STATE BOARD RETREAT AND MEETING AGENDA

Icicle Village Resort: 505 Highway 2, Leavenworth, WA 98826

Board members
Jan Yoshiwara, executive director // Beth Gordon, executive assistant

August 21 Retreat Session

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Participants</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-10 a.m.</td>
<td>Breakfast</td>
<td></td>
<td>JJ Hills Restaurant</td>
</tr>
<tr>
<td></td>
<td>A full breakfast buffet is provided for overnight guests beginning at 7 a.m.</td>
<td></td>
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</tr>
<tr>
<td>12 p.m.</td>
<td>Welcome, Introductions and Lunch</td>
<td>Board Members</td>
<td>Board Room</td>
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<tr>
<td></td>
<td>Anne Fennessy, chair</td>
<td>Executive Director</td>
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<td></td>
<td></td>
<td>Staff</td>
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<tr>
<td>1 p.m.</td>
<td>Board Evaluation and Goal Setting</td>
<td>Board Members</td>
<td>Board Room</td>
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<td></td>
<td>Facilitated by: John Boesenberg</td>
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<tr>
<td>2:30 p.m.</td>
<td>Break</td>
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<tr>
<td>2:45 p.m.</td>
<td>Executive Session</td>
<td>Board Members</td>
<td>Board Room</td>
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<tr>
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<td>Facilitated by: John Boesenberg</td>
<td>Executive Director</td>
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<tr>
<td>4 p.m.</td>
<td>2018-19 State Board Goals</td>
<td>Board Members</td>
<td>Board Room</td>
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<td>Executive Director</td>
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<td></td>
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<td>Staff</td>
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<tr>
<td>5 p.m.</td>
<td>Adjournment</td>
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<tr>
<td>6 p.m.</td>
<td>Dinner</td>
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### August 22  Retreat Session

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Activity</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td><strong>7-9:30 a.m.</strong></td>
<td>Breakfast</td>
<td></td>
<td>JJ Hills Restaurant</td>
</tr>
<tr>
<td></td>
<td>A full breakfast buffet is provided for overnight guests beginning at 7 a.m.</td>
<td></td>
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</tr>
<tr>
<td><strong>9:30 a.m.</strong></td>
<td>Welcome, Introductions and Retreat Overview</td>
<td>Discuss</td>
<td>Icicle Ridge Room</td>
</tr>
<tr>
<td></td>
<td>Anne Fennessy, chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9:45 a.m.</strong></td>
<td>State Board Priorities – Long-Term Strategic Advocacy and Communications</td>
<td>Discuss</td>
<td>Tab 1</td>
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<tr>
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<tr>
<td><strong>12 p.m.</strong></td>
<td>Lunch</td>
<td></td>
<td>JJ Hills Restaurant</td>
</tr>
<tr>
<td><strong>1 p.m.</strong></td>
<td>State Board Priorities – Equity and Diversity</td>
<td>Discuss</td>
<td>Tab 2</td>
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<tr>
<td><strong>3 p.m.</strong></td>
<td>Break</td>
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<tr>
<td><strong>3:15 p.m.</strong></td>
<td>2019-21 Budget Proposal</td>
<td>Discuss</td>
<td>Tab 3</td>
</tr>
<tr>
<td></td>
<td>Cherie Berthon</td>
<td></td>
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<tr>
<td><strong>5 p.m.</strong></td>
<td>Adjourn</td>
<td></td>
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<tr>
<td><strong>5:30 p.m.</strong></td>
<td>Dinner</td>
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<td>Plaza Room</td>
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</tbody>
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### August 23  Regular Business Meeting

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Activity</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td><strong>7-8:30 a.m.</strong></td>
<td>Breakfast</td>
<td></td>
<td>JJ Hills Restaurant</td>
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<tr>
<td></td>
<td>A full breakfast buffet is provided for overnight guests beginning at 7 a.m.</td>
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<tr>
<td><strong>8:30 a.m.</strong></td>
<td>Welcome and Call to Order</td>
<td>Action</td>
<td>Icicle Ridge Room</td>
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<tr>
<td></td>
<td>Anne Fennessy, chair</td>
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<tr>
<td><strong>8:35 a.m.</strong></td>
<td>Adoption of meeting agenda</td>
<td>Action</td>
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<tr>
<td></td>
<td>Anne Fennessy, chair</td>
<td></td>
<td></td>
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<tr>
<td>Time</td>
<td>Item</td>
<td>Activity</td>
<td>Location</td>
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<tr>
<td>8:40 a.m.</td>
<td>Approval of consent agenda</td>
<td>Action</td>
<td>Tab 4</td>
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<tr>
<td></td>
<td>a. Bellevue College – local expenditure authority &lt;br&gt;Resolution 18-08-38</td>
<td></td>
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<tr>
<td></td>
<td>b. Edmonds Community College – local expenditure authority increase &lt;br&gt;Resolution 18-08-39</td>
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<td></td>
<td>c. June 2018, State Board Meeting Minutes</td>
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<tr>
<td>8:45 a.m.</td>
<td>Approval of the 2019-21 Budget Proposal</td>
<td>Action</td>
<td>(Tab 3)</td>
</tr>
<tr>
<td></td>
<td>Cherie Berthon</td>
<td></td>
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<td></td>
<td>Resolution 18-08-40</td>
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<tr>
<td>8:50 a.m.</td>
<td>New Market Airplane Council – Community and Technical College System Role</td>
<td>Discuss</td>
<td>Tab 5</td>
</tr>
<tr>
<td>10:20 a.m.</td>
<td>Break</td>
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<tr>
<td>10:30 a.m.</td>
<td>Career Connected Washington – Community and Technical College System Role</td>
<td>Discuss</td>
<td>Tab 6</td>
</tr>
<tr>
<td>12 p.m.</td>
<td>Adjourn</td>
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</tbody>
</table>

**EXECUTIVE SESSION:** Under RCW 42.30.110, an Executive Session may be held. Action from the Executive Session may be taken, if necessary, as a result of items discussed in the Executive Session.

**PLEASE NOTE:** Times above are estimates only. The Board reserves the right to alter the order of the agenda. Reasonable accommodations will be made for persons with disabilities if requests are made at least seven days in advance. Efforts will be made to accommodate late requests. Please contact the Executive Director’s Office at 360-704-4309.
RETREAT ITEM

August 22, 2018

Tab 1

Long-Term Strategic Advocacy and Communications

Brief Description

In June, the State Board heard the results of research conducted by Sound View Strategies, a Seattle-based public affairs firm that is helping our system create a long-term advocacy plan for the board’s consideration. Recently, Sound View Strategies wrapped up the second phase of the research: a survey of 700 Washington residents who are demographically and geographically representative of our state. The results are overwhelmingly positive and play an important role in our future advocacy efforts.

At this retreat, Kelly Evans of Sound View Strategies will present the survey results and present a draft messaging framework for the State Board to review. Joining Kelly will be Andrew Thibault of EMC Research and Mary Kay Clunies-Ross of Sunshine Communications.

How does this item link to the State Board’s 2017-18 priorities?

This item is consistent with the State Board’s goal to “Build on the system’s strength and successes by increasing communications and partnerships within our system, including faculty, students and staff, and with business, labor, K-12, 4-year institutions and other stakeholders.”

Background information and analysis

The Long-Term Strategic Advocacy and Communications Task Force is made up of 21 representatives from across our college system. The task force has been working since October 2017 to provide the board with a recommended advocacy plan and messaging framework founded on research.

Partnering with us are Kelly Evans of Sound View Strategies and Mary Kay Clunies-Ross of Sunshine Communications. Andrew Thibault of EMC research is leading the research work.

First phase of research

At its last meeting in June, the State Board heard the results of in-person interviews and online surveys with key legislators and other influencers. This first phase of research revealed several themes:

- People have positive feelings about community and technical colleges and the services we provide to students in local communities and across the state.
- Policymakers know our colleges work with local employers, and they want more.
- Most legislators agree community and technical colleges fit well within the education system and are an essential piece of the overall education ladder.
• Business and community advocates are critical to our success, along with students.

Several messages also emerged:

• Our colleges serve local students and meet local workforce needs. (People see our role largely within the context of elevating lives and businesses within local communities.)

• Our colleges are a step on the path for anyone, preparing students for 4-year universities and giving them hard skills for high-wage jobs. Community and technical colleges were described as a bridge, link, stepping stone and pipeline.

• Everyone benefits when students can bounce back, build stable lives and move up economically.

• Community and technical colleges are affordable, accessible and equitable; our colleges are for everyone.

Second phase of research

While the first phase of research focused on legislators and opinion leaders, the second phase focused on the general public. A 700-person public opinion survey found people think highly of our colleges and have a deep personal connection with them. People also tend to see us through a local lens and as a bridge for everyone in the community to pursue education past high school in a way that fits their own needs.

At the retreat, Kelly Evans, Andrew Thibault and Mary Kay Clunies-Ross will walk the State Board through the poll results, discuss advocacy strategies, and share a set of draft messages aimed at helping our system speak with one voice.

Potential questions

• Given the research results, and the advocacy experience of many members of the State Board, what advice (opportunities/pitfalls) do you have moving forward?

• As State Board members, were any of the research results unexpected? What did you find particularly revealing?

Recommendation/preferred result

Board members will have the opportunity to discuss, and provide recommendations, for continued work on long-term strategic advocacy for the college system.

Policy Manual Change

Yes ☐ No ☒

Prepared by: Laura McDowell, communications director

360-704-4310, lmcdowell@sbctc.edu
5 Dimensions of Equity * In Development

**Goal:** Explicate the concept of equity in order to operationalize it so as to assess it.

- **Aspiration:** Equitable aspiration allows for an individual to continuously negotiate multiple contradictory voices to co-create a vision of possible dreams that builds self-efficacy and contributes to a just society. This dimension acknowledges that aspiration is systematically influenced and challenges the notion that individuals are void of hopes and dreams.

- **Access:** Equitable access allows for an individual to experience a mutually beneficial relationship with the institution that creates a true sense of ownership, belongingness and familiarity. This dimension challenges the assumption that the community college open door policy equates to access for all, including historically underrepresented populations.

- **Achievement:** Equitable achievement allows for an individual to exercise, refine, and acquire capacities (Cronon, 1998) that nurture and grow their talents both individually and as a member of a collective. This dimension challenges simplistic notions that achievement equates to individualistic accomplishments.

- **Economic Progress:** Equitable economic progress allows for an individual to be a self-fulfilled, and contributing member of society, understanding and negotiating the interdependent relationship between equitable aspiration, economic capital, and community cultural wealth (Yosso, 2005). This dimension challenges the notion that it is necessary to sacrifice any of the above for the sake of economic and social mobility.

- **Engagement:** Equitable engagement allows for an individual to exercise, refine and acquire capacities (Cronon, 1998) that can be used to exert influence within their social, cultural and political contexts to further equity and community well-being. This dimension challenges the belief that participation is sufficient to exert influence.

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DRAFT: Please contact Everett Community College for permission to copy, cite, or distribute the 5 Dimensions of Equity.
RETREAT ITEM

August 22, 2018

SBCTC 2019-21 Biennial Budget Proposal

Brief Description
The State Board will review a summary of their final recommended 2019-21 operating budget proposal. Consistent with the Board’s direction in June, the policy requests have been further refined and reflect an outcome-oriented approach focused on graduating more students to fill anticipated job openings. There will be additional time dedicated to discussion of a compensation study required by the 2018 Legislature. Consultants have provided data to help the system assess the competitiveness of its salaries compared to peer states and options for a regional pay proposal. At the time of this brief, Presidents are still reviewing the study outcomes and have not yet arrived at their final recommendations.

How does this item link to the State Board’s 2017-18 Priorities?
The State Board identified its key priorities as Long Term Advocacy, Equity and Diversity, Completions, Enrollments, and ctcLink success. This budget request framework incorporates many strategies being adopted to address our system’s top priorities.

- Equity, diversity and completions are the primary focus of the Guided Pathways system redesign. Reducing both the opportunity and achievement gaps are fundamental to increasing enrollment, retention and completions.
- All of the system’s goals rest on our ability to attract and retain excellent faculty and staff. As K-12 salaries increase, our competitiveness as an employer is eroding further.
- We cannot achieve the attainment or job goals of the State and the business community without widening the net of students enrolling and succeeding in our colleges. This budget request includes funds to expand recruitment and increase retention and graduations.
- Expanding capacity, especially in high-demand areas, will increase enrollments and the number of students ready to fill living-wage jobs in the future.

Background information and analysis
Since late 2017 the State Board, presidents, and system stakeholders have worked in tandem to develop a budget proposal that addresses both the needs of the system and the needs of the state as a whole. The community and technical college system is uniquely positioned to lift students and their families out of poverty and into well-paying jobs, while also providing a larger pool of talent to fill the growing needs of employers and the economy.

We know Washington’s economy is one of the fastest growing in the country. Over the long-term, institutions of higher education need to double the number of students graduating with a degree or credential to meet the state goal of 70 percent of Washingtonians attaining a post-secondary credential. Business leaders anticipate there will be 148,000 job openings annually, totaling 740,000 job openings over the next five years. Approximately 30 percent or 44,000 of those openings will be filled by someone with an associate’s degree, certificate or credential from a two-year college. The system’s budget request reflects the most promising
strategies to increase significantly the number of graduates from our colleges. A more detailed presentation of long-term outcomes will be included in the Board’s supplemental packets.

**State Board Salary Study:** In accordance with a 2018 budget proviso, the State Board hired a consultant to study and provide analysis on the comparability of system employee salaries. Attachment A provides background on the issues and the initial results from the consultant’s analysis. This information and the ensuing discussion will inform the Board’s action on the compensation request within the biennial budget proposal.

**Summary of Operating Budget Policy Proposals:** Below is a high-level summary of the policy proposals as of August 9, 2018. More information will be provided in the Board’s supplemental packets.

<table>
<thead>
<tr>
<th>Policy Level Items</th>
<th>Summary of Key Elements</th>
<th>Est. Total in Millions</th>
<th>Expected Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compensation</strong></td>
<td><strong>Competitive Compensation</strong> — Our faculty and exempt employee salaries are 12.4% behind those in peer states. The figures here reflect the increase being spread over two biennia (four years) with annual increases of approximately three percent. These increases would be <em>in addition to</em> routine state general wage increases.</td>
<td>$22 FY 2020</td>
<td>$46 FY 2021</td>
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<tr>
<td></td>
<td></td>
<td>$68 Total</td>
<td>Larger applicant pools, improved retention and higher job satisfaction.</td>
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<td></td>
<td><strong>Regional Pay Option</strong> — Regional cost of living differentials are being studied by a steering committee and will be discussed by the Presidents on August 16.</td>
<td>Not yet available</td>
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<tr>
<td><strong>Educating Today’s Students for Tomorrow’s Jobs</strong></td>
<td><strong>Outreach and Partnerships</strong> — To meet our goals, colleges must widen their outreach so that everyone has the opportunity to participate. To diversify and increase the number of students completing, the system needs additional resources for outreach and partnerships with K-12, the four-year sector, diverse and inclusive community groups, and adults who did not attend or complete college. Additional communication resources and funding for a statewide campaign are needed to reengage adults.</td>
<td>$6 FY 2020</td>
<td>$6 FY 2021</td>
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<tr>
<td></td>
<td></td>
<td>$12 Total</td>
<td>Estimate 2,000 new students annually.</td>
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<td><strong>Guided Pathways</strong> — Internal system redesign to close the equity gap, increase resources for academic support, improve student tracking, streamline and establish pathways, and measure outcomes.</td>
<td>$37 FY 2020</td>
<td>$37 FY 2021</td>
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<td>$74 Total</td>
<td>Project 5,000 new annual completions by 2024.</td>
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<td><strong>Expand High-Demand Capacity</strong> — Increase the number of graduates in programs such as allied health, advanced manufacturing, information technology. Includes local “high demand” program expansion, but will include retooled and new slots. Survey of colleges will give us types of programs, numbers of students, and estimated costs, including costs for new and upgraded equipment. Survey results are still being compiled.</td>
<td>$09 FY 2020</td>
<td>$22 FY 2021</td>
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<td>$31 Total</td>
<td>Would result in 2,500 FTE in high-demand programs by the end of the 2021.</td>
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<tr>
<td><strong>PL Request</strong></td>
<td></td>
<td>$74 FY 2020</td>
<td>$111 FY 2021</td>
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<td></td>
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<td>$185 Total</td>
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</table>
Potential questions
Does this proposal request reflect the priorities of the State and the system?

How effectively does the proposal respond to known priorities of the Governor and Legislature?

Is it in alignment with other system efforts underway?

Recommendation/preferred result
Resolution 18-08-40, reflecting the 2019-21 community and technical college budget proposal is adopted.

Policy Manual Change Yes ☐ No ☒

Prepared by: Cherie Berthon, operating budget director, (360) 704-1023, cberthon@sbctc.edu
Attachment A

Summary of State Board Salary Study

This report is intended to provide Board Members summarized background and results information needed to review and act on the system’s 2019-21 operating budget request. A more complete Salary Study report will be provided during a future Board meeting.

A 2018 budget proviso required the State Board to hire a consultant to provide analysis on the comparability of system employee salaries. This includes whether college districts located in high cost areas should receive additional salary funds (i.e., regional pay) and, if so, which market factors and methods should be used to determine amounts. The proviso required a preliminary report be delivered by the consultant to the State Board by August 15, 2018 and a final report by October 1, 2018.

Consistent with the proviso, our goal for the study was to develop data supporting a competitive pay proposal that, if funded, ensures colleges have the talent needed to serve and improve outcomes for students and Washington’s economy. Regional pay may be an element that helps colleges in higher cost areas achieve this goal. The budget proviso was adopted in March 2018, a system steering committee formed in April 2018, and a consultant hired in May 2018. Faculty labor unions and the Office of Financial Management (OFM) were consulted.

For faculty and exempt employees, the methodology developed in the 2008 salary study was used to collect data, identify peer states and make comparisons.\(^1\) Classified employee salary\(^2\) data from the 2018 State Salary Survey was reviewed and considered. National and in-state cost-of-living rates for 2018 were obtained from the Council for Community and Economic Research, the same organization that provides cost-of-living data to the U.S. Census Bureau. As noted above and required by the proviso, OFM was consulted on data resulting from a Memorandum of Understanding between the Office of Financial Management and Washington Federation of State Employees on regional pay.

Preliminary results show that:

- Washington State’s community and technical college faculty and exempt staff are paid at least 12.4 percent less than two-year college faculty in peer states, on a cost-of-living adjusted weighted average.
- For Washington State’s civil service employees, 40 percent of employees are 25 percent or more below the estimated market value for their position; 34 percent of employees are 10.1 percent below and 15 percent are 2.5 percent below.
- Washington State’s cost of living has increased significantly over peer states since the 2014 study, primarily driven by housing costs in the Puget Sound area.
- Using a market basket approach, the study consultant pulled cost-of-living data by county, weighted the data by population and aggregated the data into the state’s existing twelve Workforce Development Areas. Each college was placed in the area it primarily served. Based upon a cost-of-living state average of 1.00, the cost-of-living within Washington State ranges from 0.94 in Yakima to 1.517 in Seattle-King County. For illustrative purposes, this means that a $60,000 annual salary “spends like” $63,830 in Yakima County and like $39,552 in King County.

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\(^1\) This same methodology was used to update data and support a budget request in 2014.
\(^2\) The State Board does not request operating funds for classified employee salary increases. Salaries for represented civil service classified employee are set through collective bargaining with the Governor’s Office. Historically, the State Board has supported the salary increase amounts resulting from that bargaining process as they work through the Governor’s Office and Legislature. Bargaining for successor agreements is occurring over this summer with a deadline of October 1, 2018.
As work on the study progressed, staff facilitated system discussions on developing a salary increase proposal that allowed colleges to compete for talent and met the budget proviso’s requirements. Consistent with the strategy to limit the number of budget proposals, the presidents quickly agreed to have a single recommendation on increasing salaries that potentially has two parts:

- A salary increase rate designed to ensure colleges can offer a competitive salary based upon a peer state comparison, and possibly,
- A request to address regional cost-of-living differences within Washington State.

The possibility of distributing salary increase funds differentially by location represents a departure from historical practice and, therefore, was the focus of much discussion over several months. The recent decision by the Legislature to allocate salary funds based upon regional housing values has been controversial within K-12. In response to the question, “Are we willing to request and allocate funds based on regional cost-of-living?” the following options emerged:

- Yes, the system should request funds for regional pay based upon one of the following methodologies:
  1. Provide regional pay by Workforce Development Area, as developed by the study consultant using a market-basket approach.
  2. Provide regional pay using the factors applied by the Legislature to K-12 salary allocations. These are based on median housing values as compared to the state average and provided in increments of six percent up to 18 percent (i.e., zero, six, 12 and 18 percent).
  3. Reserve 10 percent of the system’s competitive salary increase to address cost-of-living in high cost areas of the state. Distribution of the regional pay amount is contingent on the system’s receipt of a competitive salary increase and could be distributed to each high cost district by its share of salary expenditures.
  4. Provide regional pay by use of a sliding percent based upon the cost-of-living rates developed by the consultant as compared against the state average. For example, highest cost districts would receive 10 percent more funds, medium cost districts would receive five percent and lower cost districts would receive three percent. College districts with cost-of-living rates at or below the state average would not receive additional funds.
  5. Request no funds but, if the Governor agrees with a proposed regional pay rate through negotiations with civil service unions, advocate for extension of the agreed upon proposals to all employees working in those affected college districts.
- No, do not request funds for regional pay. The system’s competitive increase should be the only compensation request made in the 2019-21 biennium. If funded, the $68 million request will be a first step toward making employee salaries competitive, including those in high cost communities. However, if the Governor agrees to a regional pay approach, we would advocate that it be applied to all employees working in those affected college districts.
- Continue to study the issue. Distributing funds differentially by location represents a significant departure from practices/culture and requires more time than available — to continue to study, develop a system proposal, and understand impacts.

**Operating Budget Compensation Recommendation:** At the time of this writing, WACTC has not finalized their salary increase recommendation for the 2019-21 operating budget request and has not taken a position on the inclusion of regional pay. Although not finalized, there was consensus on pursuing a salary increase based on the gap between our faculty and exempt salaries and those of peer states and, depending on the amount, spreading the cost over multiple biennia.

Since WACTC last met, we received data from the consultant showing our salaries are 12.4 percent behind peer states on a cost-of-living adjusted, weighted average. The total cost of increasing faculty and exempt employee salaries by 12.4 percent is approximately $134 million. Consistent with discussions to date, this cost could be spread over two biennia. As a placeholder at this time, staff has included the cost of the 2019-21 increase as $68 million. This amount represents an average increase of 3 percent each year of the biennia
and, when combined with expected COLA amounts would increase salaries on average 5.5 percent each year. If WACTC recommends requesting regional pay, this amount would increase.

The study Steering Committee is scheduled to meet on August 14, 2018 to take up the issue and make a recommendation to WACTC. College presidents are set to meet via conference call to finalize their salary recommendations on August 16, 2018. Staff will provide updated materials to Board members for their meeting on August 22, 2018.
A resolution relating to the development of the 2019-21 operating budget proposal:

WHEREAS, RCW 28B.50.090 authorizes the State Board to prepare a single budget for the support of the state system of community and technical colleges; and

WHEREAS, the State Board has determined that the community and technical colleges are uniquely positioned to provide talented graduates to fill new jobs in Washington’s dynamic economy; and

WHEREAS, the State Board has determined that meeting the state’s post-secondary attainment goals and workforce needs will require additional resources dedicated to competitive compensation, closing equity gaps, increasing student retention and completions, and expanding program capacity as described in Tab 3 of the August 23, 2018, Retreat material.

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves and directs the State Board staff to prepare the community and technical college system biennial operating budget request as set forth in Tab 3 – 2019-21 Biennial Budget Proposal and to submit it to the Office of Financial Management and the Legislature in September, 2018.

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action if additional, clarifying information would improve the quality and clarity of the budget proposal.

APPROVED AND ADOPTED on 08/23/18.

Attest

Jan Yoshiwara, secretary

Anne Fennessy, chair
CONSENT ITEM (RESOLUTION 18-08-38)

August 23, 2018
Tab 4a

Bellevue College — local capital expenditure authority increase for gymnasium renovation

Brief Description

Bellevue College is seeking approval to spend up to an additional $1,396,000 in local funds to complete the gymnasium renovation.

How does this item link to the State Board’s 2018-19 priorities?

This project supports enrollments and completions by providing modern and relevant facilities.

Background information and analysis

The Building G gymnasium renovation is underway. Additional fire sprinkler, fire alarm and heating, ventilation and cooling upgrades have been identified bringing the total project cost to approximately be $6,396,000. Current state funds for this project include $1,142,000. The college was previously given local capital expenditure authority up to $3,858,000 in the 2018 supplemental budget and resolution 17-12-70. An additional sum of $1,396,000 is requested in order to complete the project as designed.

The college's president, under delegated authority from the Bellevue College Board of Trustees, approved this request on May 31, 2018.

Potential questions

Is this project consistent with the State Board’s goal of increasing enrollment and completions?

Recommendation/preferred result

Staff recommends approval of Resolution 18-08-38 giving Bellevue College authority to spend up to an additional $1,396,000 in local funds toward the construction of the G building gymnasium renovation.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director (360) 704-4382, wdoty@sbcctc.edu
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 18-08-38

A resolution relating to Bellevue College’s request to use up to an additional $1,396,000 in local funds to complete renovation of the gymnasium.

WHEREAS, the college has been previously approved to spend up to $1,142,000 in state funds and $3,858,000 in local funds for this project in the 2017-19 capital budget and resolution 17-12-70; and

WHEREAS, Bellevue College is requesting an additional $1,396,000 in local capital expenditure authority to complete the project including fire sprinkler, fire alarm, and heating, ventilation and cooling upgrades; and

WHEREAS, Bellevue College’s president, under delegated authority of the Bellevue College Board of Trustees, approved this local capital request on May 31, 2018.

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges authorizes Bellevue College to spend up to an additional $1,396,000 in local funds for the Building G gymnasium renovation.

BE IT FURTHER RESOLVED that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board’s Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on 08/23/2018

Attest

Jan Yoshiwara, secretary
Anne Fennessy, chair
CONSENT ITEM (RESOLUTION 18-08-39)

August 23, 2018
Tab 4b

Edmonds Community College — local capital expenditure authority increase for Science, Engineering, and Technology building

Brief Description
Edmonds Community College is seeking approval to spend up to an additional $6,892,000 in local funds to complete construction of the Science, Engineering and Technology building.

How does this item link to the State Board’s 2017-18 priorities?
This project supports enrollments and completions by providing modern and relevant facilities.

Background information and analysis
The state-funded Science, Engineering, and Technology project (30000137) is currently in the construction phase. After construction bid selection and approved alternates, the total project cost is estimated to be $54,270,000. Current state funds for this project total $47,077,000. The college has been given local capital expenditure authority up to $301,000 in the 2017-19 capital budget. An additional sum of $6,892,000 is requested in order to complete the project as designed.

The college’s president, under delegated authority from the Edmonds Community College Board of Trustees, approved this request on July 10, 2018.

Potential questions
Is this project consistent with the State Board’s goal of increasing enrollment and completions?

Recommendation/preferred result
Staff recommends approval of Resolution 18-08-39 giving Edmonds Community College authority to spend up to an additional $6,892,000 in local funds toward the construction of the Science, Engineering, and Technology building.

Policy Manual Change Yes ☐ No ☒
Prepared by: Wayne Doty, capital budget director (360) 704-4382, wdoty@sbctc.edu
A resolution relating to Edmonds Community College’s request to use up to an additional $6,892,000 in local funds to complete construction of the Science, Engineering, and Technology project, 30000137.

WHEREAS, the college has been previously approved to spend up to $301,000 for this project in the 2017-19 capital budget; and

WHEREAS, Edmonds Community College is requesting an additional $6,892,000 in local capital expenditure authority to complete the project as designed; and

WHEREAS, Edmonds Community College’s president, under delegated authority of the Edmonds Community College Board of Trustees, approved this local capital request on July 10, 2018.

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges authorizes Edmonds Community College to spend up to an additional $6,892,000 in local funds for the construction of the Science, Engineering, and Technology building.

BE IT FURTHER RESOLVED that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board’s Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on 08/23/2018

Attest

Jan Yoshiwara, secretary

Anne Fennessy, chair
STATE BOARD MEETING MINUTES

Lower Columbia College: 1600 Maple Street, Longview, WA 98632
Business Meeting: Thursday, June 28, 2018 // 8 a.m. to 1:45 p.m.

Board members
Larry Brown, chair // Anne Fennessey, vice chair // Wayne Martin // Jay Reich // Carol Landa McVicker // Phyllis Gutierrez Kenney // Fred Whang // Ben Bagherpour // Crystal Donner
Jan Yoshiwara, executive director // Beth Gordon, executive assistant

Call to order and adoption of agenda
Chair Larry Brown called the meeting to order at 8 a.m., welcomed those present, and asked for audience introductions.

Motion: Moved by Jay Reich, seconded by Phyllis Gutierrez Kenney, and unanimously approved by the Board the adoption of its June 28, 2018, regular meeting agenda.

Approval of consent agenda (Resolutions 18-06-23 to 18-06-32)
  a. Big Bend Community College, local expenditure increase
     Resolution 18-06-23
  b. Columbia Basin College, local expenditure authority
     Resolution 18-06-24
  c. Columbia Basin College, replace student recreation center
     Resolution 18-06-25
  d. Centralia College, property acquisition, 211 South Silver
     Resolution 18-06-26
  e. Centralia College, property acquisition, 311 West Walnut
     Resolution 18-06-27
  f. Pierce College Puyallup, campus parking expansion
     Resolution 18-06-28
  g. Wenatchee Valley College, Wells Hall Conference Center
     Resolution 18-06-29
  h. Walla Walla Community College, Clarkston campus recreation center
     Resolution 18-06-30
  i. 2018-19 corrections education interagency agreement
     Resolution 18-06-31
  j. 2018-19 State Board meeting schedule
     Resolution 18-06-32
  k. May 5, 2018, State Board minutes

Motion: Moved by Crystal Donner, seconded by Carol Landa McVicker, and unanimously approved by the Board the adoption of its June 28, 2018, consent agenda.
2017-18 State Board Priorities - completions
Scaling completion efforts statewide while closing equity gaps remains a strategic priority. The commitment by the community and technical colleges to complete the Scale of Adoption Assessment process in collaboration with the Community College Research Center at Columbia University demonstrates the statewide investment in the Guided Pathways framework as a means to that end.

Dr. Davis Jenkins, CCRC Senior Research Scholar and David Prince, SBCTC Research Associate shared a final insight report and early indicator results based on identified metrics. In addition, results from the Washington State piloted equity questions and related coaching support were shared by Jim Mulik, Change Facilitator, and Dr. Jean Hernandez, Guided Pathways coach.

Career Connected planning efforts
Governor Inslee created the Career Connect Washington Task Force in the spring of 2017, following a statewide summit on career connected learning, with the charge to conduct an intensive review of how to better align educational programs with career opportunities.

The Board received an update from members on best practices, discussed barriers to the expansion of career-connected learning, and exploring the needs of Washington’s youth and business that depend on a skilled and educated workforce.

Consideration of 2019-21 operating budget development (Resolutions 18-06-33)
The June meeting brings us to a milestone in the budget development process that has been underway since November 2017. The State Board and Presidents have engaged in a series of discussions informed by participating stakeholders leading to these preliminary recommendations. At this meeting, the State Board will be asked to adopt a resolution outlining the framework and policy components of the 2019-21 operating budget request for the community and technical college system. With this direction, staff will refine and develop the system budget proposal to the Governor and Legislature over the summer. A complete draft will come back to the State Board for review and action during its retreat in late August. The final budget proposal is due to the Office of Financial Management in early September 2018.

Motion: Moved by Anne Fennessy, seconded by Jay Reich and unanimously approved by the Board the adoption of Resolution 18-06-33, establishing the preliminary 2019-21 community and technical college budget proposal.

Consideration of 2019 capital budget request (Resolutions 18-06-34)
State Board staff has worked with college district trustees, presidents and vice-presidents to develop a recommendation for the community and technical college system’s 2019-21 capital budget request. The culmination of that work was presented here for the State Board’s review and approval.

Motion: Moved by Carol Landa McVicker, seconded by Anne Fennessy and unanimously approved by the State Board adoption of Resolution 18-06-34 with allocations to colleges and authority for the executive director to make funding decisions, if necessary.

Consideration of 2018-19 basic education for adults federal awards
Recommendations for the distribution of federal funds for Basic Education for Adults to 34 colleges and seven community-based organizations are based on the second year of awards resulting from the 2017-22 five-year, competitive application process and the 2018-19 Grant Continuation Application. These applications detail each program’s demonstrated effectiveness, innovations, and improvements in instructional programming to increase student progress toward federal performance targets; student progression and transition to postsecondary education and employment; and the completion of high school credentials, certificates, and degrees that lead to living wage employment. Applicants also outlined plans and strategies to fully implement Washington state’s Talent and Prosperity for All: The Strategic Plan for Unlocking Washington’s Workforce Potential 2016 (TAP) plan with specific detail on the implementation of the Workforce Innovation and Opportunity Act Title II section: Pathways to College and Careers for Washington’s Emerging Workforce.

All basic skills providers set higher outcome targets and provided a detailed explanation of the full implementation of the Adult Basic Education (Title II) section of the Talent and Prosperity for All’s six overarching goals key to the success of students and their progress in the implementation of guided pathways for Basic Education for Adults students. Providers provided assurance of specific program improvements and innovations to meet Title II Workforce Innovation and Opportunity Act requirements that reflect their own data and validated research.

**Motion:** Moved by Wayne Martin, seconded by Ben Bagherpour and unanimously approved by the State Board adoption of Resolution 18-06-36 approving the 2018-19 basic education for adults federal awards.

### Consideration of 2018-19 workforce awards and allocations (Resolution 18-06-37)

Colleges fund workforce education programs in multiple ways, including the use of general enrollment funding and state and federal targeted funding. Each June the Board approves the state targeted funding for the next fiscal year. What follows is proposed targeted federal and state contracted funding for fiscal year 2018-19:

- Carl D. Perkins Grant
- WorkFirst
- Basic Food Employment and Training
- Early Achievers Grant.

**Motion:** Moved by Fred Whang, seconded by Crystal Donner and unanimously approved by the State Board adoption of Resolution 18-06-37 approving the 2018-19 workforce awards and allocations.

### Chair report

Appointment of 2017-18 SBCTC Chair and Vice Chair

In accordance with current State Board bylaws, the election of officers is to be held by June of each year. In the absence of the Chair, his or her duties will be assumed by the Vice Chair who acts as the Chair Pro Tempore. The Vice Chair may serve as the successor to the Chair. Phyllis Gutierrez Kenney gave the nominating committee report and submitted the nomination of Anne Fennessy for
the position of State Board chair and Wayne Martin for the position of State Board vice chair for 2018-19.

**Motion:** Moved by Phyllis Gutierrez Kenney and seconded by Jay Reich and unanimously approved by the Board to appoint Anne Fennessy as State Board chair for 2018-19.

**Motion:** Moved by Phyllis Gutierrez Kenney and seconded by Ben Bagherpour and unanimously approved by the Board to appoint Wayne Martin as State Board vice chair for 2018-19.

**Adjournment/next meeting**
There being no further business, the State Board adjourned its regular meeting of June 28, 2018 at 1:45 p.m. The State Board will hold its next meeting on August 21-23, 2018, in Leavenworth, WA.

**Attest**

Jan Yoshiwara, secretary
Anne Fennessy, chair
A look at current aerospace workforce investments and a comprehensive strategy to meet future industry and workforce needs

Proposed and submitted by:

Choose Washington NMA Council
Workforce Development Work Group
Background info

The NMA Choose Washington Council Workforce Development Work Group was formed to:

- Evaluate the current education and workforce development system supporting career pathways into and within aerospace

- Propose strategies and policies to the full Choose Washington NMA Council that:
  - “meet the workforce needs of the aerospace industry in a rapidly evolving technological environment”
  - “while helping to win NMA work for the state, also serve the larger needs of our workforce and our communities”

This presentation offers a “snapshot” of current aerospace workforce investments and serves as a summary of 70+ strategy and policy recommendations, within 12 improvement areas, vetted by the Workforce Development Work Group.

It is both a high-level and program-specific look at how Washington can build upon its education and workforce development strengths in support of aerospace and other industries. It is a work in progress as additional feedback is received from the aerospace industry and other stakeholders.
NMA Council Workforce Development Work Group

Co-Leads:
David Beyer, Everett Community College
Chelsea Orvella, SPEEA, IFPTE 2001

Members/Contributors:
Lynn Strickland, AJAC
Jackie Davis, AMI Metals
Maud Daudon, Career Connect Washington
Mary Kaye Bredeson, Center of Excellence for Aerospace
David Dickson, Crane Aerospace
Matt Smith, Economic Alliance Snohomish County
Suzi LeVine, Employment Security Department
Dana Riley Black, Everett Public Schools
John Aultman, Governor’s Office
Brant Mayo, Grant County EDC
Larry Brown, IAM 751
Amy Goings, Lake Washington Institute of Technology
Paige Shevlin, MLK County Executive’s Office
Becky Wallace, OSPI
Jamila Thomas, OSPI
Jan Yoshiwara, SBCTC
Kendra Hodgson, SBCTC
Nancy Dick, SBCTC
Kathy Goebel, SBCTC
Lori Banaszak, SBCTC
Kendee Yamaguchi, Snohomish County Executive’s Office
Erin Monroe, Snohomish WDC
Stan Sorscher, SPEEA
Maddie Merton, Tacoma-Pierce County EDB
Larry Cluphf, WATR Center
Mike Brennan, Workforce Board
Linda Nguyen, Workforce Central
Mary Rezac, WSU
Chris Mulick, WSU
Randy Hodgins, UW
Joe Dacca, UW
Snapshot: existing support for aerospace workforce development

COMMUNITY & TECHNICAL COLLEGES and RELATED PROGRAM

22 CTCs state-wide provide aerospace related training in machining, electronics, engineering, material science, aviation/aerospace, composites, design, mechanical, and manufacturing

$8 million awarded annually by the state to fund 1000 FTEs for high-demand aerospace programs

Washington Aerospace Training & Research (WATR) Center – Since 2010, 1,000 WATR Center graduates of short-term training were hired by Boeing, over 540 grads were hired by 110 other suppliers and over 600 incumbent workers received training

Aerospace Loan Program (WA Student Achievement Council) – Since 2011, 482 applicants funded to receive a low interest loan for short-term training in aerospace

MechaWA Partnership Project – Federally funded in 2016, includes 5 CTCs and 7 industry partners. The MechaWA grant helps CTCs adapt and implement competency-based Mechatronics Associate degrees

Air Washington – A consortium of 11 Washington CTCs received $20 million in federal funding to strengthen aerospace workforce training; between 2011-2015, 3,806 individuals were trained

Center of Excellence for Aerospace and Advanced Manufacturing (SBCTC) – 1 of 10 centers across the state, it serves as a statewide link between business, industry, labor and education to create a highly skilled and readily available workforce

Aerospace & Advanced Manufacturing Pipeline Committee (SBCTC) – Industry-driven, studies aerospace skills gaps, guides investments in CTC training programs and evaluates programs for completion and job placement rates
Snapshot: existing support for aerospace workforce development

APPRENTICESHIPS, including YOUTH APPRENTICESHIPS

Aerospace Joint Apprenticeship Committee (AJAC) – Between 2012-2017, 954 apprentices were served in 9 aerospace occupations, including a youth apprenticeship occupation. AJAC apprentices earned an estimated $65 million in wages while in training.

K-12

Core Plus – Core Plus provides a manufacturing and aerospace curriculum developed in partnership with The Boeing Company and the Manufacturing Industry Council. The first 540 hours of instruction relate to general manufacturing; the following 540 hours are specific to aerospace manufacturing. OSPI provided $495,000 in 2017-18 to support Core Plus classrooms through grants for equipment and professional development.

CTE and Skill Centers – Fundamental manufacturing and aerospace programs are available in the K-12 system via career and technical education programming with instruction in grade levels 7-12. Currently, Core Plus aerospace programs are offered in 38 comprehensive high schools, and 14 regional skill centers. Annual state grants are available for start-up, expansion or maintenance of existing programs in aerospace and manufacturing.

Aerospace Assembler Competitions – SkillsUSA WA offers over 2,500 students the opportunity to participate in Aerospace Assembler Competitions across the state. Strong competitors at the first Skills WA state-level aerospace assemblers competition, hosted this year by Boeing at the 737 plant, were offered jobs at Boeing.

Robotics Competitions – Students in Washington have opportunities to engage in hands-on and mentor-based learning and competition through programs such as Washington FIRST Robotics, Mobile Robotics competitions through SkillsUSA, and VEX Robotics competitions through involvement in the Technology Student Association (TSA).
Snapshot: existing support for aerospace workforce development

4-YEAR UNIVERSITIES

The University of Washington, Washington State University, Western Washington University, Central Washington University and Eastern Washington University have numerous degree programs supporting the aerospace industry. They include, among others, engineering, business, accounting, science, advanced materials, aviation and information technology. The Boeing Company has also invested substantially in these institutions via endowments, mentorship programs, facility expansions, curriculum development and other sources of support. Boeing currently employs roughly 7,000 UW alumni, 2,500 WSU alumni and 1,300 WWU alumni (data wasn’t provided for other universities). Between 2011-2015, undergraduate degree completions statewide grew by 72% in computer and information sciences and 30% in engineering and related fields.

Recent aerospace-related initiatives at state universities include:

**Joint Center for Aerospace Technology Innovation** – In 2015-2017, JCATI received $3 million in state funding to support joint industry-university research projects. 30 projects were funded at 4-year universities across the state, 135 students participated, and 12 aerospace companies partnered with JCATI for the first time. It was enacted by the state in 2012.

**Boeing Advanced Research Center (UW)** – BARC is 3 years old and focuses lab research on automation, robotics, mechanic assist tools and sensors and data analytics. Boeing-employed affiliate instructors work in the lab full-time with faculty and students on joint research projects.

**WSU Everett** – Since opening in 2014, WSU Everett offers BA degrees in aerospace-related fields that include mechanical engineering, electrical and software engineering, data analytics, and integrated strategic communications. A new 95,000-square foot building, including the company-supported Boeing Design Studio, opened in 2017.
High-level perspective: sources of an industry workforce

- Recruitment from other industries
- Advancement of incumbent workers
- New industry hires

Prepared on August 2, 2018 by Dr. David Beyer and Chelsea Orvella, on behalf of the Workforce Development Work Group
High-level perspective: strengthening the workforce for a growing/changing industry

- Increase capacity in relevant education and training programs
- Increase industry-valued degree/credential attainment
- Facilitate movement from, and among, other industries
- Make strong connections between students/parents and career, education and training opportunities
- Focus on job placement & career outcomes
- Grow skills in current workforce

Prepared on August 2, 2018 by Dr. David Beyer and Chelsea Orvella, on behalf of the Workforce Development Work Group
Specific work group recommendations:

increase capacity in relevant education and training programs

• **Expand high-demand degrees**, including engineering, and the facilities to increase high-demand degree production at the state’s 4-year universities

• **Expand Community & Technical College programs via enrollment (FTEs) and non-enrollment driven investments** (facilities, professional development, etc.) in new and existing CTC programs supporting the aerospace industry

• **Expand the state’s Skill Centers**, providing career and technical education for high school students, and other aerospace pathways for high school students
continued: increasing capacity

• **Grow Core Plus (K-12/industry partnership):** increase allocation for manufacturing equipment and professional development grants for Core Plus instructors and fund dedicated OSPI staff (1 FTE) to serve as aerospace lead

• **Support the efforts of the Governor’s Career Connect Washington Initiative,** a public-private initiative to expand entry into state-registered apprenticeships and other career-connected learning for high school students and young adults
continued:

increasing capacity

• Reauthorize and possibly expand the scope of the Joint Center for Aerospace Technology Innovation (JCATI), providing state university grants for students to research and develop technologies in direct partnership with aerospace companies

• Expand research capabilities in aerospace via programs like the Boeing Advanced Research Center (UW), the envisioned Washington Center for Advanced Manufacturing Innovation (WSU) and others

• Ease movement from industry into education for potential instructors
Specific work group recommendations: strengthening student/parent connections to career training and education

• Fund the ‘Awareness Campaign for Career and Technical Education’ to promote CTE among parents, teachers, counselors, school administration and the public (RCW 28A.700.080)

• Expand Washington MESA (Math, Engineering, Science Achievement), focused on building diversity, inclusion and retention in STEM fields via outreach to the K-12 and CTC system in partnership with universities

• Expand organized visits by K-12 students to CTC campuses and support continued CTC outreach to K-12 schools

• Encourage cooperative learning and industry involvement in the classroom (like the Microsoft TEALS and Aerospace Core Plus programs at the K-12 level)
continued: strengthening connections

• Support current university outreach to the K-12 system via university student clubs, engineering ambassador programs and engineering days on university campuses

• Expand access to aerospace assembler competitions through SkillsUSA, by supporting increased resources to Career and Technical Student Organizations.

• Ensure K-12 credit requirements and professional development resources provided to teachers include career readiness skills

• Support Career Connect Washington recommendations that facilitate the development and expansion of career-connected learning in aerospace (see slide 10)
Specific work group recommendations: increase industry-valued degree/credential attainment

- Enhance dual credits, articulation agreements and credit transferability (between K-12, CTCs and 4-year universities) where they serve a purpose in advancing a student’s career outcomes

- Per above, develop a statewide articulation agreement to recognize aerospace-related Core Plus credits toward CTC completion from aerospace-related programs

- Work with industry to reinforce degree and credential completion for students hired into industry from aerospace-related training programs prior to completion

- Increase engagement with industry to affirm the value of specific curriculum and credentials
• Include aerospace/advanced manufacturing as qualifying field to receive *Washington State Opportunity Scholarships*, a public-private partnership program to help students from low- and middle-income households attain degrees and technical training in high-demand fields.

• Streamline discretionary Workforce Innovation and Opportunity Act (WIOA) funding, or provide another funding source, to allow for childcare, transportation and other “wrap-around” support while in training.

• Increase capacity in education and training programs *(see slides 9-11)*

• Build awareness of and “connections” to career training and education opportunities *(see slides 12-13)*

*continued: increase degree/credential attainment*
Specific work group recommendations: focus on job placement and career outcomes

• Grow state-supported paid internships in partnership with industry groups – possible platforms include JCATI at the university level and the paid internship model included in the MechaWA grant for CTCs

• Support Career Connect Washington efforts that foster employment relationships via career-connected learning (see slide 10)

• Develop greater recognition of the Core Plus certificate among aerospace suppliers to increase direct/preferential hiring from the program

• Dedicate effort and investment in greater tracking and analysis of education to workforce outcomes from aerospace-related programs – to serve as a model that will better inform students, workers, industry, education/training providers and policymakers across industries
Specific work group recommendations: facilitate movement between industries

• Via multi-stakeholder approach, invest in studying and better understanding the movement of workers among aerospace and other high-growth sectors, with particular attention to portable skills and credentials obtained by workers and valued by industry

• Improve tracking and analysis of education to workforce outcomes, to better understand where skills currently are in the workforce (see slide 16)

• Enhance industry-valued degree and credential attainment (see slide 14-15)
Specific work group recommendations: grow skills in current workforce

• Work with industry to reinforce degree and credential completion for incumbent workers (see slide 14)

• Expand on-the-job training programs for incumbent workers, including existing models provided by CTCs and apprenticeship programs, as well as utilizing university professional certificate and degree programs for career development
#1: Expanding interest and experience in aerospace and advanced manufacturing at the K-12 level

#2: Building and sustaining capacity in post-secondary education and training and K-12 career and technical education that successfully supports aerospace employers and workers

#3: Creating interest and actively connecting prospective students (K-12, unemployed, underemployed/incumbent) to available training/education programs that successfully support aerospace employers and workers

#4: Providing greater opportunities for on-the-job learning in aerospace training and education programs

#5: Facilitating successful connections between qualified, available workers (new and incumbent) and open aerospace job opportunities

#6: Growing diversity and equity within aerospace and advanced manufacturing

#7: Improving outcome data and education to workforce tracking and analysis within aerospace and related industries and occupations

#8: Greater coordination of programs, agencies and providers of aerospace-related training and education

#9: Increasing degree and credential attainment (e.g. articulation agreements, dual credit programs, work experience) from effective aerospace-related training and education programs

#10: Identifying skills and credentials that can move among other industries and the aerospace industry

#11: Developing strategies that proactively address innovation changes in aerospace

#12: Addressing barriers to entry into aerospace training, including necessary wrap around services (e.g. childcare, transportation)
Next steps:

• get more industry and stakeholder input
• work with partner organizations developing similar recommendations
• identify budget, legislative, coalition-building and/or administrative needs

Contact information:
Dr. David Beyer - dbeyer@everettcc.edu
Chelsea Orvella – chelseao@speea.org
The Career Connect Washington Task Force focused on identifying actionable and effective steps to drive awareness of a wide range of educational pathways that lead to rewarding careers for Washington’s young adults. Governor Inslee’s Task Force recommends dramatically upscaling public and private registered apprenticeships, internships, mentoring, and workforce training programs to achieve a goal of serving 100,000 young people over the next five years.
Dear Governor Inslee,

Washington currently enjoys one of the fastest growing economies in the nation. But economic growth alone doesn’t lead to opportunity. To keep up, businesses and government need to offer training opportunities for today’s youth to fill the 740,000 job openings that are expected in our state over the next five years. The Career Connect Washington Task Force you created focused on how to increase the readiness of our state’s young people to access these high-demand and high-wage careers, and we fully support your goal of connecting 100,000 Washington youth with career-connected learning opportunities over the next five years.

These job openings are not just because of an expanding economy or a wave of retirements. They are also due to the rapidly-changing set of skills these jobs require. Most will need a post-high school degree, certificate or training. Education and training systems must better align with the needs of employers, both in terms of the skills required and the pathways needed. This will require changes to our traditional education programs as well as the expansion of promising pathways such as registered apprenticeships and internships.

We recognize that just as there are different types of jobs, there are different avenues for filing them and preparing young people for work, including mentorship, registered apprenticeships, certificate programs, and college and university degrees. Ultimately, if our collective goal is to prepare youth for the great jobs in our state, we must celebrate and value students that pursue programs and pathways geared towards this effort.

We also need to be responsive to how the future of work is evolving, including the impact of technologies such as artificial intelligence. To both harness the opportunities, and tackle the challenges that technology offers, we need to do everything we can to offer the latest in modern learning opportunities including distance and online learning. We must also urge companies to recognize and value technical credentials for today’s increasingly skills-based economy.

There remains a substantial gap in our state between those who have the needed skills, education, and work experience to move ahead and those who are increasingly left behind. We see this especially between the ages of 18–29. There are also critical gaps that need to be addressed when it comes to race, gender, and income. Even now, with low overall unemployment rates, youth, young adults, and people of color have significantly higher unemployment rates. Failing to close these gaps would harm our economy and be a serious disservice to tens of thousands of people in our state who want to find meaningful employment.

We must also acknowledge that the lack of work experience, or simply lack of exposure to the world of work, is a key reason young people lack employability skills. Internships, job shadows, registered apprenticeships, and other forms of career-connected learning can help young people gain these critical workplace skills. Private industry and labor can and must play a more in-depth and focused role in providing more options and on-the-job training.

We have a call to action for employers to help meet this goal. They can contribute to building a pipeline for a skilled workforce by:

• Supporting investments, awareness, and pathways for careers in health care, IT, advanced manufacturing, clean energy, and many other sectors.
• Expanding registered apprenticeships that allow young people to “earn while they learn,” and move along a defined path to high-skill, high-wage work.
• Working with the education sector, as well as other companies, within an employer’s industry and geographic region, to uniquely tailor career-connected learning education opportunities to match the needs of the local regional economy.

The work of the Task Force is only a first step. We need to expand and scale successful training programs, develop a long-term strategic plan, and ensure a career-connected learning experience for every student, in every area of the state.

Sincerely,

Brad Smith, Co-Chair Career Connect Washington
President, Microsoft

Perry England, Co-Chair Career Connect Washington
Chair, Workforce Training and Education Coordinating Board
Vice President, MacDonald-Miller Facility Solutions

Governor Inslee created the Career Connect Washington Task Force in the spring of 2017, following a statewide summit on career-connected learning, with the charge to conduct an intensive review of how to better align education programs with career opportunities.

The Task Force’s 21 members met five times in 2017 to discuss issues, brainstorm ideas, and consider recommendations. Members included leaders from business, labor, state government, non-profit organizations, and education. The Task Force was staffed by the state’s Workforce Board.

Members reviewed best practices (international, national, and state), discussed barriers to the expansion of career-connected learning, and explored the needs of Washington’s youth and the businesses that depend on a skilled and educated workforce.

The Task Force studied a wide range of reports and materials and heard presentations provided by career-connected learning stakeholders, including experts from both secondary and postsecondary education, state government agencies, labor groups, business owners, and national and international apprenticeship experts.

The Task Force’s recommendations, when fully implemented, will better connect Washington’s young people with the education and training they need to pursue meaningful and rewarding careers – a win/win for young people who want great jobs, and for the employers who need skilled workers.
FUTURE IMPACTS

Educators have the training and resources to integrate CCL into their curricula, infusing career readiness skills into traditional and non-traditional settings. Industry partners feel comfortable and confident as partners in the delivery of CCL opportunities.

RECOMMENDATIONS:
Build Capacity of Education, Community, Labor and Industry Partners: Support increased professional development of CCL partners, including mechanisms for evaluation, shared learning, and the development of tools and resources. Programs such as teacher externships build bridges between employers and the classroom, giving educators an opportunity to identify and master the specific skills and competencies in high-demand, high-wage industries. CCL partners should have access to relevant professional development resources in a single portal.

FUTURE IMPACTS
Career readiness principles will be thoroughly embedded in the academic learning requirements at each grade level. Students will receive credit for prior learning and have more options for dual and cross-crediting, shortening the time to a meaningful credential.

Students will also explore and understand a wide range of careers/occupations, and the multiple education pathways that lead to them. Students recognize the link between their educational career and their occupational goals and will begin high school with a strong education plan that helps them prepare for career goals of their own creation, informed by the data the state has on hand regarding in-demand occupations. And industry will feel confident that they will have access to the talent they need, when they need it.

TODAY
2023 GOAL
52% » 70%

of Washington state adults earn a postsecondary credential
of Washington state adults will earn a postsecondary credential

Source: Washington Student Achievement Council Roadmap

ENSURE EDUCATION PUTS STUDENTS ON A PATHWAY TO CAREERS:
Washington’s next-generation workforce will enter a vibrant, innovative, and swiftly changing economy. Our state education and talent development system needs to ensure it is sufficiently aligned so that students and re-skilling workers can explore career options, limit duplication, relate their classroom experiences to future work-life, and embark upon a career pathway towards economic self-sufficiency.

RECOMMENDATIONS:
Credential/Credit Portability and Acceleration: Create a seamless system for assessing/recording credit, including offering dual credits, and improve credential attainment for transferability across educational institutions.
Resource Middle School Career Exploration: Ensure more CCL opportunities at the middle school level by providing resources for formal career exploration courses.
Mapping Pathways: Convene regional and state teams for industry sectors or occupations in high-demand areas to build on and refine mapping efforts, and to develop maps that anticipate technological and other transformations expected within the targeted industry sector. Start with high-demand, high-growth sectors to prioritize limited resources.
Prepare Young People to Navigate Career Pathways: Transform the foundational years of our education system by providing young people opportunities to explore careers and leverage 21st Century skills.

PROFESSIONAL DEVELOPMENT FOR CCL PARTNERS:
Young people need access to more mentors – teachers, business leaders, administrators and counselors – who are ready, willing, and trained to help them explore, experience and navigate the career pathways available to them.

RECOMMENDATIONS:
Build Capacity of Education, Community, Labor and Industry Partners: Support increased professional development of CCL partners, including mechanisms for evaluation, shared learning, and the development of tools and resources. Programs such as teacher externships build bridges between employers and the classroom, giving educators an opportunity to identify and master the specific skills and competencies in high-demand, high-wage industries. CCL partners should have access to relevant professional development resources in a single portal.

KING SNOHOMISH PIERCE COUNTIES JOBS FOR CERTIFICATE & AA DEGREE ($35K+)

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Source: WA State Employment Security Department

“A young man was living in his car and making $20,000 a year doing odd jobs, and after graduating from a 15 month registered apprenticeship program for high tech – is now employed and making $105,000. That’s a career path!”

–Michael Schutzler, CEO of the Washington Technology Industry Association (WTIA)
“We are creating an exciting opportunity to leverage our existing facilities and teachers to help high school students discover an energy career path. Avista can reach into high schools and show how the math and science they are learning in the classroom becomes real when they help design an electrical or natural gas system for a neighborhood and work with a crew to implement it. It’s a win-win for our employees who are proud of what they do, and they can share their craft with the next generation.”

—Scott Morris, Chair, President, and CEO – Avista Corp.

3. EXPAND REGISTERED PRE-APPRENTICESHIPS, APPRENTICESHIPS AND YOUTH APPRENTICESHIPS:

Registered apprenticeships are proven to provide a high return on investment for both jobseekers and employers. Washington’s well-regarded registered apprenticeship system could seize opportunities for growth by:

- Making the public system navigable for employers, young people and educators.
- Devoting funding to support the creation of new registered apprenticeships for youth and adults, particularly in non-traditional fields.
- Creating tighter alignment with graduation requirements and pathways to degrees.

RECOMMENDATIONS:
Support Expansion of Registered Pre-Apprenticeship, Apprenticeships and Youth Apprenticeships:

- Support the establishment of new registered apprenticeship programs.
- Incent co-investment from the public and private sectors by setting aside specific funding dedicated to related support instruction for registered apprenticeship programs in the community and technical college system, as well as in high schools and skills centers.

FUTURE IMPACTS:
Washington will build on its strong registered apprenticeship system, for youth and adults, continually scaling up as employers become aware of the system’s supports and offerings, as well as the benefits to their workforce.

4. CAREER CONNECT WASHINGTON SYSTEM PLANNING:
Washington has many excellent CCL programs, but they need to be scaled up with more predictable funding to reach youth from underserved populations and communities. Often programs and policymakers rely on inconsistent, overlapping, or conflicting data to make decisions about program improvement, sustainability, and expansion.

CCL is most effective when industry is involved in designing, implementing, evaluating, and resourcing programs. It must be easier, cost effective, and more transparent for businesses to participate.

To begin building a systemic approach, Governor Inslee invested $6.4 million in WIOA funds to build 11 local Career Connect teams. These teams include strong private sector leadership and take a systemic approach to reach 29,000 youth with CCL – including 5,000 internships and apprenticeships – in the next two years. But we need a plan to review success, adjust as needed, and continue on to the 100,000 goal.

RECOMMENDATIONS:
Develop a Strategic Plan to Implement the Career Connect Washington Goal:

- Baseline: Conduct a scan of existing CCL programs to develop a baseline of programs, service areas and numbers served.
- Barriers: Collect and analyze data on barriers to accessing CCL opportunities for students, particularly those from rural and underserved communities, and make recommendations for overcoming those barriers.
- Local Program Funding: Review the progress of the 2017-19 Career Connect Washington Initiative and 11 local Career Connect Teams, as well as results and lessons learned. Explore and recommend public/private resource options to scale up the program to build momentum towards the Governor’s goal of connecting 100,000 youth to CCL opportunities.
- Data Resources: Identify ways to strengthen the capacity of the Education Research and Data Center (ERDC) to provide frequent and timely process and outcome data on CCL. The strategic plan should produce a strong, consistent data set for the system to make collective decisions.
- Industry Sector Partnerships: Charge strategic industry sectors to develop partnerships (business, labor, educators, government) to map career pathways in high wage, high demand occupations, with multiple entry points and credentials that are valued in the marketplace. Each sector partnership should recommend policies that will facilitate CCL engagement of businesses in their respective sectors over the long term.
- Recommendations: Develop detailed recommendations, including targeted metrics, to encourage industry engagement in the state’s envisioned CCL system; a strategy to continue engagement with various industry sectors to identify changing conditions and trends in their respective workforce; development of a sustainable funding strategy; and a governance structure that recognizes the private sector as a co-investor of the talent pipeline.

FUTURE IMPACTS:
A baseline of programs and participants, and valid and relevant performance data, will provide critical information to help direct investment in the CCL system to ensure maximum impact. Public sector stakeholders in Washington’s talent development pipeline will have identified – and started to address – policy/practice barriers for businesses seeking to develop CCL opportunities. Private sector stakeholders will see their needs identified in the plan with clear strategies to address those needs. The private sector will realize their role in the system and offer solutions, opportunities and support for the public sector to build new CCL opportunities, and recognize the power of those private investments.
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