Oct. 6-7, 2022

Spokane Community College

1810 N. Greene St.

Spokane, WA 99217

Oct. 6, 2022

# Call to order

WEC President Jerry Anhorn called the meeting to order at 8:36 am and opened by asking that all reflect on what has been accomplished over the past few years; then, to think of the opportunities ahead.

# WEC business meeting

## Introductions of members

All present introduced themselves.

## Approval of WEC spring meeting minutes

Lauren Hadley moved to approve the minutes of the WEC spring 2022 meeting. Amy Warren seconded. The motion passed unanimously.

## Treasurer’s report

WEC Treasurer Mia Boster reviewed the treasurer’s report effective Sept. 21, 2022, noting that some dues since received and some WEC executive meeting expenses have not yet been recorded.

Lauren Hadley moved to approve the treasurer’s report as presented. Skye Field seconded. The motion passed unanimously.

## WEC executive members needed

There is currently one opening on the WEC executive team and anticipate one more soon. Jerry asked all WEC members to let him know if they would be interested in serving in this capacity.

## Hellos and farewells

No participants present indicated they expected this to be their last WEC meeting; there were several new to WEC or who were returning after an extended absence.

## WEC communication – listserv

A new listserv was created just for WEC members and Centers of Excellence directors. The VTC listserv will continue to operate as a general listserv, open to non-WEC members.

## Review of agenda

Jerry reviewed the agenda for the fall meeting.

# College welcome

On behalf of Spokane Community College, Jenni Martin, Vice President of Instruction, welcomed all and noted SCC President Kevin Brockbank sends his regards. Jenni recognized WEC for the work it gets done and its importance to Washington’s community and technical college system.

As a Deans Academy alumnus (class of 2008), Jenni also praised WEC for its investment in growing future leaders through this unique program.

# SBCTC legislative agenda / decision packages

(Refer to the [Fall 2022 SBCTC Update](https://www.sbctc.edu/colleges-staff/commissions-councils/wec/current-meeting.aspx) for the presentation slides.)

Marie Bruin emphasized that what the colleges put in their grant applications, along with a poll of the college presidents, helps shape the State Board’s priorities and what is put forward to the governor. We are careful in what we put forward – informed by system, well thought out, scoped right, represent entire system.

Following are the State Board’s FY23-25 operating budget requests (these are in addition to capital requests):

1. Provide fully funded, competitive compensation ($157M) – K12 has been well-funded and at a higher rate than the CTC system, contributing to the CTC system’s loss of talent and struggles to recruit. In some fields, this is exacerbated by the call to return to the workforce.
2. Advance equity, diversity, and inclusion ($26M) – Many colleges in the system already serve very diverse student populations; this additional investment will further our ability to create a more equitable and prosperous Washington.
3. Support workforce development programs ($77M) – To help colleges sustain workforce programs, particularly those with or high costs (e.g., equipment that mirrors industry standards), and to build capacity.
4. Expand learning technology ($93M) – Not just technology equipment, but also support the colleges’ ability to expand hybrid and online options.

Marie also provided an overview of other partner agency (ESD, Workforce Training & Education Coordinating Board, and OSPI) priorities.

Of particular interest to WEC participants was the Workforce Board’s request for an additional $13M (bringing the total to $25M) to fund the Jobs Skills Program. If passed, there would be additional resources at the State Board, as well as funds to the colleges that support JSPs so that they can be more proactive in engaging with industry and meeting their diverse needs for incumbent worker training. The goal is to also partner better with other agencies and businesses, especially those which may not have the resources to offer employee training or to seek and develop JSP opportunities on their own; e.g., small businesses, minority-owned, women-owned, and/or those in rural communities.

Even though funding available for the remainder of this year is already 93-95% spoken for, colleges are encouraged to work with industry and develop new JSP proposals, as some funding may be returned as industry needs change and it helps build the story for us to advocate for additional resources. Colleges with proposals under consideration or in development should communicate with Carolyn McKinnon.

Marie closed with noting the impact of having college personnel and students present when the State Board presents to the legislature. If interested in being a voice in the upcoming legislative session, let Bill Belden know.

# Liaison assignments and liaison reports

Liaisons with other commissions and councils were determined based on who is already attending those meetings. Liaisons will report to those commissions and councils a summary of WEC’s work, as well as report back to WEC the on their work.

* Articulation and Transfer Council (ATC) - VACANT
* Baccalaureate Leadership Council (BLC) – Steve Danver
* Council for Basic Skills (CBS) – Kristi Doyle
* Continuing Education Council (CEC) – Alyssa Muñoz
* Diversity and Equity Officers Commission (DEOC) – Marcus Harvey
* eLearning Council (ELC) - VACANT
* Guided Pathways Advisory Council (GPAC) – Carl Douglas
* Instruction Commission (IC) – Jerry Anhorn
* Library Leadership Council (LLC) – Jaclyn Jacot
* Research and Planning Commission (RPC) - VACANT
* Student Services Commission – Jennifer Dillinger, as part of the State Board’s report

# Early childhood education common course numbering proposal

There is a standing committee for common course numbering (CCN) that convenes only when there is a CCN proposal. Based on its review of the documentation provided, the CCN committee makes their recommendation for approval to WEC; WEC then makes its recommendation for approval to IC.

In spring of this year, CCN received a proposal from Olympic College for a new early childhood education (ECE) course to align with DCYF’s (Department of Children, Youth, and Families) new outdoor childcare licensing and to allow colleges to offer certificates of specialization in outdoor education.

For colleges to jump on, the first thing should be to have a common course description, with outcomes aligning at least 80%. The CCN committee would then vet that.

As a point of clarification, the ampersand (&) does not actually mean transfer to 4-year universities; rather, it means the course is common to the CTC system.

Chris Pelchat moved to recommend the new ECE course be moved up to IC for approval. Krista Fox seconded. The motion passed unanimously.

# Perkins Comprehensive Local Needs Assessment (CLNA) findings

Kimberly Ingram provided a summary of the CLNA process and most recent round of submissions.

The State Board’s role is to review and provide feedback. Though the plan had originally been to provide that feedback by mid-February, due to staff turn-around, that was not possible.

Kimberly would report out every day to the workforce education team what she was reading. Information is used to advocate for and support the colleges.

Kimberly reviewed challenges and needs for each of the five CLNA elements, as well as cited best practices from various colleges. Refer to the [CLNA Findings presentation](https://www.sbctc.edu/colleges-staff/commissions-councils/wec/current-meeting.aspx) distributed with the current meeting agenda for specifics.

Regarding Perkins data and coding (a challenge/need noted under element 2 – evaluation of student performance), a session will be coming soon. In the meantime, when reviewing data, be sure to look at the [Perkins Dashboard Protected](https://tableau.sbctc.edu/) (vs. public). One request was to also have information on the allocation process.

There were several questions and comments regarding improved campuswide engagement and support. For example, how might we embed more of this work in Guided Pathways and other large system priorities such as diversity, equity, and inclusion? The CLNA really can be guiding more than just Perkins, such as these high-level priorities, as well as other workforce grants.

## Hot Topics

Jerry invited participants to share hot topics, items not on the agenda, but could be shared with the audience for current discussion or to be put on a future meeting agenda. Topics raised:

* Burning Glass and Emsi were already expensive; now that they’ve merged, the market is less competitive. Is there something we can do as a system? Some regional Workforce Development Centers may have access, though their module is not the same as the one for education and access is restricted. Most of the Centers of Excellence work with Chmura. If WEC does opt to look into this, recommend a starting point be to review the work done on this very topic several years ago.
* The Center of Excellence for Clean Energy will be building curriculum around hydrogen energy. Contact Monica Bremer if interested in participating.
* Will College-in-the-High School be replacing Running Start? This will be part of the Economic Recovery / Future of Work Skills committee work. Additionally, OSPI has put together a comprehensive packet about removing fees. This will be a big topic between OSPI and the State Board – well beyond just WEC

# Centers of Excellence – introductions & work plan

Lindsey Williams provided an overview of the Centers of Excellence (COEs).

There are twelve COEs (with the 12th just coming on board), each focused on a different industry sector. Though each are housed at an individual college, they serve statewide to connect colleges to industry partners. Several are serving in the sector intermediary role with Career Connect Washington, pulling the K12 aspect into the community college system.

Each COE develops its own work plan founded on five core expectations:

* Economic development
* Industry sector strategy
* Education, innovation, and efficiency
* Workforce supply/demand
* Equity and access

See the [Fall 2022 WEC packet](https://www.sbctc.edu/colleges-staff/commissions-councils/wec/current-meeting.aspx) for each COE director and contact information.

WEC members are encouraged to volunteer to participate COE monitoring visits.

# Introduction to committee work and work plan

Each quarterly WEC meeting has time on the agenda for committee work. There are four committees: Pathways, Student Success, DEI & Professional Development, and Economic Recovery / Future of Work Skills. WEC participants self-select which committee they join. There is also the Skills Standards Task Force which is closed for new members. It is expected that committees will need to convene between the quarterly meetings to move their work forward and complete the deliverables.

Each committee’s work assignments come from [WEC’s work plan](https://www.sbctc.edu/resources/documents/colleges-staff/commissions-councils/wec/wec-workplan2022-23.pdf), which is based primarily on work that is in the IC work plan. There are some items the WEC Executive team determined should also be part of WEC’s focus; refer to the strategy column in the work plan to see how each objective lines up with an IC- and/or a WEC-driven strategy.

There are expectations for some deliverables to be completed this year; others will be foundations on which to build in future years.

Note that some items on the work plan overlap with the work of other commissions and councils; in some cases, WEC may not be the lead council, but we should be collaborating.

Though the work plan has not yet been approved by IC, we are confident it is in alignment with what is expected of us and do not anticipate significant changes, if any.

# Committee report outs

## Pathways

The committee identified all the workforce-related things (e.g., CLNA, Perkins, et. al.) that we report on – 24 items in all! The wondered what a consolidated process would look like and what a report on a 3- to 5-year cycle would look like. Once categorized, they will see if there are similar questions across all that could be streamlined into one response.

## Student Success

To identify next steps, the committee will gather data on student voice and need (student basic need survey and others). From there, they will identify large buckets of issues, gaps, and what populations are impacted disproportionately.

## Economic recovery

The committee recommended the environmental scan be pushed back to IC.

Skye Field moved to approve the committee’s recommendation. Michael Reese seconded. The motion passed unanimously.

Regarding dual credit, the committee will schedule time over the next several months to review the 55-page report and make recommendations. A final report will be ready for IC in spring.

## DEI & professional development

Rather than stand-alone, one-time events, the committee would like to develop professional development opportunities that are more actionable and tailored to different needs.

They proposed a panel discussion with representatives from diverse populations (e.g., race, gender, ability), followed by break-out groups for deep dive into different groups. This would be followed by a survey that would focus on various DEI challenges and successes. A second event would be with smaller groups (TBD if by geographic region, program type, or other) to produce a product specific to their needs.

Jerry adjourned the meeting for the day at 4:33 pm.

Oct. 7, 2022

Jerry reconvened the meeting at 8:37 am.

# WEC Exec nominations

Lauren Hadley and Chris Sullivan expressed interest in joining the WEC Executive.

Michael Reese moved to elect Lauren and Chris to WEC Executive. Skye Field second. The motion passed unanimously.

# Department of Labor – grant opportunities

Nick Lalpuis, regional administrator for the Department of Labor (DOL), Employment and Training Administration (ETA), regions 4 and 6

Priorities:

1. Underserved workers – Given the extremely tight labor market, there is an opportunity to serve citizens who may have been left behind in the past. Community and technical colleges play an important part.
2. Building new industry partnerships that lead to good paying jobs. One Stop systems can prepare job seekers. Provide best information and training.
3. Building a better training line, including wrap-around services; e.g., childcare, eldercare, healthcare.
4. Acting now for the future of work (rapidly changing).

Recommended websites:

* [grants.gov](https://www.grants.gov/)
	+ All federal agencies are required to post funding agencies here
	+ Recommend setting up an account
	+ Can set up filters for topics of interest
* [doleta.gov](https://www.dol.gov/agencies/eta)

When grants are announced, start by reading every page.

When preparing a grant application, be sure to respond to *every* requirement.

There are typically requirements for partnerships (i.e., other agencies, industry). Build partnerships with local and state workforce development boards and engage with local business and industry to understand their needs and to make sure that, if they are providing letters of support, they’re truly committed to the objectives of the grant and to being involved appropriately.

Before submitting a grant application, make sure that what you’re committing to is something you and your organization are prepared to implement and deliver. This requires good communication with other stakeholders within your organization (e.g., leadership, HR) so that you’re ready to ramp up quickly.

A good reference point when talking with business and industry, is the [Competency Model Clearinghouse](https://www.careeronestop.org/CompetencyModel/home.aspx) which includes dynamic models of the foundation and technical competencies necessary for various industries and sectors, developed in collaboration between the ETA and respective industry partners.

Another helpful website is [goodjobs.gov](https://www.dol.gov/general/good-jobs). This initiative is focused on providing critical information to workers, employers, and government as they work to improve job quality and create access to good jobs.

Regarding the Bipartisan Infrastructure Law, how funds are distributed depends on the federal agency. For example, the Department of Transportation funding will go to the states and then the states will award funds.

For opportunities with a small number of grant awards available, DOL generally looks for a mix of big projects and smaller, regionally focused projects, but it ultimately depends on how the announcement is written.

DOL’s focus has been on registered apprenticeship as a great alternative for those not interested in a path through a 4-year university. Registered apprenticeships have to include a related instruction component. The community colleges play an important role in helping to deliver that. Though apprenticeships have traditionally been for the trades, they are also developing in other sectors such as education and healthcare.

# Skills Standards Task Force report

Claire Korschinowski (Clover Park Technical College) provided a brief overview of the Skills Standards Task Force project, including a summary of what was accomplished in phases 1 and 2 and what is planned for phase 3.

The skills standards are rooted in RCWs regarding professional development requirements for professional-technical faculty. Several years ago, IC tasked WEC to look at the skills standards to update them through a diversity, equity, and inclusion lens.

The project started two-and-a-half years ago. In phase 1 (2020-21), the project was scoped out and consultants were hired to help design the project, particularly regarding DEI.

Phase 2 (2021-22) marked the data-gathering stage. Forty-two faculty, representing 23 colleges from across the state were recruited to participate in one of two focus groups – one group worked on the general standards and the other on DEI. The latter recommended new standards for Skills Standard D – Provide Student Instruction.

In phase 3 (2022-23) we will validate the data. By late winter or early spring we will move forward with a published set of new skills standards.

# Association of Washington Businesses

(Refer to the [Fall 2022 WEC packet](https://www.sbctc.edu/colleges-staff/commissions-councils/wec/current-meeting.aspx) for the presentation slides.)

Nationwide, the labor force participation rate was 61.7% in 2021. Washington state was higher, ranging between 61.8% and 64.9%. This puts pressure on employers to recruit and retain talent and creates opportunities for traditionally under-represented populations.

Washington ranked #1 in the country for productivity per worker and #3 for tech sector growth. Washington was in the top third for innovation scores. Automation is changing jobs more so than replacing them.

A lot of businesses are re-shoring, in part to deal with supply issues (largely from China). While some of those jobs may come to Washington, the limited availability of workers may make our state less attractive than others.

See [www.awbinstitute.org/vitals](http://www.awbinstitute.org/vitals) for state and community level data on 34 indicators on progress made toward our desired future. Also see FutureCast for guidance on what we need to do to prepare for projected population growth.

In a survey of employers (across all industry sectors), 64% reported a lack of qualified workers as one of the most important challenges they’re currently facing; however, that was eclipsed in this year’s survey by 73% reporting supply chain disruption and 73% reporting inflation. This was also the first time conducting the survey that four challenges were reported by 50% or more (government regulations being the fourth at 50%).

Though lack of qualified workers is still an issue, the percentage of employers that reported their business is not hiring doubled from 7% to 14%; an indication that employers are cautious about what’s coming and not wanting to over-extend themselves. They want to hold onto good workers, but they’re not as aggressive in hiring as they were.

The skill levels they’re having the most difficulty hiring for are entry level (59%) and mid-level (32%). With mid-level supervisory positions left unfilled, it impacts their ability to host interns.

Twenty-six percent of employers are attempting to fill 1-3 positions and another 10% to fill 3-5 positions. These are likely smaller business that may not have HR dedicated people or training expertise and bandwidth.

The [Washington Workforce Portal](https://www.awbinstitute.org/project/washington-state-workforce-portal/) was launched and piloted last year in Spokane and the Tri-Cities. To date, the portal has served 697 students and 177 employers and featured 679 internship open opportunities. The plan is to expand into Clark, Thurston, Pierce, Kitsap. It’s a great tool especially for small and mid-size businesses.

# Washington State Labor Council

Kairie Pierce reported the Council now has a workforce development department composed of four people. They are being intentional about recruiting members for the colleges’ advisory committees. They have also developed training and communication materials to help keep them engaged and to help develop their leadership skills.

Contact Kairie directly for assistance with recruiting labor members to serve on advisory committees.

# State Board Report

(Refer the [Fall 2022 SBCTC Update](https://www.sbctc.edu/colleges-staff/commissions-councils/wec/current-meeting.aspx) for the presentation slides.)

## Funding opportunities

* Commercial Drivers License and Related Instructional Program Fund (CDL Fund)
	+ Recognition there is a real shortage – long-haul, livestock, equipment for construction
	+ There is a separate pot of funding specifically for private career schools and K12 (WA CDL Grant)
* Job Skills Program
	+ Colleges partner with businesses to provide highly customized training
	+ Businesses match the award amount dollar-for-dollar (cash or in-kind) – this is often in the form of covering wages and benefits for employees to participate
* Perkins Leadership Block, Non-Traditional Employment and Training and Special Projects grants
	+ Funding is still available – colleges are encouraged to apply

## Project & program updates

* Apprenticeship Community of Practice
	+ For individuals at colleges who provide Related Supplemental Instruction for apprenticeships
	+ Three subcommittees:
		- Credit equivalency
		- Messaging for internal and external partners – develop common language re. what CTCs bring to the table regarding apprenticeships
		- Multi-occupational trade degree (MOT) – some colleges looking to bring this degree on
* Career Launch Equipment funds – need to be a Career Launch endorsed program
* Washington dual credit program deep dive workshop series
	+ Running Start – Oct. 12
	+ CTE Dual Credit – Oct. 26
	+ CiHS – Dec. 6
* In process of bringing on new program inventory coordinator and hiring a WorkForce program administrator for Worker Retraining

## Computer Science

* Focused on implementing and scaling BS in computer science programs
* Minimum of $20k per application
* Funding can be used for faculty to participate in the Equity in Computer Science workshop

## Climate Solutions

* Will be offering three sector retreats for faculty:
	+ Built environment
	+ Manufacturing, transportation, and energy
	+ Agriculture and natural resources
* Up to $59k for allocations to colleges – can be used for travel and faculty stipends

## Student services / student support programs

* Applications are being accepted for student legislative interns
* The Opportunity grant received an additional $12M allocated specifically for students enrolled in healthcare programs
* The state has appropriated $500k to administer a pilot program to subsidize costs to students that qualify for a low-income waiver and are pursing College in the High Scholl and/or Running Start
* The four colleges participating in the Mental Health Counseling and Services pilot program expanded access to mental health counseling to students – preliminary data is being gathered to be shared with the CTC system
* Supporting Students Experience Homelessness (SSEH) pilot program
	+ Expanded to include 26 CTCs in FY23
	+ The FY22 report should be available in December
	+ There are currently 29 CTCs participating in the Basic Needs Survey – the goal is to have all 34 – data will be sent to participating colleges in early winter

## Enrollment

* Headcount down 6%
* FTES down 10%
* Also paying close attention to race/ethnicity impacts

## Resources updates

* Contact Bill Belden to get on the WEC membership email list (or subscribe at <https://lists.ctc.edu/mailman/listinfo/wec_lists.ctc.edu>)
* [Recent inactive program list](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.sbctc.edu%2Fresources%2Fdocuments%2Fcolleges-staff%2Fcommissions-councils%2Fwec%2Finavtive-prg-july2022.xlsx&wdOrigin=BROWSELINK) is available
	+ Some of what’s showing up is because we’re just cleaning up now – going forward, this will be cleaner
	+ For the next round of clean-up, will work with the colleges to compare their inventory with what is in ctcLink – once we’re confident the ctcLink inventory is accurate, we’ll turn off the old system
	+ We’re also cleaning up how we’re coding; e.g., re. apprenticeships
* Professional-technical program restart grant
	+ The State Board has already fulfilled the final reporting requirements
* [Program approval guidelines](https://www.sbctc.edu/colleges-staff/programs-services/professional-technical/) were updated earlier this year

# WEC bylaws

The WEC bylaws have been revised per:

* Article II, Section 1
	+ Added objective C to align with the State Board regarding leading with equity
	+ Added objective D regarding the implementation of Guided Pathways
* Article IV, Section 4 – cleaned up language for improved clarity around voting and what constitutes a quorum
* Article VII
	+ Struck Section 2 – Officer Duties
	+ Section 4 – changed the length of the Recorder’s term from 1 year to up to 3 years

Ray Kubista moved to approve the WEC bylaws as amended. Amy Warren seconded. The motion passed unanimously.

# Next meetings

Winter – Feb. 9-10 via Zoom (TBD if gather in person regionally, about 10 colleges each)

Spring – Apr. 27-28, Clover Park Technical College

Jerry Anhorn adjourned the meeting at 11:39 am.