# WORKFORCE EDUCATION COUNCIL

## 2024-25 WORK PLAN

The Workforce Education Council (WEC) is a council of the Instruction Commission (IC) and the Washington Association of Community and Technical Colleges (WACTC). In collaboration with representatives of the State Board for Community and Technical Colleges, the Centers of Excellence, organized labor, and the Association of Washington Business, WEC explores and develops initiatives to improve access to workforce training, boost local economic development, and expand services for dislocated workers in the state.

**Guiding Principles: The WEC work plan will align with the following objectives:**

* To provide ongoing education and training to WEC members in workforce education issues.
* To assume and maintain leadership in the promotion and support of workforce education at the local, state, and federal levels.
* To align goals and outcomes with the SBCTC vision of leading with racial equity to maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.
* To support the implementation of Guided Pathways within the CTC system in alignment with the Guided Pathways equity principles.
* To cooperate/partner with business, labor, community organizations, and educational institutions in the selection and training of qualified faculty and in promoting high-quality programs and services to maintain Washington leadership in workforce education.
* To develop, adopt, and promote professional standards for the certification of instructional personnel.
* To provide input to the Washington Association of Community and Technical Colleges (WACTC), the Instruction Commission (IC) and other stakeholders on workforce issues.
* In concert with other state agencies, assist the state legislature and subcommittees thereof in the development of legislation to encourage students to realistically pursue collegiate goals through workforce education leading to employment in their field of choice.
* To recommend the expenditure of state leadership and other available funds in support of WEC goals and objectives for workforce education.

**Guided Pathways Equity Principles**

* Guided Career Pathways require embracing radical, equity-minded, transformational organizational change.
* Guided Career Pathways require commitment to racial and social equity and the dismantling of systemic policies and practices that create and/or maintain inequities.
* The voices of students, faculty, staff, and community members are essential to fully engage in effective problem-focused inquiry processes leading to meaningful action and sustained systemic change.
* Guided Career Pathways require the system to foster learning amongst colleges through partnerships, professional development, and other vital resources across the ecosystem.
* Guided Career Pathways require a focus on learning and outcomes aligned with community and industry workforce and economic needs.

| **Goal 1: Close equity gaps & strengthen faculty PD by helping colleges implement the new skill standards**  **(aligns with CLNA Element 5 and SBCTC Strategic Plan Objective 1.2)** | | | | | | | | |
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| **Objective** | **Strategy** | **Deliverable(s)** | **Timeline for Deliverable** | **Committee/Work Group** | **Collaborating Group(s)** | **WEC Actions** | **Notes** | **Assessment** |
| **Objective 1-1: Develop communication tools & strategies related to the skill standards to support colleges and workforce leaders** | Make it easy for workforce leaders to explain the new standards, what’s changed, and why | * Build and share a toolkit to support colleges in implementing the skill standards; the toolkit may include an explanatory slide deck suitable for use in faculty meetings; a short video; recommended ways of incorporating DEI competencies into PD plans; exemplary PD plans; sample timelines and PD policies, etc. * A summary of professional development resources related to culturally responsive teaching and inclusive programming | * Some materials, including slide deck, at Fall WEC; others at Winter * Spring WEC | WEC Exec  DEI PD | SBCTC Workforce Education, CoEs, consultants | Formulate Special Projects request if needed to create new materials | Michael to create summary of consultants’ report | All 34 colleges with an implementation plan in place by Spring 2025 |
| **Objective 1-2: Enhance technology tools for implementing skill standards** | Adapt technologies to “lighten the lift” of implementing the skill standards | * A summary of changes that can/can’t be made in ProCert, along with an implementation timeline * Rollout and support updated version of ProCert to support new Skill Standards * Begin conversations regarding tracking PD in ctcLink | * Fall WEC * Late 2024 or  early 2025 * Mid 2025 | WEC Exec | SBCTC Workforce Education, IT | Help SBCTC convene a ProCert “users group”; convene a demo of PD tracking in ctcLink | Decision on ctcLink by Spring 2026 | Gather baseline data on ProCert usage and/or satisfaction |
| **Objective 1-3: Build structures that ensure the new DEI competencies remain visible and central to the work of CTE leaders and educators** | Ensure the skill standards, and especially their DEI competencies, are embedded in core PD and make sure they stay on the radar of workforce leaders | * Ensure that the standards’ DEI competencies are embedded into the curriculum for the Boot Camps for instructors and Leadership Academy for Workforce Deans * Provide PD at least 2 meetings to address the DEI competencies in the skill standards | * Late 2024 * one at Spring WEC and one at Summer CLNA conference or Fall 2025 WEC | WEC Exec  DEI PD | Center of Excellence for Careers in Education | Coordinate with CoE for Careers in Education on new curriculum; ensure alignment of WEC PD offerings with standards |  | All 34 colleges with an implementation plan in place by Spring 2025 |

| **Goal 2: Strengthen CTE programs by developing tools and PD resources that help WEC members and their colleges use data to close equity gaps,  adopt best practices, and adapt to a rapidly changing landscape**  **(aligns with CLNA Elements 2 &3 and SBCTC Strategic Plan Objective 1.3)** | | | | | | | | |
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| **Objective** | **Strategy** | **Deliverable(s)** | **Deadline** | **Committee/Work Group** | **Collaborating Group(s)** | **WEC Actions** | **Notes** | **Assessment** |
| **Objective 2-1: Develop WEC orientation and PD resources to support new WEC members** | 1. The main focus of WEC this year will be on developing PD resources | * Create and deploy an updated orientation to the Workforce Education Council * Plan additional supports for new members (e.g. mentorship, discussion groups, networking opportunities) * Assist the CoE for Education in developing and launching a plan for DACUM-related PD: create an inventory of DACUM-trained individuals; examine alternate approaches; craft a plan to increase system-wide PD related to working with industry in building and modifying CTE curricula * Crosswalk key pillars of Guided Pathways with CLNA elements; build understanding of the alignment of the two systems | * Pilot in Winter; refine by Spring * Plan developed by Spring 2025 * Plan developed by Winter and launched by Spring * Summer/Fall 2025 | Orientation  Orientation  DEI PD  TBD | SBCTC Guided Pathways, CoEs | Examine and update older orientation materials; facilitate work groups | Much of this work will happen next year | Feedback on new orientation; usage data on new tools |
| **Objective 2-2: Help colleges identify barriers and equity gaps in performance outcomes for CTE students** | Provide PD and tools for colleges to identify equity gaps in student outcomes with a focus on diverse groups, special pops, and non-trad students | * Develop, host, and disseminate a library of promising practices identified in colleges’ CLNAs, esp. examples of strategies that close equity gaps related to student outcomes, recruiting and retaining diverse faculty, and diversifying advisory committees * Facilitate working sessions related to opportunity gap analysis of student performance to help colleges prepare for the next CLNA * Develop a set of guiding questions for data analysis for colleges to use in the CLNA process | * Winter WEC * Spring WEC and/or summer CLNA conference * Spring 2025 | WEC Exec  WEC Exec  Data | SBCTC Workforce, consultants | Coordinate with SBCTC staff, provide feedback on materials; gather info college needs and analyze feedback from Advance CTE session | Could use library of promising practices to roll out learning communities on particular topics next year | Usage data on library of promising practices; feedback on PD related to opportunity gap analysis |
| **Objective 2-3: Investigate resources and tools to provide statewide and regional data for colleges** | Develop and enhance data tools needed for CLNAs and equity gap analyses | * Connect institutions to information and support related to changing Gainful Employment, program length, and other federal requirements * Make recommendations to ESD on ways to provide more actionable workforce data * Initiate an environmental scan on statewide workforce issues to help inform CLNAs * Reevaluate reporting expectations for our partners at AWB, WSLC, and CoEs–how can we get more impactful reports from our partners; what would be most useful for us as WEC members; consider “spotlight” presentations on successful collaborations | * Fall/Winter WEC * Spring 2025 * Winter 2025 * Spring 2025 | WEC Exec  Data  WEC Exec  WEC Exec and Data | SBCTC Workforce and research teams, ESD, WTB, CoEs, AWB, WSLC | Coordinate with SBCTC staff, facilitate conversations with ESD, initiate a Perkins Special Project request, work with consultants; provide clearer guidance to CoEs, AWB, WSLC | Possibly partner w/ WTB on enviro scan | Member satisfaction with info and tools provided at WEC meetings |

| **Goal 3: Strengthen partnerships that will help us eliminate barriers, improve transitions into and out of college, and deliver world-class workforce education to all students**  **(aligns with CLNA Elements 1 & 4 and SBCTC Strategic Plan Strategy 3.1)** | | | | | | | | |
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| **Objective** | **Strategy** | **Deliverable** | **Deadline** | **Committee/Work Group** | **Collaborating Group(s)** | **WEC Actions** | **Notes** | **Assessment** |
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| **Objective 3-1: Enhance dual credit programs and policies** | Learn from colleagues; follow legislative developments; shape policymaking | * CTE Dual Credit Proviso colleges report on progress, lessons learned, possible recommendations for regional/statewide approaches * Presentations and updates on legislative decision packages * Weigh in on dual credit policy changes that we favor and oppose * A presentation on a statewide framework for the future of dual credit | * Fall WEC * Fall WEC * Winter WEC * Winter WEC | WEC Exec  WEC Exec  Dual Credit  WEC Exec | CTE proviso colleges, SBCTC legislative affairs and dual credit, OSPI | Facilitate conversations and presentations; bring new members up to speed on these issues |  | Policy changes will be the real measure of success |
| **Objective 3-2: Strengthen collaboration with ESD/ WorkSource & WDCs** | Begin with leader-to-leader talks and move to org-to-org conversations | * Build understanding among parties around Infrastructure Funding Arrangements and how funding formulas are calculated * Showcase effective and powerful CC/WDC/ESD collaborations | * Spring 2025 * Spring WEC | Workforce Partnerships  Workforce Partnerships | ESD, WDCs, member colleges,  SBCTC workforce | Initiate conversations with WDC leaders; develop agenda items for future WECs |  | Consider a survey of WEC members on IFAs and relations with WDCs/ESD |

| **WEC Work Group** | **WEC Exec Rep** | **Recorder** | **Reporter** | **COE Representative** | **SBCTC Representative** |
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| **Dual Credit** | Michael Reese, Trish Newbold | Jo Ann Baria | Michael Reese | Monica Brummer | William Belden |
| **Workforce Partnerships** | Dani Trimble, Chris Sullivan | Rachelle McGinnis | Kelli Johnson | Dan Ferguson, Linda Crear | Genevieve Howard |
| **Data (Better Data for Easier CLNAs)** | Kristi Lagrutta, Christy Doyle | Chris Pelchat | Chris Pelchat | Brianna Rockenstire, Brent Lundstrom | Kimberly Ingram |
| **DEI Professional Development** | Lauren Hadley, Rickitia Reid | Ferdinand Orbino | Loyal Allen | Lindsey Williams, Christina Rupp | Danny Marshall |

| **WEC Committee** | **WEC Exec Representative** | **Committee Chair** | **COE Representative** | **SBCTC Representative** |
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| **Skill Standards Implementation** | Michael Reese | n/a | Jamie Wells, Ann Avery | William Belden |
| **New Member Orientation** | Keri Lobdell, Lauren Hadley | Keri Lobdell | n/a | n/a |

| **Liaisons for Councils, Commissions, and Other Partners** | | | |
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| **Council for Basic Skills (CBS)** | Lionel Candido-Flores, Green River | **Student Services (WSSSC)** |  |
| **Continuing Education Council** | Rachelle McGinnis, Pierce College | **Instruction Commission (IC)** | Michael Reese, Skagit Valley College; Mike Potter, LWTech |
| **Baccalaureate Leadership Council (BLC)** | Mary Jane Oberhofer, Tacoma CC  Tamra Bell, Lower Columbia College | **Diversity Equity Officers Commission (DEOC)** |  |
| **Articulation and Transfer Council (ATC)** | Shared liaison with BLC | **Research and Planning Commission (RPC)** | Shared liaison with BLC |
| **WA CTSs American Indian Indigenous Studies Advisory Board (WCAAB)** | Keri Lobdell, Columbia Basin College | **Guided Pathways** |  |