State Board will be testing programs with the new metrics to identify potential risk, serve as the point of contact to the Department of Education, and develop communication templates.

Programs likely at risk include allied health (e.g., phlebotomy), truck driving, and cosmetology (mostly private sector).

# SBCTC report

## System updates

– Marie Bruin, Director of Workforce Education

The system 2020-30 strategic plan (updated June 2023):

1. Equitable student success

Goal 1: Increase access and retention among special populations

Goal 2: Improve completion and transfer rate

1. Agile, career-relevant learning

Goal 3: Provide flexible career-training options

1. Institutional financial health

Goal 4: Secure resources and develop statewide strategies

The supplemental operating budget request for FY24 includes $9M for bachelor of science in computer science degree expansion and $600K for the Washington Open Prof Tech project expansion to develop another set of open textbooks.

Capital/building requests are separate from operating. At $103M, the request is much smaller than in past years.

## Project & program updates

### Industry demand

– Carolyn McKinnon

Five Centers of Excellence are up for their 3-year site visit this year. WEC members are needed to serve on the review teams. The time commitment is three-and-a-half hours. It’s up to each Center director to determine if in-person or online, but online is encouraged for equitable participation unless there is a compelling reason to be in-person.

The Continuing Education Council (CEC) is working on capturing FTEs on the non-credit side. This requires a technical update to the policy manual regarding coding.

Carolyn’s team is working on a law enforcement and corrections workforce needs assessment. They are contracting with a consultant to do the stakeholder engagement.

Job Skills Program (JSP) funds for FY24 have been fully awarded. Unless current projects return money this year, the next round of funding will be in FY25.

Businesses participating in the Customized Training Program get a tax credit at the back end. There are currently four participating businesses and three projects on the waitlist. Applications are still being accepted.

### Sector response

– Anna Nikolaeva

The Worker Retraining formula has been static for at least ten years. A proposal is being made to adjust how the base is calculated: 75% of 5-year average and evaluated every three years. The fluid calculation will stay as is, as will the take-back policy. Shanna McBride will be reaching out to colleges regarding the impact of this proposal and to start planning now.

The intent of SB 5582 is to reduce barriers and expand educational opportunities to increase the supply of nurses in Washington. A facilitator will be convening stakeholder groups (mainly nursing directors). A work group will kick off within the next few weeks with a final report due in December 2024.

Also in nursing, there is a grant to develop online LPN curriculum and a change to simulation rules is underway (1 hour simulation = 2 hours clinical).

There was a reduction in the Early Achievers Grant from DCYF this year due to a loss of federal funding. We are working on the chair of Early Learning to possibly back-fill some of that; there may also be an amendment to contract with DCYF that may close roughly a third of the gap.

The pre-nursing DTA is not yet eligible for Worker Retraining funding; however, that may change as early as winter 2024.

A committee is being formed to work on the development of a pre-allied health DTA so that students who don’t get into nursing have options to enter other programs. To get involved, notify Anna or Val Sundby ([vsundby@sbctc.edu](mailto:vsundby@sbctc.edu)), SBCTC Director of Transfer Education. The work group will be kept fairly small, but broader to review drafts.

### Work-based learning

– Genevieve Howard

Career Launch equipment funding – $5M available for capital equipment in the current biennium. The first round of requests will open Oct. 19 and close Nov. 30. Last time, it took four rounds. Funding needs to be spent by June 30, 2025.

With lots of input from the colleges, the State Board met the October deadline to respond to E2SSB 5764, regarding the establishment of a centralized institution/program to offer the related supplemental instruction (RSI) for apprenticeships; i.e., the colleges would no longer be involved. It’s not clear what this proposed new entity would offer that we’re not already doing. The response highlighted the role community and technical colleges play in apprenticeships.

### Program support

– Bill Belden & Kimberly Ingram

FY25 Perkins Plan application dates have not yet been determined. There will be some revisions to the application. The initial CLNA is due Jan. 31, 2024.

The 2021-22 performance indicator data is expected to be available by early November. State targets for reporting year 2021-22 are: 1P1 = 39.5%; 2P1 = 53.5%; and 3P1 = 19%. The 2022-23 proposed targets (cannot be lower than the average of the past two years) are: 1P1 = 40%; 2P1 = 50.5%; and 3P1 = 20.5%. Send comments to Kimberly or Bill.

Programs that do not meet the definition of size, scope, and quality cannot be funded except to bring them into alignment.

The CTC Dual Credit proviso includes $700K over two years for NWESD 189 and fours colleges to develop and pilot a regional approach to CTC dual credit, including standards documents, processes, and communication. Reports will be due December 2024 and December 2025.

# Hot topics for future discussion

* Future of boot camps - this is the last year Olympic College will be offering the boot camps
* Work-based learning – faculty
* CLNA reports

# Wrap up and adjourn

## Next meeting

Winter – Feb. 29 – March 1, 2024, Highline College

Dani Trimble adjourned the meeting at 12:41 pm.