Feb. 29 – March 1, 2024

Highline College

Building 8 Room 130

Mt. Constance/Olympus Conference Room

Feb. 29, 2024

# Call to order

WEC President Dani Trimble called the meeting to order at 8:49 am.

Highline VP of Institutional Advancement Josh Gerstman welcomed WEC members to Highline College, stressing a shift in messaging from students needing to be college-ready to colleges needing to be student-ready. He also encouraged WEC participants to ask employers what they’re doing to be employee-ready (e.g., onboarding, orientation, culture), to invite them to be engaged, and to let them know we can be a resource to them.

# WEC business meeting

## Introductions of members

Members introduced themselves. Paulette Lopez (Grays Harbor) announced this would be her last WEC as she has accepted a dean position at a college in California.

## Approval of WEC fall meeting minutes

Lauren Hadley (Shoreline) made a motion to approve the minutes of the WEC fall 2023 meeting. Skye Field (Yakima) seconded. The motion passed unanimously.

## Treasurer’s report

WEC Treasurer Rickitia Reid reviewed the treasurer’s report, noting a balance of $39,281.78 as of Feb. 29, 2024. A few colleges have not sent in their dues for the current year.

Daneen Berry-Guerin (Big Bend) made a motion to approve the treasurer’s report as presented. Veronica Wade (Seattle Colleges) seconded. The motion passed unanimously.

## Review of agenda

Dani provided an overview of the agenda, reminding all that there will be a roll call vote tomorrow regarding the skill standards and encouraging all colleges to have their voting member or proxy present.

# Association of Washington Businesses (AWB)

– Samantha Canard, AWB Institute

AWB’s spring meeting will be May 8 in Vancouver, WA. Visit the website (<https://www.awb.org/event/spring-meeting-2024/>) for more information and to register.

The most recent quarterly employers survey was conducted in January 2024. Over 500 businesses contributed, mostly members of AWB (the state’s chamber of commerce). A survey more focused on manufacturing is conducted separately.

The winter 2024 employers survey indicated there is growing optimism for the first time in over a year, with half anticipating growth over the next six months, though inflation continues to be an issue, though lessening. Compared to a year ago, employers reported less difficulty filling open positions and fewer supply chain disruptions.

Top challenges facing businesses were inflation (57%), government regulation (55%), lack of qualified workers (51%), overall tax burden (50%), and cost of health care (49%). Top public policy issues identified were overall tax burden (61%), homelessness (55%), housing (41%), workforce (40%), and public safety (39%).

Most employers are attempting to fill 1-3 (35%) open positions or not at all (38%). Most starting wages are over $25/hr (36%). Most job openings have a minimum education requirement of high school diploma or GED (49%).

Top strategies to attract and retain talent included health care insurance (80%) and paid time off (75%).

Also see AWB’s Vitals page (<https://www.awbinstitute.org/vitals/>) for current data that can be filtered by county or MSA (metropolitan statistical area).

# Washington State Labor Council (WSLC)

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

(presentation available in WEC packet online)

WSLC’s legislative priorities include HB 1893, which would allow workers to access unemployment insurance after four weeks of striking.

WSLC participates in the Registered Apprenticeship 101 Roadshow in partnership with Washington STEM, Career Connect Washington, and Washington State Department of Labor & Industries, engaging stakeholders such as community and technical colleges, career and technical educators, high school counselors and employers. Events have been held recently in Vancouver, Anacortes, and Renton. The next event is April 10 in Bremerton, and currently scheduling events in Spokane, Yakima, Wenatchee, Tri-cities, and Tumwater. Reach out to Rachel if interested in scheduling locally.

WSLC was recently awarded a UI navigator grant to provide outreach, education and support to underrepresented community members. Point of contact is Michael Pichler, mpichler@WSLC.org.

After over 33 years of service, Kairie Pierce recently left WSLC for position with the Washington State Department of Commerce as the innovation workforce sector lead.

# Liaison reports

## Continuing Education Council (CEC)

 – Mike Nilsen, Green River

CEC is focusing on pooled enrollments for continuing education across colleges, especially beneficial for smaller programs that do not have the funds, bandwidth, or community population to stand up their own programs. This requires synchronous online instruction or smaller pools for in-person instruction.

CEC is also working on getting more colleges involved with the Job Skills Program by providing training and mentorship.

More colleges are offering kids summer camps to get youth engaged and introduce them to pathways, as well as for parents to see the value of coming to campus. Most have a focus on STEAM.

## Council for Basic Skills (CBS)

No report.

## Baccalaureate Leadership Council (BLC)

No report. Need to designate a liaison.

## Articulation and Transfer Council (ATC)

– \_\_\_\_\_

ATC is discussing the academic side of AI and how it’s going to transform work. They are also working on an updated version of WAOL (Washington Online) for course-sharing. They will be brining a new common course number for education related to diversity. They are also considering ways to shorten the development pathway, so students are more likely to transition to and complete an associate degree program.

## Instruction Commission (IC)

– Marie Bruin, SBCTC

Course-sharing is also top of mind for IC. WAOL is no longer feasible, so looking for alternate. Direct Course Share is an option, but it doesn’t have all the elements needed. Working with data governance group to identify alternate.

A list of revised modalities recently went out across the system.

They, too, are looking at AI – how it impacts students, programs, governance. They are setting up committee for additional discussion. There may be a statewide Zoom meeting for discussion to think about how we scope out AI.

## Library Leadership Council (LLC)

No report

## eLearning Council (ELC)

No report

## Diversity and Equity Officers Commission (DEOC)

No report. Need to designate a liaison

## Research and Planning Commission (RPC)

No report.

## Guided Pathways Advisory Council (GPAC)

No report.

## Student Services Commission (WSSSC)

No report.

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

No report.

# Professional development: building inclusive advisory committees

– Lauren Hadley, Director of Workforce, Shoreline College

Lauren provided her insights on building inclusive advisory committees, based on her extensive research and direct experience.

She first stressed that they are advisory *committees*, not advisory *boards*; making the distinction that committees make recommendations, whereas boards make decisions.

For them to be able to advise, they need time to talk, so consider strategies to get faculty and other college representatives to talk less; e.g., put college reports at the end of the agenda.

## Donor cultivation cycle

1. Identify your employer partner
2. Cultivate them – involve them in your programs (invite donors to get involved with advisory committee)
3. Solicit – ask them to give to your program
4. Recognize – don’t underestimate a certificate they can hang in their office
5. Stewardship – honor their contribution

## Indispensable traits of high-performance advisory committees (per Scott Newman):

Formal leadership structure – make sure volunteers are running meetings and coming up with agenda items. Go over agenda so they know what to talk about (prep in advance, follow up after).

Careful management of members – ask current members and faculty, “Whose voices are missing?” Set clear expectations around what their commitment is.

Diversity of membership – employers/employees/labor; small/big companies; areas of expertise. Be intentional about inviting them.

Effective use of face-to-face time (strive for the college doing no more than 20% of the talking). Schedule in advance in a way that works for the committee. Send agendas in advance and annotate so they know what to talk about. If just gathering information, that can be done via a survey. For inspiration on agenda topics, turn to the CLNA template and think about where advisory committees might be able to contribute.

Accomplish real work between meetings; e.g., subcommittee on curriculum development.

Acknowledge advisors for their contributions – appreciation dinner, letter to boss.

Extensive participation – offer opportunity to get more involved with program; e.g., interactions with students; motivational interviewing; program assessment.

## Resource guide to engaging employers (by Randall Wilson)

* Level I – advising, discussing hiring needs, advising on curriculum
* Level II – capacity building, more engagement job site tours, mock interviews
* Level III – co-designing, building pathway
* Level IV – convening sectoral partnership
* Level V – leading (years in the making!)

## Why they serve

* They received a specific invitation to participate with an acknowledgement they’d be a good fit.
* They enjoy networking with their peers (not as effective when meeting by Zoom).
* They feel they make a difference.
* They appreciate seeing learning outcomes adapted based on their input.
* They enjoy engaging directly with students – poster sessions, mock interviews, etc.

To create a sense of belonging, provide new members with an orientation; ideally, one-on-one. Provide an introductory letter, handbook, and roster (so they know their peers). Welcome and make introductions. Invite participation – if someone has not yet spoken, call them by name and ask what they’d like to add. Be intentional about who is invited to chair the committee – seek diversity and invite in advance.

## Worker retraining advisory committees

* WRT is a general advisory committee, looking at what the college is offering as a whole
* Some colleges have representatives from each committee; others look at members from representation of groups looking at high level
* Community-based organization representatives

# BLC collaboration

– Michael Reese

Roughly a third of WEC members regularly attend the Baccalaureate Leadership Council (BLC) meetings. BLC is wondering if quarterly meetings could be coordinated around the same week and same college, or at least once annually.

BLC typically meets Monday/Tuesday, whereas WEC is typically Thursday/Friday. Could WEC occasionally be Wednesday/Thursday? Given there is a lot of overlap in content, could we get to one day for each? Could the two councils merge? Trying to get two separate entities is probably more difficult than working as one. Perhaps compare agendas and workplans for the past couple of years to see where there is common ground.

Mike will look at finding a common location and week for the fall meeting, as well as explore having a shared executive meeting in the summer.

(See survey: rebrand.ly/wec-blc.)

# Skill standards

– Ann Avary & Jamie Wells

Project scope:

* Comprehensive review and update of the 2012 professional technical skill standards
* Identify, map, and integrate DEI competencies to the updated standards

Four phases:

* 2020-21 – project development, planning, organization
* 2021-22 – faculty focus groups identified and implemented to review and update the eight critical work functions (CWF) within the skill standards; given the trailblazing nature of their work, the DEI group focused just on CWF D – provide student instruction
* 2022-23 – Data analysis, verification survey, plan for completion of DEI competencies
* 2023-24 – DEI faculty focus group re-convened; completion of DEI alignment, system confirmation survey

Two systemwide faculty surveys were conducted. The first was in January 2023 to verify the updated CWFs (Likert scale). Systemwide participation included 745 responses, well beyond the target of 400, and at least 21 colleges (some respondents did not identify their college).

The second survey was in January 2024 to confirm the ten DEI instructional approaches (narrative response). Systemwide participation included 291 responses, well beyond the target of 50, and representation from at least 29 colleges.

What did we learn from surveys?

* Faculty are engaged and committed to student success, access, and inclusion
* Faculty provided detailed and thoughtful narrative responses in the second survey
* Identification of themes to inform future work
* Faculty deeply invested in informing the future of this work

Considerations & recommendations from project consultants:

* Formation of an ongoing work group, led by system leadership, to guide and inform the next iteration
* Continued engagement with professional technical faculty, systemwide, to inform subsequent work going forward
* Project needs to be elevated to a level where future work can be planned and executed with proper resources and leadership

At the spring 2023 meeting, WEC approved motions to a) coordinate submission of a Perkins Special Project fund to continue the work, b) approve CWF D with the integrated DEI competencies, and c) recommend to the Instruction Commission (IC) to approve the updated 2023 skill standards. IC opted to defer action until we got to where we are today.

Motion A: In recognition of our vote last spring, I move to approve the updated and integrated DEI competencies into the Critical Work Functions (A-H). Replacing our prior vote, this vote approves the updated 2024 Skill Standards for Professional Technical College Instructors as presented in today’s meeting.

Motion B: (Dependent on Motion A passing) I move that WEC recommend the updated 2024 Skill Standards for Professional Technical College Instructors, as approved in Motion A, for systemwide approval and adoption by vote for the Instruction Commission.

The deans and VPI at one college had hoped the updated skill standards would have more DEI language infused. However, the consequence of them not being approved as updated is that we continue with the 2012 version. Also keep in mind that there is nothing keeping any college from doing more.

# Committee reports

## Student Success

– Pryanka Pant (LWIT)

The committee discussed how campuses have different structures for workforce, EAG, etc., adding it would be great if housed together for better support of students. There’s no clear guidance from the state board on how to put buckets of money together.

A community of practice for each grant could be helpful to bring people together to leverage money and provide support.

## Pathways

– Yuritzi Lozano (WVC)

1. Washington Career Pathways – funded through Perkins Leadership to create pathway maps, designed to support all colleges. Would like to share more at spring meeting.

Survey about career exploration tools. K12 is working toward adopting statewide career pathways tool. Can we explore similar possibility for CTE? How do we pull thread from K12 into colleges?

1. CTE dual credit policies and practices. It would be helpful for high schools to have maps of how CTE credit applies to college pathways.

## Future of Workforce

– Michael Reese (Bellevue)

Still do not have a chair!

Two action items. Some overlap with pathways.

1. CTE dual credit – Proviso working on regional approach to articulations, processes. Early stages of replacing SERS tool.
2. Where does career services live? Varies from one campus to the next. Talked about best practices. Areas of interest: Canvas modules. Why is it hard to place students in work-based learning environments at 100 and 200 levels? How does this work get integrated into guided pathways?

## DEI Professional Development

– Warren Takata (RTC)

This committee is working on finalizing panelists and questions for the spring meeting, i and making sure the panelists can talk about working with non-trad students and best practices.

# Voting items discussion

– Dani Trimble

Up for vote tomorrow:

1. Adoption of bylaws. Revised in October, reviewed at fall meeting. Information available on the WEC website (hosted on SBCTC website), resources, link to bylaws.
2. Proposal from prof-tech CCN (common course numbering) committee regarding a proposal for 300 and 400 level coursework in behavioral health. This is the first proposal for CCN for BAS programs. BLC and ATC have recommended it come to WEC for vote. If approved, then it will go to IC for final approval.
3. Skill standards (roll call vote).

To meet quorum, need to have at least 23 colleges represented. To pass, need to have 2/3 of voting colleges in approval.

Dani adjourned the meeting for the day at 4:16 pm.

March 1, 2024

Dani reconvened the meeting at 8:48 am

# Motions & voting

– Dani Trimble

1. Adoption of bylaws

Jason Boatwright (Clover Park) made a motion to adopt the bylaws as revised in October 2023. Jo Ann Baria (Pierce) seconded the motion. The motion passed unanimously.

1. Recommend approval of the CCN proposal

Daneen Berry-Guerin (Big Bend) made a motion to recommend approval of the CCN proposal. Yuritzi Lozano (Wenatchee Valley) seconded the motion. The motion passed unanimously.

1. Skill standards, motion A

Veronica Wade (Seattle Colleges), in recognition of our vote last spring, made a motion to approve the updated and integrated DEI competencies into the Critical Work Functions (A-H). Replacing our prior vote, this vote approves the updated 2024 Skill Standards for Professional Technical College Instructors as presented in today’s meeting. Lauren Hadley (Shoreline) seconded the motion. The motion passed with 32 in favor, one opposed.

1. Skill standards, motion B

Sidney Weldele-Wallace (Green River) made a motion that WEC recommend the updated 2024 Skill Standards for Professional Technical College Instructors, as approved in Motion A, for systemwide approval and adoption by vote for the Instruction Commission. Kyle Winslow (Columbia Basin) seconded the motion. The motion passed with 32 in favor, one opposed.

Dani encouraged all to talk with their VPI so they can make an informed vote.

# Centers of Excellence update

– Ann Avary (Marine Manufacturing), Dan Ferguson (Allied Health), Sam Kaplan (Global Trade & Supply Chain Management) Lindsey Williams (Agriculture & Natural Resources)

Center directors reported on their evaluation of multiple data analytics platforms, finding Chmura represented the highest data sources.

When turning to the Centers for assistance with data, consider the following:

* Importance of using multiple data sources to support development of a fuller, more accurate picture
* What you want to know or the question you’re trying to answer.
* Budget
* Timing – plan as far in advance as possible

Examples of how data is used include:

* Monthly Jobs Snapshot – job titles, who’s hiring, critical skills
* Education profile
* Staffing patters
* Skills gaps – shows where jobs are by sector, including wage data, education requirements, demand, forecasted growth, demographics, etc.
* Job ads for insight on required soft skills

Chmura is a subscription-based platform. The Centers have a joint subscription and their own access key. It is not broadly open to individual colleges unless they have their own subscription.

The main difference between Lightcast (used by several colleges) and Chmura is suitability in rural areas. All tools have their strengths and weaknesses, so colleges are encouraged to use multiple data sources. The Employment Security Department is redesigning their systems with the goal to be able to provide comparable information.

# Hot topics

Do colleges still have application fees for selective entry programs? If they’ve removed them, how did they overcome any resistance?

* Recognizing the fees pose a barrier especially for low income students, some colleges have questioned why they’re charging people to come to them and have removed the fees with little or no resistance. They may replace with program fees.

Does anyone have a set policy and procedure for College in the High School faculty credentialing, and how does it align with CTE dual credit? We’re working on having classes that can operate within both programs, as well as align with standard campus credentialling policy.

* The NACEP (National Alliance of Concurrent Enrollment Partnerships) standard is that credentials of high school instructors align with what is expected of college instructors teaching the same course.
* Clover Park is transitioning away from CTE dual credit and fully toward College in the High School. MOU is proof of articulation and should therefor still satisfy the Perkins requirement.
* The CTE Dual Credit proviso pilot is looking at establishing clearer guidelines and package of options that are easy to navigate.
* Not all colleges require a B or better for CTE dual credit; e.g., Shoreline and Peninsula have changed to C/2.0.

# SBCTC report

## Industry demand

– Carolyn McKinnon, policy associate

Team members: Danny Marshall, Vicky Chungtuyco

### Projects

* Incumbent worker strategies, micro-credentials, non-credit credentials
* Ed Design Lab Micro-pathways Community College Lab – see Seattle District’s micro-pathways for examples
* Law enforcement & corrections workforce needs assessment – interested in learning about how people enrolled in (or graduated from) non-criminal justice programs might be enticed to envision themselves in a career in law enforcement (study due to Legislature this October)
* Firefighter / Fire Sciences / Emergency Services Training & Education Committee – sponsoring a work group in partnership with the HSEM Center of Excellence and the State Fire Marshall’s office

### Programs

Job Skills Program (JSP) – short term training – employer matches dollars 1:1 (can be wages and benefits for employee time). FY25 round 1 proposals due May 2. Last year was quite competitive.

Commercial Drivers Licensing (CDL) Fund –FY24 funding was awarded to CTCs through a competitive application for development of CDL expansion over three years. Some funds may be returned to the system to make available to other colleges. Contact Danny Marshall for information.

Workforce Development –Can be used to attend to changing needs of employers, industries, prospective students. Applications are due April 4. Very competitive – last year there $4M requested for $1.5M available.

### Centers of Excellence

Looking for volunteers to serve on COE site review teams (two state board, WEC member at large, WEC executive, VPI). Total commitment is four to four-and-a-half hours, including actual site visit and prep.

## Sector response

– Anna Nikolaeva-Olson

Team: Shanna McBride, Megan Harper

### Worker Retraining

The presidents are currently working how to recalculate the base allocation. No changes to the application.

### Early Achievers Grant

Expect to see an increase of childcare providers in 2026. Legislators are wondering why students are not applying for Washington Achievers grant (too complicated). Requested funding for staffing position on each campus for early learning. Did not see that translated to Senate or House budget.

### Hospital Employee Education and Training (HEET) Grant

This is a competitive application. Due April 11.

## Work-based learning

– Genevieve Howard

Team: Karin Gitchel

### Career Launch, Aerospace 1000, and Aerospace Apprenticeship

Partnering with Pacific Northwest Aerospace Alliance (PNAA) to do student survey regarding perceptions of the aerospace industry.

The mid-year and year-end report templates have been modified to include just five components. The report is required even if funding is permanent, as the state board is still required to track if the funds are meeting the original application intent.

### Apprenticeship

The program inventory work is complete. Went from 160 to 204 Washington State Registered Apprenticeship programs.

The new plan code implementation will go into effect by July 1, moving from “Non-award” to “Prof Tech”. Move to require related supplemental instruction (RSI) be available via the colleges, as it would mean students would be eligible for financial aid.

Washington College Grant for Apprentices (WCG-A) Apprenticeship students will apply through online application process – streamline process and minimize use of quick admit. Currently, most of our apprenticeship students do not realize they’re a college student because they do not fill out the application themselves

### Funding updates

Aerospace 1000 – Redistribution of 91 FTES @ $8K; funded six applications for $728K.

Career Launch Enhancement FTES – Redistribution of 45 FTES @ $8K; funded five applications for $360K.

Career Launch Capital Equipment – Funded 16 applications for a total of $3,975,162. The remaining $1,024,838 will be available in a second open and competitive process, March 7 – April 4. Colleges can reapply even if already award.

## Program support

– Bill Belden

Team: Kimberly Ingram, Shelby Means

For current biennium, we’ve received maintenance funding, nothing new.

### Legislative

HB 2155 – credential registry legislation – Its intent is to create a registry of all program across the state (2-yr, 4-yr, private/public, credit/noncredit), maintained by Workforce Board. With input from the VPIs, have submitted a request for $9M (staffing, technology, etc.), which was met with lots of push-back (isn’t this just reporting data?). We are concerned this will come back next year. There may be proviso this year to move from planning stage this year; if so, the ask is that all be engaged.

HB 2236 – Core Plus programs – There is interest in creating a framework for the Core Plus program to grow in the state, possibly building a pathway in allied health. We’ve asked about opportunities someone out of high school would with this. There is lots of support and we expect it to pass. Core Plus has been funded out of OSPI; this would make it available for direct funding.

### Rail industry discussions

The rail industry reached out to us about bringing programs to Washington in support of the rail industry. Would like to develop programs at a couple of our sites. Don’t expect to be in this year’s budget but expect it to come back.

### CTE Dual Credit

Proviso update – Working with colleges and ESD 189 (Bellingham Technical, Everett, Skagit Valley, and Whatcom) to move this work forward. ESD 189 also received Gates funding to leverage this project.

### Perkins

CLNA feedback will be sent by March 8. Learning about what is impacting colleges and what’s happening to reduce barriers. A lot of the feedback will be commendations. Other feedback will be asking for additional detail, especially ensuring strategies and need are apparent. The goal is that when submitted with your Perkins Plan, we’ll be able to approve the budgets and there will be clear ties to how the budget requests are in response to addressing gaps and needs.

ctcLink workforce reports – A lot of colleges want more and current data, more recent. We are working on reports that will help fill gaps.

### Perkins Workforce Grants

– Kimberly Ingram

Perkins Plan – due April 11 – Going forward there will be a rotating two-year application, with a different set of questions each year. This is in response to the Department of Education’s request for certain questions to be added. Colleges will not have to recreate the full programs of study verification form annually; just updates.

Leadership Block and Corrections – due May 2 – Leadership Block is funded at $30K per college, not competitive.

Non-trad, Special Project – priority deadline May 2 – Non-trad funding has been increased from $30K to $100K for the system. This is a competitive application.

### Program approval updates

– Bill Belden

Expect to launch the updated PAR application soon (website and program inventory). When a college submits a new PAR, the registrar, financial aid, and VPI will be notified. Only the VPI can authorize a new program to be submitted (or their delegate). Once approved, will submit to ctcLink and create a ticket. Up to the college to verify ticket.

Currently only prof-tech, but eventually also academic/transfer, BAS, apprenticeship, IBEST. Can include CNED (non-credit), but not required.

## Gainful employment updates

– Summer Kenesson, SBCTC

The new Gainful Employment rule is expected to proceed, effective July 1, 2024. The state board is working on lessening the reporting burden on the colleges. They are working confirming definitions, confirming reportable programs and students, extracting and cleaning data, converting data to a format that can be uploaded, and risk analysis and historical reporting. If possible, they will also work with colleges to assist with the upload process.

Based on historical data, it looks like the number of programs across the system that would be at risk based on the new metrics is small, with the only concern being the ‘earning premium’ metric.

Communications will go out via listservs and webinars as work progresses. Once the reporting is done, the state board will turn its attention to the Gainful Employment certification process (Dec. 1, 2024), guidance on any failing program compliance requirements (July 2026), notifications for any D- programs, staying current with developments, and service as a point of contact for the colleges and the Department of Education.

Summer is available to come to colleges to help.

# Next meeting

May 9-10, 2024, Columbia Basin College

Dani adjourned the meeting at 12:22 pm.