Oct. 17-18, 2024

Whatcom Community College

Syre Student Center

Oct. 17, 2024

# Call to order

WEC executive chair Michael Reese called the meeting to order at 8:38 am.

President Kathi Hiyane-Brown welcomed WEC to Whatcom Community College, stressing the importance to invest in and to advocate for funding for workforce development and a skilled workforce.

# WEC business meeting

## Introduction of members

All present introduced themselves, including roughly a dozen who were attending their first WEC meeting.

## Approval of WEC spring meeting minutes

JoAnn Baria of Pierce College made a motion to approve the minutes of the spring 2024 WEC meeting; Ray Kubista of Bellingham Technical College seconded. The motion passed unanimously.

## Review of agenda

Michael provided an overview of the agenda, noting committee work is replaced with workgroups that will focus on topics directly related to advancing the workplan and will evolve as needed, rather than standing committees. There is no expectation for workgroups to meet between WEC quarterly meetings.

## Treasurer’s report

An official treasurer’s report was not available; however, Rickitia reported WEC has a balance of about $30K.

## Votes

### 2024-25 registration fees

As WEC’s balance of $30K is higher than any other council’s, WEC executive recommended waiving dues for 2024-25; there was no opposition.

### P/TCCN proposal – soils course

Several colleges have collaborated on the development of a soils course. It has gone out for comment with no adverse comments received. Jason Boatwright of Clover Park College made a motion to recommend the course for approval; Wendy Fox of Olympic College seconded. The motion passed unanimously.

# Association of Washington Businesses (AWB)

– Carolyn McKinnon, SBCTC, for Erika Borg, AWB Institute

Colleges needing business representatives for advisory committees may reach out to Erika or Samantha at AWB for referrals.

The spring 2024 edition of AWB’s *Washington Business* featured an article on Washington community and technical college automotive programs adapting to meet the growing demand for electric vehicle technicians.

Refer to AWB’s Recover Vitals website to keep an eye on key metrics regarding Washington’s desired future such as: unemployment rate, new jobs created, medium household income, per capita personal income, residential building permits, taxable quarterly retail sales, civilian labor force participation rate, gross domestic product, and others.

AWB’s January 2024 employer survey showed 56% of employers were struggling to find qualified labor; the summer 2024 survey showed that had softened to 41%.

# Washington State Labor Council

– Rachel McAloon, WSLC

WSLC recently held a workshop on advisory committees featuring panelists from the Construction Center of Excellence and Renton Technical College. Colleges can complete WSLC’s online form (<https://docs.google.com/forms/d/e/1FAIpQLSeatiasXiicYVanP6b3dea__ASyQk7Y3eXs3Yj15H2uoq4JYQ/viewform>) for WSLC’s assistance with finding labor representatives to serve on advisory committees. The more information provided, the better the outreach they’ll be able to do.

Other services offered by WSLC:

* Statewide training regarding how unions function, recent changes in national organizations, and key workforce issues from a labor perspective
* Classroom presentations or employment events provided by local union members, labor liaisons or others
* Coordinate and convene regional roundtable discussions to discuss workforce needs

WSLC was recently awarded a Department of Labor grant focused on the hospitality sector.

Email lpoplack@wslc.org to sign up for the WSLC quarterly newsletter.

# Centers of Excellence

– Brianna Rockenstire, Center of Excellence for Information & Computing Technology

Each of the 13 Centers of Excellence is focused on a key industry sector in Washington and plays a statewide supporting role. The newest Center is Hospitality, hosted at Columbia Basin College.

Among many other things, their role includes providing real-time industry and economic impact data, assisting with program development, and offering faculty professional development; for example:

* Coursera Generative Artificial Intelligence Academy – free for college faculty and staff through Dec. 31 ([coeforict.org/coursera](http://www.coeforict.org/coursera))
* Faculty professional development funds for IT ([coeforict.org](http://coeforict.org)) and cybersecurity ([coecyber.io](http://www.coecyber.io))
* Professional-technical faculty basic boot camps, Nov. 8, 15, and 22 ([campusce.net/greenriver](http://www.campusce.net/greenriver))

And these upcoming events:

* Criminal justice leadership workgroup, Bellevue College, Oct. 21 ([coehsem.com/our-services/](https://www.coehsem.com/our-services/))
* Cybersecurity townhall – cyber range, virtual, Nov. 8
* Latinx health workforce development symposium, Big Bend Community College, Nov. 15 ([wa-ahcoe.info/4efwL6r](https://wa-ahcoe.info/4efwL6r))
* Diversity & inclusion summit, Renton Technical College, Nov. 21 ([lp.constantcontactpages.com/ev/reg/57w8949](https://lp.constantcontactpages.com/ev/reg/57w8949))

# 2024-25 WEC work plan overview

– Michael Reese, WEC Chair

Though there may be some standing committees, WEC members will generally serve on workgroups focused on topics that will advance the workplan. They will still report out and will have specific deliverables; however, there will be no chairs and no expectation of meetings between WEC meetings. Workgroup topics will change as needed to align with the work plan.

Guidance from the Instruction Commission:

Goal 1: Skill standards implementation

* All campuses will have adopted the updated skill standards by June 2025 (main change is integration of DEI competencies)
* Make it easier for deans to explain what, why, and how
* Develop communication tools; e.g., slide deck, one-page summary, videos
* Tech updates to ProCert
* Profession development (e.g., updated skill standards integrated into boot camps and Deans Academy)

Goal 2: Data tools, data results, partnerships

* Integrate Guided Pathways
* Continue conversation with ESD regarding access to labor market information, et. al. (versus many colleges paying for Lightcast)
* Anything to make the CLNA easier to do

Goal 3: K12 dual credit

* Get ahead of legislation
* CTE dual credit is great when it’s done right, yet only 3% of credits get applied to community colleges

Goal 4: Workforce partnerships

* Collaborations with the Washington State Employment Security Department (ESD) and the Workforce Development Councils (WDCs)
* Community and technical colleges are obligated to share Center costs – the fee is supposed to be negotiated, yet too often it seems the colleges are just billed

WEC members shared other areas of interest: pooled classes; digital accessibility; industry support for standing up high-demand programs; shared courses and common course numbering in support of statewide process for CTE dual credit; ensure AFT/CBA alignment with mandated professional development considerations; advisory committee discussions and regional partnerships; non-credit to credit crosswalks; credit for prior learning; and, marketing outside regional areas.

# ProCert demonstration

–Greg Gamble and Bill Belden, SBCTC

With input from multiple community and technical college stakeholders, several improvements to ProCert were identified, implemented, and will soon be deployed.

Certification expiration dates will default as follows:

| **Start date** | **Expiration date (3 years later for initial; 5 years for standards)** |
| --- | --- |
| Fall quarter | Dec. 31st |
| Winter quarter | March 31st |
| Spring quarter | June 30th |
| Summer quarter | Dec. 31st (same as fall start) |

Start dates can be back-dated up to three years.

Faculty will be able to self-attest if they participated in new faculty orientation.

Reporting tools aligned with Perkins requirements are in development.

Currently set to allow the option of completing the skill standards self-assessment based on the 2012 or the 2024 version of the standard; the 2012 option will go away after June 30, 2025.

Admin access has been expanded. Admins can modify reminders and set required standards beyond what is required legislatively (but cannot de-select legislatively required standards). Additionally, college admins can select all standards for the self-assessment but limit the focus of the professional development plan standards.

Adjunct faculty are required to complete the skill standards self-assessment and professional development plan if in the four most recent quarters taught within the past two years their teaching load is at least two-thirds. Adjunct faculty members who get to this threshold only by teaching in multiple colleges are not required.

Colleges that are not currently using ProCert may request access via Greg Gamble (ggamble@sbctc.edu).

# CTE dual credit proviso

– Sinead Fitzpatrick Plagge, Education Service District 189

Year 1 of the 2-year CTE dual credit proviso pilot was focused on onboarding, establishing the vision, reviewing CTE dual credit intent and purpose, and reviewing and updating processes.

Year 2 is focused on actualization of the vision. The focus is on two sectors: computer science / information technology and advanced manufacturing / engineering. Another workgroup is focused on processes and forms related to registration, articulation agreements, and transcription. The hope is to eventually replace SERS, possibly using ctcLink.

# Workgroup reports

## DEI professional development

– Ferdinand Orbino, Seattle Colleges, Loyal Allen Jr., Highline College

This workgroup plans to conduct and intercultural development inventory in winter 2025 and present the results in spring 2025, followed by a presenter in fall 2025.

## Data

– Chris Pelchat, Spokane Falls Community College

Challenges with the CLNA:

* What are the sources?
* How is it used?
* How can it inform decisions?
* How do we expand data literacy across campus?
* Can we contract/compare with other colleges?

They also identified needs for training for institutional research about workforce needs and a list of ctcLink accesses needed for workforce deans.

## CTE dual credit

– Michael Reese, Skagit Valley College

Despite the current lack of dedicated funding, no one wants to get rid of CTE dual credit. The proviso work is impactful, particularly having the presence of facilitators to bring stakeholders together. Still, funding is needed to sustain this work – maybe FTE to fund this; perhaps additional staffing at each Education Service District. They also discussed the possibility of aligning teacher credentialling with that of College in the High School.

## Workforce Partnerships

– Kelli Johnston, Tacoma Community College

Most colleges are paying anywhere from $900 to $2,000 per month. Further research on who the WDCs are making these calculations is necessary. This workgroup is also looking for how demand/decline is determined.

Michael adjourned the meeting for the day at 4:10 pm.

Oct. 18, 2024

Michael reconvened the meeting at 8:43 am.

# Liaison reports

## Continuing Education Council (CEC)

 – Rachelle McGuiness, Pierce College

CEC is meeting next week. They will be receiving training on financials; e.g., how to build course fees and calculate overhead, etc. They are also working on pooling of courses and digital badging. Based on 14 participants in a survey of all colleges, community and continuing education generated $32.5M in revenue, served 41,339 students (duplicated headcount), provided customized training to 323 companies, and offered 66 new courses in 2023-24.

## Council for Basic Skills (CBS)

– Michael Reese, Skagit Valley College

CBS is meeting next week. They are having lots of conversations regarding dual credit and I-BEST.

## Diversity and Equity Officers Commission (DEOC)

No report

## Instruction Commission (IC)

– Mike Potter, Lake Washington Institute of Technology

A math placement summit is scheduled for Nov. 7-8, 2024.

Their committee structure will include dual credit (may be interested in creating a Dual Enrollment Council), college transitions, transfer, workforce development, and learning strategies and innovation.

There is interest in creating a common BAS in behavioral health.

## Articulation and Transfer Council (ATC)

No report

## Baccalaureate Leadership Council (BLC)

– Mary Jane Oberhofer, Tacoma Community College

BLC held its first all in-person meeting since fall 2019, with 40 in attendance. BLC will be meeting via Zoom in winter quarter and in-person in spring. BLC and WEC are working on coordinating dates and locations of quarterly meetings to minimize travel expenses and work impact for those who attend both.

## Research and Planning Commission (RPC)

No report

## Guided Pathways Advisory Council (GPAC)

No report

# Federal grant partnerships

## Scaling innovations

– Irene Shaver, SBCTC

Federal funding is available especially for workforce programs; e.g., building existing programs, technology upgrades, green energy programs, et. al. Just this year, the Washington CTC system received $11.3 million. See the report “Maximizing Federal Funding Impact on Workforce Development in Washington State” ([edstrategy.org/wp-content/uploads/2024/09/Maximizing-Federal-Funding-Impact-on-Workforce-Development-in-WA\_Final.pdf](https://edstrategy.org/wp-content/uploads/2024/09/Maximizing-Federal-Funding-Impact-on-Workforce-Development-in-WA_Final.pdf)) and the “Washington Federal Funding Priorities Roadmap Project” ([governor.wa.gov/sites/default/files/2023-12/WAFederalFundingRoadmapProjectFinalReport.pdf](https://governor.wa.gov/sites/default/files/2023-12/WAFederalFundingRoadmapProjectFinalReport.pdf)).

### Tribal Stewards: Cultivating Tribal Leadership & Equity in Natural Resource Stewardship and Climate Resilience

This project is focused on redesigning natural resources to serve Tribal students and Tribal workforce needs. Five Tribes and six colleges are currently participating but hoping to expand to 18. Needs for faculty training regarding natural resources, curriculum and how to work with Tribal sovereignty have been identified.

Ways to get involved:

* Annual government-to-government summits
* Community of Practice sessions
* Self-fund (e.g., Perkins) the model
* Tap into the OER curriculum repository

### Washington Consortium for Undergraduate Research and Equity (WA CURE)

The goal of this project is to support colleges in expanding course-based undergraduate research experiences so all students can do hands-on research, benefit from improved outcomes, and be more competitive in transfer and job opportunities.

Annual offerings include:

* Faculty Learning Community to learn how to create inclusive CUREs
* Drop-in Community of Practice to explore best practices, share curriculum, connect to research project opportunities, and build community
* Academy for college teams to cultivate leadership, establish strategic action plans, and initiate the expansion and institutionalization of undergraduate research
* Student- and faculty-facing events related to human subjects research, research career skills and preparation, and connections to paid research opportunities and networks

Recruitment for 2025-26 will begin in spring 2025.

## NSF funding opportunities for 2-year colleges

– Kalyn Owens, NSF (kowens@nsf.gov)

The Advanced Technological Education (ATE) program ([new.nsf.gov/funding/opportunities/ate-advanced-technological-education](https://new.nsf.gov/funding/opportunities/ate-advanced-technological-education)) has funds available for the improvement of technical programs. Projects must have a two-year college in the leadership role and include a focus on building partnership with high schools, universities, and industry. The deadline for the next round of proposals is Oct. 2, 2025. Opportunities include:

* Track 1 – Small scale projects up to $475K and three years
* Track 2 – Projects up to $1M and three years
* Track 3 – Consortia for innovations in technical education
	+ Two institutions: up to $1,2M over 3-4 years
	+ Three or more institutions: up to $3M over 3-4 years
* Track 4 – ATE Centers up to $7.5M over 5 years

Innovation in Two-year College STEM Education (ITYC, [new.nsf.gov/funding/opportunities/ityc-iuse-innovation-two-year-college-stem-education](https://new.nsf.gov/funding/opportunities/ityc-iuse-innovation-two-year-college-stem-education)) seeks to accelerate the impact of emerging and evidence-based practices in undergraduate STEM education at two-year colleges across the country. ITCY supports technical education transfer pathways, innovation and adaptation projects, and broadening participation in STEM for all students. Projects must have a two-year college in the leadership role. The deadline for the next round of proposals for the following opportunities is Dec. 11, 2024:

* Track 1: The Academic Experience of Two-year College Students – $500K, three years
* Track 2: Leveraging Institutional Strengths and Innovation – $500K, three years

Proposals for Planning Projects ($200K, two years) and Conferences/Workshops (award varies) are accepted any time of year.

Scholarships in STEM (S-STEM, [new.nsf.gov/funding/opportunities/s-stem-nsf-scholarships-science-technology-engineering-mathematics](https://new.nsf.gov/funding/opportunities/s-stem-nsf-scholarships-science-technology-engineering-mathematics)) seeks to enable low-income students with academic ability, talent, or potential to pursue successful careers in promising STEM fields. Annual scholarships for undergraduates are a maximum of $15K; for graduates a maximum of $20K. The deadline for the next round of proposals is March 4, 2025:

* Track 1: Institutional Capacity Building (up to $1M for up to six years)
* Track 2: Implementation Single Institution (up to $2M for up to six years)
* Track 3: Inter-institutional Consortia (up to $5M for up to six years)
* Collaborative planning (up to $100K for up to one year)

Experiential Learning for Emerging and Novel Technologies (ExLENT) promotes partnership between organizations in emerging technology fields and those with expertise in workforce development to expand practical learning opportunities for individuals interested in entering or gaining more experience in emerging and novel technology. Awards of up to $1M over three years are made for the following tracks:

* Pivots – for participants not currently enrolled in post-secondary educational programs and those who require upskilling to work in emerging technology fields.
* Beginnings – for participants who have traditional STEM training
* Explorations – for participants who are enrolled in traditional education pathways who have limited knowledge of emerging technology

Enabling Partnerships to Increase Innovation Capacity (EPIIC) supports the growth of inclusive innovation ecosystems through capacity-building efforts at institutions of higher education with limited research capacity, preparing these institutions to participate in NSF Regional Innovation Enginges at a future time. Awards are made of up to $400K over three years.

## Resources to assist grant seekers

– Matt Swenson, Green River College

Based on tips the NSF has provided on writing grant proposals, the recommendation is to start with a good idea first, rather than waiting for an announcement and then scrambling to write a proposal to fit. Be ready.

Various programs are available to help federal grant seekers:

* Division of Undergraduate Education (NSF); e.g., CCPI-STEM ([ccpi-stem.org](https://www.ccpi-stem.org/)), CCSN ([ccsstemnetwork.org](https://ccsstemnetwork.org/)), Mentor-Connect\* ([mentor-connect.org](https://www.mentor-connect.org/))
* National Institute of Food & Agriculture (USDA); e.g., TA Workshops – *by NIFA* ([nifa.usda.gov/grants/training/2024-workshop](https://www.nifa.usda.gov/grants/training/2024-workshop))
* Health Resources & Services Administration (HHS); e.g., Bootcamps, Communities of Practice ([mcucc-ta.org](https://mcucc-ta.org/))
* Federal TRIO Programs (ED); e.g., TA Workshops – *by COE / NAEOP* ([coenet.org/professional-development/](https://coenet.org/professional-development/))
* Bureau of Educational & Cultural Affairs (State); e.g., Capacity-building/TA Grants ([studyabroadcapacitybuilding.org/](https://www.studyabroadcapacitybuilding.org/))

\*Applications to the next Mentor Connect cohort are due Nov. 8, 2024. Eight-six percent of past participants have submitted an NSF ATE proposal, of which over 70% are successful (compared to an overall success rate of 26%).

# Infrastructure Funding Agreement (IFA) data overview

– Travis Dulany & Carmen McKenzie, SBCTC

The State Board (SBCTC) receives a file from Employment Security Department (ESD) each September. Data includes Social Security Numbers (SSNs) by county and indicators for Training Benefits, Dislocated Worker status, and Unemployment Insurance claimant status. SBCTC matches all records to SSNs in the SBCTC data warehouse. SBCTC aggregates data, grouping by Title II (Basic Skills), Title IV (Workforce), county, workforce development area, and college before distributing to stakeholders. WorkFirst is not included as ESD is contracted as a WorkFirst system and it would be double-dipping.

# Gainful Employment updates

– Diana Knight, SBCTC

The deadline to report program and student-specific data required by the new financial value transparency (FVT) and gainful employment (GE) regulations has been extended to Jan. 15, 2025. There are three reporting components:

* Completer list (sent to the IRS for earnings data) – colleges will have to review and apply exclusions and identify missing completers.
* Student list (used to calculate debt) – colleges will need to validate and augment with additional data (CTP program indicator, prison program indicator, invalid flag, GE program flag)
* Program list (used to determine which programs require FVT/GE reporting)

The State Board is working on building queries to support colleges in additional requirements. The goal is to cover almost all required fields, but colleges will be responsible for some additional fields.

The Department of Education will do calculations of Debt to Earnings (D/E) and Earnings Premium (EP) calculations in January. Programs that fail one or both metrics will have mandatory notification process. SBCTC will provide guidance and communication materials.

The proposed change to reduce the maximum length of Title IV programs from 150% to 100% of hours described for licensure or certification is still no hold. No action is required at this time.

# SBCTC report

## 2025 legislative session

– Carolyn McKinnon

As the economy softens, there will be less money available, and the focus will be on carefully balancing the budget. There are a lot of unknowns with new people expected in Olympia following the election.

The State Board submits one budget on behalf of the system and has included two big requests:

1. Competitive compensation ($183M) – salary increase of 6.5% for each year of the biennium to keep pace with inflation and to help with recruitment and retention.
2. Support college operations ($90M) to support the true cost of running a college.

## Industry demand

– Carolyn McKinnon

Funds for FY25 Job Skills Program grant applications have been fully awarded. FY25-27 funding has been requested at $4.8M) Applications will be available mid-to-late March 2025 (due early-to-mid May).

Colleges not currently using the Commercial Drivers License Fund but have a need should let Carolyn know.

Workforce Development funds are flexible and can be use for one-year projects. Applications will be out in early spring.

Contact Danny Marshall if interested in volunteering for Centers of Excellence site reviews (virtual, 3.5 hours):

* Clean energy (Feb. 19, 2025)
* Global Trade & Supply Chain Manufacturing (March 10, 2025)
* Aerospace & Advanced Manufacturing (Apr. 9, 2025)

Industry demand initiatives underway include the Law Enforcement & Corrections Workforce Study (identified needs, how the colleges might meet those needs, and how the State might initiate a recruitment campaign), Retail Industry Work Group (will focus on identifying what training and skills of value), and Micro-pathways Fellowship, Education Design Lab (developed framework for CTCs to implement micro pathways).

## Program support

– Bill Belden & Kimberly Ingram

The CTE Dual Credit proviso legislative report is due in December. The hope is it will be continued and expanded.

Updates to the Career Clusters Framework ([careertech.org/career-clusters](https://careertech.org/career-clusters)) will be released this month. See the Education Research & Data Center (ERDC) Dual Credit Dashboard ([erdc.wa.gov/dual-credit-dashboard](https://erdc.wa.gov/dual-credit-dashboard)) for enrollments and credit attainment and Big Blur research ([jff.org/idea/big-blur/](https://www.jff.org/idea/big-blur/)) from Jobs for the Future regarding grades 11-14.

The Program Advisory Committee Procedures document has been updated and is available on the State Board website ([sbctc.edu/colleges-staff/programs-services/professional-technical/](https://www.sbctc.edu/colleges-staff/programs-services/professional-technical/)). WEC members are asked to review and provide feedback to Bill.

See *The Great Misalignment* report ([cew.georgetown.edu/cew-reports/greatmisalignment/](https://cew.georgetown.edu/cew-reports/greatmisalignment/)) on addressing the mismatch between the supply of certificates and associate degrees and the future demand for workers.

WEC members are asked to provide recommendations for a business representative to serve on the Customer Advisory Committee (JSP/WRT).

Perkins Special Projects applications will be open again soon. To be considered, project outcomes must be completed, and funds must be spent by June 30, 2025.

### Perkins updates

When submitting budget revisions, include the CLNA question that clearly identifies the need for the budget request. If the need was identified after submitting the CLNA, okay to attach an amendment to the CLNA in OGMS, including the current state, desired state, and evidence.

Twenty-five colleges are currently undergoing monitoring. Desk audit summaries will be available by the end of November.

Colleges are asked to submit surveys and interview questions used for CLNA partner engagement ([www.surveymonkey.com/r/CLNAEngagement](http://www.surveymonkey.com/r/CLNAEngagement)).

Updated performance metric targets for 1P1, 2P1, and 3P1 will be set based on the state’s previous two year’s performance. An emailed will be sent out in Novembers to solicit input and then submitted to the Workforce Training and Education Coordinating Board (WTECB) in December.

An email will be sent when the Perkins dashboard has been updated with the 2022-23 performance data.

WEC members are asked to review the proposed changes to Perkins V and provide input (see slides 52-58 in the *SBCTC Fall 2024 WEC Update* PowerPoint presentation; [sbctc.edu/colleges-staff/commissions-councils/wec/minutes](https://www.sbctc.edu/colleges-staff/commissions-councils/wec/minutes), 2024-25 meetings).

### Program approval updates

Since the new program approval request (PAR) site launch in April, roughly 200 requests have been submitted. Colleges are reminded to make sure they approve their tickets. Also note that once a program has been deactivated, that program code cannot be used again.

### Professional-technical instruction initial certification

To determine which adjunct instructors are required to complete the certification requirements was provided, considering only the last two years of employment, calculate the credit load over their four most recent quarters (excluding summer). If 40 or more credits (i.e., average 10+ per quarter or two-thirds full-time load), the faculty member must be certified.

## Sector response

– Anna Olson

Eligibility for Worker Retraining support for displaced homemakers has been changed to separation or divorced within the past 48 months (versus previously 24 months) for consistency with other eligibility criteria. The redistribution policy has been suspended due to incremental implementation of the new base allocation. Worker Retraining enrollments were up 14% in 2023-24 compared to 2022-23.

Early Achievers enrollments hit a record 767 FTE in 2023/24, exceeding the target of 568 by 35%. All colleges’ requests for FY25 were fully funded for a total of 737 FTEs. Additional funding will be coming as Responsive Pathways is finalized.

Per SB 5582, a nursing workgroup was formed in 2023, tasked with developing a plan to reduce barriers and expand educational opportunities to increase the supply of nurses in Washington. Issues and recommendations identified:

* Based on applicant pools, interest in the profession is down; however, the pools are more diverse (especially language diversity).
* Increasing the use of simulation hours should help alleviate the barrier of insufficient access to clinical placement sites.
* Focus on removing low barriers; e.g., have a dedicated point of contact.
* New nursing faculty often feel there’s too much bureaucracy and don’t feel supported in the first few years, contributing to an approximate 30% turnover.
* Colleges have inconsistent admission practices and prerequisites, etc., making it difficult for prospective students to seek admittance to multiple programs.

## Work-based learning

– Genevieve Howard & Jennifer Dillinger

The Career Launch Endorsement application has been significantly streamlined and is live on the Career Connect Washington website ([careerconnectwa.org/apply-for-career-launch-endorsement/](https://careerconnectwa.org/apply-for-career-launch-endorsement/)). Endorsements are valid for three years and then must be renewed.

The State Board has been recognized by the Department of Labor as an ambassador for apprenticeships. Financial aid must be available for students who access related supplemental instruction (RSI) through a community or technical college.

The student supports team is a collaborative community of programs that spans workforce and student services. Core programs include: Basic Needs Act, Basic Food Employment & Training (BFET), WorkFirst delivery agreement, compliance & monitoring, and integrated service delivery. Integrated programs include: mental/behavioral health pilot program, Opportunity Grant, Supporting Students Experiencing Homelessness, and Student Emergency Assistance Grant.

WorkFirst allowable programs have been expanded to include AA/AAS, AA-DTA, and transfer degrees. WorkFirst is focused on increase work study programs.

# Next meeting

Winter 2025, South Seattle College, Feb. 6-7, 2025

Spring 2025, Yakima Valley College, May 8-9, 2025

Michael adjourned the meeting at 12:20 pm.