



BOARD MEETING AGENDA
April 15, 2020 | Meeting No. 235

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Meeting ID: 280 297 696

Password: 000429

- 9:00 a.m. **Welcome and Introductions**
- 9:05 a.m. **Chair's Report** **1**
- Approval of Minutes **(Action)**
- 9:10a.m. **Systems Thinking**
- Kelly Johnston, Clarity Consulting
 - Tom Moore, Mass Ingenuity
- 9:30 a.m. **System Response to COVID Crisis**
System Partners discuss significant barriers to effective service delivery
- 10:30 a.m. **Policy Barrier Issues Identified by WWA (Potential Action)** **2**
- Kevin Perkey, Washington Workforce Association
 - Tiffany Scott, Washington Workforce Association
 - Sandra Miller, Washington Workforce Association
- 11:10 a.m. **Role of Workforce Board During COVID Crisis (Potential Action)**
- Kelly Johnston, Clarity Consulting
 - Tom Moore, Mass Ingenuity
- 12:10 p.m. **Rethinking the Board Retreat (Potential Action)**
- 12:20 p.m. **Executive Director's Report** **3**
- 12:30 p.m. **Meeting Wrap-Up and Adjourn**

Tab 1



MINUTES OF MEETING NO. 234
United Association Local 26 Western Washington
March 11, 2020

Board Members Present:

Lee Anne Caylor, Representing Business, Acting Chair for Perry England
Amy Anderson for Gary Chandler, Representing Business
Rebecca Wallace for Chris Reykdal, Office of Superintendent of Public Instruction (OSPI)
Mark Martinez, Representing Labor
Jan Yoshiwara, State Board for Community and Technical Colleges (SBCTC)
Rick Anderson for Lisa Brown, Department of Commerce
Rob Hines and David Stillman for Cheryl Strange, Department of Social and Health Services (DSHS)
Mark Mattke, Representing Local Government
Larry Brown, Representing Labor
Suzi LeVine, Employment Security Department

Board Staff Present

Eleni Papadakis, Executive Director

Welcome and Introductions

Ms. Lee Anne Caylor called the meeting to order at 9:00 a.m. at United Association Local 26 Western Washington in Lacey.

Workforce Board 360 Review

Ms. Kelly Johnston, Clarity Consulting, and Mr. Tom Moore, Mass Ingenuity, provided a progress update of the four work streams of the evaluation.

- Interviews are underway with Board Members, stakeholders, and Workforce Board staff.
- They are reviewing literature, reports, and materials produced over the years by Workforce Board staff.
- The consultants are developing an online survey that will be distributed to gather input from additional stakeholders that will not be interviewed.

- In April, they will begin evaluating benchmarks to compare Washington State to other organizations and states that have an agency similar to the Workforce Board.

The full 360 Review presentation was postponed due to concerns from the group about the increasing threat of COVID-19. Governor Inslee's address was broadcast live for the group to watch.

COVID-19 Discussion

After the Governor's press conference, Board Members and meeting participants discussed their concerns and provided information about what their agencies are doing already and planning to do to manage the situation. It was noted that other states are currently looking to Washington for leadership on what measures to implement and how to plan for actions to be taken.

The group discussed the role the Board can play in mitigating the impact of COVID-19 on the state's workforce system, particularly regarding gig workers and students. No decisions were made, but ideas discussed included:

- Establishing and communicating daily health protocols.
- Identifying and responding to the immediate financial issues of businesses.
- Planning for long-term economic impacts.
- Efforts to support continuous learning between labor, business, and agencies.
- Supporting sectors that are on the front line of the response.

Talent and Prosperity for All Plan Approval

Mr. Eric Wolf shared the public comments received on the 2020 update to *Talent and Prosperity for All* (TAP), including the Perkins Plan component. This updated version of TAP reflects the Board's direction to "stay the course" on these priorities and the underlying goals while the Board examines its role and priorities within the state's workforce system over the coming year in its 360-degree evaluation.

The Board has been charged with creating a workgroup to develop recommendations on using Perkins funds in future years and also with determining which stakeholders beyond the administrative agencies should participate in the conversation. The Board was also asked to authorize staff to finalize plan submission before the end of March in the federal plan submission portal and to approve the plan for sending to the Governor.

Motion 2020-234-01:

Ms. Suzi Levine moved to approve the TAP Plan as presented and convene the Perkins Workgroup. Mr. Larry Brown seconded the motion, and it passed unanimously.

2020 Legislative Session Update

Ms. Nova Gattman provided the Board with an update on the 2020 legislative session as it nears the end. Items of particular interest include the budget request to the Governor's Office for Incumbent Working Training, funding for software to replace the database used by the Private Vocation School Unit, funding for EconoVue, and funding for Career Connected Learning. Of the legislation being tracked by the Workforce Board staff, the highlighted bills are:

- HB 1783 regarding a new State Equity Office;
- HB 2308 regarding the collection of occupational data from employers;
- HB 1459 regarding a running start summer pilot program;
- HB 6374 regarding apprenticeship materials; and
- HB 2200 regarding Military spouse liaison.

Chair's Report

Ms. Caylor called for a vote on the consent agenda. Mr. Mark Mattke asked the minutes from the January meeting include his request for detailed information regarding the Perkins "10 percent" leadership and reserve funds that will be discussed at a fall meeting of the Workforce Board.

Motion 2020-234-02:

Mr. Mark Martinez moved to approve the minutes for the January 29, 2020 Board Meeting as presented, with the addition noted above. Mr. Larry Brown seconded the motion, and it passed unanimously.

Executive Director's Report

Ms. Eleni Papadakis provided the Board with a written Executive Director's Report prior to the meeting. Her report summarized numerous items, including updates on the Credential Transparency Initiative, investigation of a private career school by local King 5 News, WIOA Reauthorization and target-setting, and ongoing research for sources of support to facilitate meaningful data-sharing across agencies and programs.

Meeting Evaluation and Wrap Up

The Board reviewed the meeting before adjourning for the day.

The meeting adjourned at 3:30 p.m.

Tab 2

Novel Coronavirus (COVID-19) Pandemic

Higher Education & Workforce Development Update #1

Week of March 30-April 3, 2020

- [Council of Presidents](#)
- [State Board for Community and Technical Colleges](#)
- [Independent Colleges of Washington](#)
- [Washington Student Achievement Council](#)
- [Workforce Training and Education Coordinating Board](#)
- [Department of Labor & Industries – Apprenticeship Programs](#)

Cross Sector Initiatives -- Council of Presidents (COP), Independent Colleges of Washington (ICW), and the State Board for Community and Technical Colleges (SBCTC)

Many academic programs depend upon the exact field experiences that are limited by critically important public health orders. We know how to prepare our students differently, for example using simulations, and so we have been working to smooth regulatory barriers.

Addressing Licensing Barriers to Alternatives to Field Experiences/Clinicals for Certain Academic Programs of Study

Nursing Education

COP, ICW, and the SBCTC sent a joint letter to Governor Inslee and Washington State Department of Health Secretary Wiesman outlining immediate action the Nursing Commission should take to increase the ability of our colleges and universities to meet the urgent workforce demand brought about by the COVID-19 crisis. Leaders from COP, ICW, and the SBCTC organized a call with Nursing Commission staff on Thursday to reiterate these concerns. We shared the letter with the leadership of the higher education and health committees in both chambers. We are seeking the following temporary flexibility measures:

- *Increase simulation hours in lieu of direct-care clinicals to permit 50% use of simulation (WAC 246-840-534).*
- *Permit virtual simulation on an equivalent basis to lab-based simulations.*

- *Raise the ratio of simulation to clinical time to 1:2 (one hour of simulation equating to two hours of clinical time).*
- *Eliminate requirements for minimum number of clinical hours for prelicensure programs.*
- *Enable synchronous and asynchronous online teaching of classroom theory/didactic content for all nursing assistant and nursing programs.*
- *Enable electronic transcripts for cohorts of students already enrolled in nursing assistant and nursing programs.*
- *Enable front-loading classroom theory/didactic content for all programs, and safety/emergency training for nursing assistant programs, in order to expedite student progress to degree, NA-R, and/or other expedited pathways such as nurse technician.*

Teacher Preparation Programs

In late March, the Council of Presidents convened a zoom meeting of higher education teacher preparation programs, agencies and organizations. The Professional Educator Standards Board (PESB) presented to institutions, agencies and organizations current and anticipated work to provide flexibility for student teaching experiences to meet state requirements. The meeting provided the opportunity for the state and institutions to connect about work to date, future initiatives and impacts.

Other Programs

Conversations about additional programs such as counseling and social work will be coming up next.

Addressing Issues at the Intersection of Secondary and Postsecondary Education

Washington's High School Class of 2020 and College Admissions

This week COP and ICW issued a joint statement on behalf of Washington's four-year colleges and universities focused on 2020 admissions. The statement reiterates our commitment to engaging students, families and K-12 leaders as families work to navigate application processes and admissions decisions over the next few months. The document also contains a main point of contact at each college or university. We invite you to help us spread the word by retweeting our messages to the #Classof2020 ([here is one tweet](#); and [another](#)).

We are now working on a separate statement focused on students who are planning to transfer from SBCTC campuses to ICW or COP campuses.

Students Working to Achieve Dual Credit

The Council of Presidents, Independent Colleges of Washington, and the State Board for Community and Technical Colleges worked in partnership with the Association of Washington School Principals, Office of Superintendent of Public Instruction, Washington Student Achievement Council and State Board of Education continue to ensure dual credit opportunities

for Washington students during the COVID 19 crisis. In early March, representatives from the above noted agencies formed a dual credit group to work through these challenging times of school closures and social distancing. The work group has accomplished the following: Creation and dissemination of Running Start guidance for all higher education and K-12 partners (3/20/2020). Creation and dissemination of College in the High School guidance for all higher education and K-12 partners (4/2/2020) [OSPI to sign off still]. In late March, COP, ICW, SBCTC, WSAC and AWSP also issued a joint statement to students and their families noting the support for the continuation of dual credit opportunities (3/30/2020). Higher education and K-12 leaders continue to work on meeting the needs of seniors on the path to graduation.

K-12/Higher Education Weekly COVID-19 Call

The COVID-19 crisis continues to lead to several emerging as well as anticipated long-term issues impacting education transitions, between K-12 to higher education and within higher education. Issues include, but are not limited to, high school graduation requirements, dual credit, college admissions, transcripts, statewide transfer degrees, and high school graduation pathways. To streamline and clarify information across sectors, the WSAC convened the first, of weekly, conference calls of higher education and education agencies, institutions, organizations and schools. The focus of the meeting is to categorize current and emerging questions, identify what we can answer, and then plan on how to proceed towards clear and concise communications for students, families, schools and colleges/universities.

Council of Presidents

Spring Quarter

Five members of the Council of Presidents are on the quarter term; one is on semester. All have moved to remote instruction for the entire spring term. A summary of term information for each campus can be found [here](#).

Communications

COP staff continue to organize and lead weekly meetings with a number of our campus leaders, including presidents, provosts, business officers, financial aid directors, academic leaders, admissions directors and registrars, veterans center directors and legislative directors. These meetings provide the opportunity for campuses to share information and best practices, discuss the implementation of state and public health directives, and raise issues of concern.

We have also been responding to requests from state policymakers and their staff, meeting frequently with staff from the Governor Inslee's office and regular meetings with leadership at our partner organizations. Finally, this week we participated in a conversation with state

Superintendent Chris Reykdal and his leadership team to ensure continued coordination between K-12 and higher education leaders.

Key updates this week:

- Financial aid - Financial aid offices have been key in initiating a number of student supports throughout this crisis. Federal and State Work Study are an important source of income for many students. Our campuses are using all allowable flexibly from the Department of Education and the WSAC to keep students employed. The number of requests for emergency aid have grown significantly, and as available funds are exhausted, we look to the Department of Education for clarity and guidance on potential resources from the CARES Act. Financial aid officers are preparing for increased number of income adjustments in the fall due to loss of wages.
- Veteran Students and Dependents - The VA department has released guidance, and as of 4/1/20 our institutions can begin Certifications of Enrollment to the VA which triggers benefits. Our veteran center directors are utilizing Canvas online classrooms to communicate important information as well as foster connection and collaboration among student veterans. It has also been a useful resource for students to request assistance and make inquiries about their benefits.
- Business officers in our sector are developing tools to accurately track the financial impact of COVID-19. This information is necessary as our campuses are remaining flexible, to the extent possible, while increasing investments in instruction and student support services, such as library resources, academic advising, counseling services and technology assistance, as we transition to remote learning.
- Technology - The current crisis has highlighted student inequities in access to technology off campus. Campuses have employed a number of approaches to assist students in the transition to remote learning. Financial aid offices are using Professional Judgement decisions to increase the amount of aid to students to include the necessity of access to broadband services. Our campuses are purchasing and lending out laptops and Chromebooks to students, as well as mobile hot spots. Our concern for public safety and health limits the opportunities to utilize campus WiFi and computer labs, but we are boosting signal strength where possible.

Updates on Council of Presidents' member campuses:

- **Central Washington University**

Normally, CWU's spring quarter would be underway right now; however, due to the pandemic we are wrapping up the second full week of spring break, which was extended to give faculty time to move curriculum to remote learning. Spring classes will begin next Wednesday, April 8.

It is still too early to know what extent enrollment will be affected and whether tuition revenue will suffer significantly. We believe that the “system revenue” from housing, dining, the Wildcat Shop, parking, and other fee-based revenue is going to be down by approximately 95%. This revenue supports numerous employee positions and bond payments for student housing. The deficit will be approximately \$15-20 million for spring quarter alone.

CWU has adopted some early austerity measures to achieve savings:

- All non-essential university sponsored travel is prohibited
- All non-essential purchasing is prohibited
- All hiring is prohibited, in cases where an offer has not already been extended

CWU has donated personal protective equipment to local hospitals and first responders. These donations include N95 protective masks, gloves, gowns, and raw material for making masks.

- **Eastern Washington University**

Dr. Mary Cullinan is communicating with campus on a daily basis with the most up-to- date information available.

EWU Spring quarter starts on Monday, April 6th. We will be closely monitoring metrics that drive the universities financials (enrollment, student housing and dining numbers). Tenth day numbers won't be available until April 17th.

Eastern is being responsive to the region by donating surplus PPE equipment, hosted several virtual Town-Hall meetings and lending expertise where we can. This kind note from Rep. Marcus Riccelli is an example of Eastern's involvement:

“I wanted to write to share a quick kudos regarding some real community assistance EWU is providing during these times.. Kerry Brooks in your Urban Planning Department worked with his team to very quickly develop a map that will show people where their closest food resource is: <https://tinyurl.com/SpokaneFoodPantry>”--Rep Marcus Riccelli

- **The Evergreen State College**

Spring quarter began on April 2nd and all academic programs will be taking place remotely for the entirety of the quarter. We are still supporting around 200 students living on campus and remain committed to their health and safety.

The college has purchased more than 300 Chromebook computers to loan to students who may need a computer to participate in their online coursework during Spring quarter, particularly those who otherwise might not have access to technology at home.

True to Evergreen's academic model of maintaining current and relevant curriculum for our students, we are offering a course this spring entitled “Pandemic Academy: A Close Look at the

COVID-19 Moment.” Topics will include community resilience, labor and food justice, the biology and epidemiology of public health, and the moral content of large-scale crises.

- **University of Washington**

Spring quarter began on Monday, March 30th. Of the more than 7,000+ spring courses, all but 175 are still being offered.

Below are several FAQ pages which are updated regularly and address student, faculty and staff, and families’ concerns:

Emergency Aid

Each campus has emergency aid grants available for students experiencing financial hardship. Learn more and apply [here](#).

Student Technology Loan Program

This program allows students to rent laptops and textbooks for the entire quarter. Devices can be shipped to students' homes if requested. Each device is thoroughly cleaned before distribution. Request a device [here](#).

Free Internet for University Students

[Comcast announced](#) that it will provide University students, who are not existing Xfinity customers, two months of free internet services. Learn more and sign up [here](#).

UW FAQ Pages

Please check the UW's FAQ pages for updates as they are available.

[COVID-19 FAQ](#) | [UW's 2020 Spring Quarter FAQ](#) | [UW Campus Residents FAQ](#)

- **Washington State University**

WSU is wrapping up week three of instruction following spring break. As a semester school, WSU’s academic calendar ends on May 8 with the last day of final exams. The university has several summer school sessions and is currently contemplating whether instruction will once again need to be transitioned to a distance education environment. WSU also has a loaner laptop and emergency funds programming and is keeping food pantries open, even establishing an off-campus satellite location in the Tri-Cities.

President Kirk Schulz sent out a communication this week regarding university finances and most notably announcing a freezing of leadership level salaries and [new restrictions on hiring](#).

The Washington Animal Disease Diagnostic lab housed in the College of Veterinary Medicine has begun [testing COVID-19 samples](#) taken from pets upon request from public agencies and

academic researchers. King County Public Health is our most notable partner. These tests can be used to collect scientific data to expand knowledge around whether pets can be carriers of the disease.

Researchers in the College of Medicine have developed a COVID-19 risk index for the state that overlays U.S. Census data with mortality data from the state Department of Health [to create a map](#) of the state showing concentrations of populations believed to be most vulnerable by census tract.

- **Western Washington University**

Spring quarter begins on Monday, April 6th, and all classes will be instructed on-line. WWU has moved to a Pass/No Pass grading system for spring quarter, but students have the option of requesting that letter grades be added to their transcript. WWU student support services, including tutoring, counseling, and academic advising, are now offered remotely.

The Western Foundation has established a Student Emergency Fund to provide relief for students in need of basic necessities. WWU has also established extended laptop loan programs for students without access to a computer. Students without Wi-Fi may access campus Wi-Fi at designated locations permitting strong bandwidth and proper social distancing. The university is also transitioning all non-apartment residence halls to single occupancy for the approximately 400 students who still live on campus.

Yesterday President Randhawa sent a [message](#) to the campus community about immediate mitigation measures being taken to address fiscal impacts of the pandemic, including a hiring freeze and suspension of non-essential purchases and expenditures.

State Board for Community & Technical Colleges (SBCTC)

Spring Quarter

- All colleges are on an extended spring break this week. A small number of colleges are starting spring quarter on April 6 for online classes only. Most colleges are starting spring quarter on April 13.
- Colleges are reporting that spring quarter enrollments appear to be lower than normally expected. Most colleges won't know for several weeks due to later start dates and delayed tuition collection.
- All colleges will have multiple start dates for spring quarter classes with online classes starting earlier and lab/practicum classes starting later. Colleges are moving to multiple tuition refund dates to accommodate multiple start dates for classes.

- Colleges are redesigning technical education programs with hands-on components that cannot be taught fully online. These courses and programs are designed to integrate theory and practice into most technical education classes by including didactic and hands-on learning each day. In this environment, faculty are redesigning technical programs, to move didactic portions of the course to the beginning of the class to offer online. Hands-on lab portions are being moved to the end of the term. If students are not able to complete the lab portion by June, colleges plan to extend the classes into summer quarter to allow students to complete all portions of the program.

Commencement

- Colleges are beginning to explore alternatives to June in-person commencement, including multiple virtual commencements by program, and ceremonies delayed until late summer.

Capital projects

- SBCTC staff are working with DES to clarify the definition of essential capital projects as it applies to community and technical college projects.

Expanding local capacity for COVID-19 response

- Colleges in King County have been approached by the King County Health Department to use their parking lots for drive through COVID-19 testing stations.
- Colleges have on-going working relationships with local hospitals due to their allied health programs. Colleges in rural communities are being asked for emergency use of college nursing labs for non-infectious patients.

Communication

- Community and technical college presidents continue to hold conference calls every other day to share solutions to implementation challenges, and surface policy issues for the college system to address collectively.
- College Vice Presidents for instruction, student services, business operations and public information are holding weekly calls to similarly problem solve together.

Independent Colleges of Washington (ICW)

What policymakers and elected officials can do now to help our students and campuses:

- Ask Washington's Congressional delegation to build on the Coronavirus Aid, Relief, and Economic Security Act or "CARES" Act. It is a solid step forward, and the resources provided by this legislation to protect our students and campuses will be helpful. The structure of the

bill works for higher education, but the amount of funding provided is just not enough to offset the millions of dollars in lost revenue and increased costs amid so much uncertainty (over enrollment for both new and continuing students; regarding new and continuing international students; over fundraising as the wealth of donors is affected; etc.

- Support efforts to communicate to high school students that they should stay in school, graduate, and enroll in college here in Washington. We are grateful to the Washington Student Achievement Council (WSAC) for its communication efforts. Already the state was working to address our need for developing a college-going culture and a pipeline of “home-grown” talent. Out of this crisis, we hope more Washington students and families will consider their higher education options here at home. (We also strongly support efforts to encourage our community and technical college students to persist and consider transferring to four-year colleges and universities, and for adults with some college credits and no degree to return to higher education.)

Life on Independent Colleges of Washington member campuses

- Seven members of Independent Colleges of Washington are on the semester terms; three use quarters. All have moved to remote instruction. Campuses have been working with their students to provide wi-fi hotspots, loaned laptops, etc. to help bridge the digital divide. Access to reliable Internet can be a challenge for students. (Here are class and desk selfies from [Whitworth University](#) and [Walla Walla University](#).)
- Our campuses are sending messages to our students to help them stay engaged and motivated (e.g., here’s a short video from [Seattle University’s faculty](#), a note from [Heritage University](#), and a video from the president of [Whitman College](#).) Support services for students are available virtually (e.g., [this Facebook message from Saint Martin’s University](#)).
- Our campuses also are creatively bringing together accepted students for virtual experiences as this from [Gonzaga University](#). We also are helping our students find internships and post-graduation jobs via [virtual career centers such as this example from Seattle Pacific University](#).
- While most students have left campus, each of our residential campuses is providing shelter and food for dozens to hundreds of students who have no place else to go. These include students who were in foster care or were experiencing homelessness, international students, students whose family members are immunocompromised or work with at-risk populations, and face other specific situations.
- Our campuses are reaching out to support their communities (e.g., [see this example from Pacific Lutheran University](#)).
- Member campuses are making and announcing decisions regarding commencement (e.g. here is the news from the [University of Puget Sound](#)).

What Independent Colleges of Washington has been working on this week: We've been fielding queries from member campuses, responding to legislative queries and convening communities of practice from across our membership to share information and support. For example, our campuses are interested in how the federal expansion of Small Business Administration loans could be a helpful source of capital.

This week, our grant-funded Washington Student Engagement Network shared student-focused information about the Census information on Facebook, [Twitter](#) and Instagram with the theme "College Students Count".

We also been analyzing, seeking guidance on federal stimulus. On Friday, March 27, President Trump signed into law "Phase 3" of a federal response legislation known as the Coronavirus Aid, Relief, and Economic Security Act or "CARES Act."

Here is a high-level look at what we are seeing (and for reference, [here is what we were working to see included](#); Independent Colleges of Washington signed March 20 letters to the [House](#) and [Senate](#)):

- The CARES Act provides funding **for all sectors of higher education**, half for emergency grants for students and half for institutions. **Funds will be distributed through the Title IV system to institutions** so the money can get disbursed as quickly as possible. The call with the U.S. Department of Education will answer key questions about how those funds can be used. Our campuses have significant questions in light of the unplanned and considerable costs they've incurred in recent weeks.
- **Additional funding for Historically Black Colleges and Universities and Minority-Serving Institutions.** (*Heritage University is an Hispanic Serving Institution and therefore will be eligible. Emerging Hispanic Serving Institutions, including Pacific Lutheran University and Walla Walla University do not appear eligible for this supplemental funding.*)
- **A requirement that states not cut any previous support to institutions of higher education or need-based grant programs for students** unless the Secretary gives them a waiver for extraordinary economic loss.
- **A one-year expansion, for 2020, of tax code section 127** to allow employers to offer up to \$5,250 in annual assistance to employees to cover student loan expenses. Section 127 currently allows an employee to exclude from income up to \$5,250 per year in assistance provided by their employer for any type of educational course at the certificate, associate, undergraduate, and graduate levels. Now, with the expansion of Section 127 to allow employees to use the benefit for educational loan repayment, employers can help hundreds of thousands of individuals who borrowed for their undergraduate or graduate education. This tool will be helpful to employers as they seek to attract the best employees, and build an educated workforce to continue positioning the U.S. economy to compete globally."

- **Six-month suspension of federal student loan payments.** Payments would not have to be made, and interest would not accrue, on federal student loans until September 30, 2020. Any payments borrowers make during this time would go directly toward the reduction of outstanding principal.
 - *We hope the state can similarly consider a moratorium on any new requirements or changes in processes while campuses work to manage and eventually recover.*
- **Student aid program waivers** for regulatory relief for the student aid programs, including in such areas as campus-based aid, institutional refunds, satisfactory academic progress, lifetime limits on Pell Grants and student loans, and National Service and Teach Grant service requirements.
- **Charitable giving expansions**, including an allowance of a partial above-the-line deduction for charitable contributions, and an expansion of limitations on charitable contributions for 2020.

Washington Student Achievement Council (WSAC)

WSAC Updates

1. **Changes for student financial aid.**
2. **New efforts to connect students and families with college-going resources.**
3. **Increasing flexibility for academic requirements.**

Student Financial Aid

State Work Study. WSAC provided financial aid administrators with new guidance for State Work Study.

There are several ways colleges can mitigate lost wages for students. One of these is to convert earnings from a SWS job to grant aid. WSAC made this change through emergency rulemaking.

State financial aid debt. WSAC has suspended all repayment and interest on state-aid program debt through June 30, 2020.

Connecting students and families with college-going resources

Applying for financial aid. WSAC is developing new materials and applying more resources to help more students and families access financial aid.

- Creating videos and webinars to help students and families apply for financial aid.
- Engaging a marketing firm to promote Otterbot to high school seniors throughout the state.

- Otterbot is a texting service, powered by AI, that gives students one-on-one help with college and financial aid applications.
- It is now sharing COVID-19 related information and resources.
- Reviewing College Bound Scholarship sign-up deadlines for this year's 8th graders.
 - We may need to adjust the deadlines if more students sign up than we expected pre-COVID-19.

Applying to college. WSAC is retooling College & Career Compass, initially designed for adults, to also support high school seniors. Compass has two main components. It educates users and connects them to colleges and programs that can meet their needs and goals.

- Engaging the same marketing firm to promote Compass to high school seniors.
- Developing an email campaign to connect current College Bound seniors with Compass resources.

New delivery models with an equity focus. WSAC is working with partners to figure out how students and families without internet or devices can have equitable access to our resources. In particular, GEAR UP is:

- Analyzing and adopting new service delivery models due to school closures.
- Sharing their expertise with broader WSAC audiences.
- Adding resources for students to WSAC's Class of 2020 Action Plan page.

Increasing flexibility for academic requirements

Minimum college admission standards. WSAC increased flexibility for colleges to admit students from the high school class of 2020. Colleges can now:

- Accept more students using alternative standards.
- Go test-optional w/out approval from WSAC.

Dual credit

WSAC approved the use of Dual Enrollment Scholarship funds to purchase tablets or laptops for Running Start students, who are eligible for a scholarship and enrolled in EWU.

Washington State Department of Labor & Industries – Apprenticeship Programs

Overview

This document provides a brief overview of actions the Apprenticeship Program for the Washington State Department of Labor & Industries has been taking in responding to the coronavirus challenge.

- There are more than 17,000 people participating in statewide registered apprenticeships.
- There are about 200 current registered apprenticeships representing some 180 different occupations.
- The Washington State Apprenticeship and Training Council (WSATC) has cancelled upcoming meetings and postponed hearings on new apprenticeship programs.

WSATC April meetings cancelled

- **The April 15-16 meetings are cancelled.** All business scheduled for the April agenda is moved to July. The July meetings are tentatively set for July 15-16 at the Heathman Lodge in Vancouver, Wash. This includes the following subcommittees:
Compliance Review/Retention - Apprenticeship Coordinators – Comm. & Tech. Colleges
- **New program standard requests delayed.** Hearings on new apprenticeship programs delayed due to the pandemic uncertain how this will proceed. There are 18 appeals filed with WSATC. Appeal hearings with WSATC and the Office of Administrative Hearings are postponed and yet to be rescheduled.

State certified/licensed examinations cancelled

Apprentices in electrical, elevator, plumbing and cosmetology trades must take exams to receive state credentials. These exams have been postponed.

- The L&I Elevator Program is not testing mechanics at this point in time. The exam is done in-person and will resume when social distancing requirements are lifted.
- Plumbers. L&I has closed its testing for plumbers statewide. PSI (the entity that does the testing) is closed until at least April 15.
- Electricians. L&I's Electrical Program has closed its testing for electricians statewide. PSI (the entity that does the testing) is closed until at least April 15.
- The WA Department of Licensing (DOL) is not testing for cosmetology trades until further notice.

Guidance to registered apprenticeships

First quarter 2020 reporting deadline extended: Registered apprenticeship programs have until

May 10 to report Related Supplemental Instruction (RSI) hours for Apprentices.

Ongoing guidance to programs: A small number of Registered Apprenticeship programs are continuing to deliver the related classroom/laboratory instruction under strict social distances guidelines. Apprenticeship Program consultants are providing guidance to programs, which have individual authority to adjust operations. This includes:

- Consultation on suspending application and selection processes; using distance-learning if available to all apprentices; providing alternative supervision that maintains the apprentices' health, and safety while keeping them working.
- Providing information regarding unemployment insurance and stimulus help for apprentices and employers.
- Continued resources from L&I on the coronavirus impacts.

Workforce Training & Education Coordinating Board

Private Career Schools

After Governor Inslee temporarily closed higher education institutions to in-person instruction through at least April 6, the Workforce Board quickly communicated the governor's directive with the 300-plus private career schools the agency licenses and regulates.

The schools were instructed to shut their doors to in-person learning, but were also given the opportunity to temporarily transition their programs to an online/distance learning format. That format needed to be approved by Workforce Board private career school staff.

Schools were provided the following form:

<https://www.wtb.wa.gov/wp-content/uploads/2020/03/Distance-Education-Online-Waiver-Final.pdf>

The Workforce Board also temporarily suspended new school applications. No new school orientations will be held, or paperwork processed, until May.

The agency also temporarily suspended collection of all application, renewal, and Tuition Recovery Trust Fund (TRTF) fees.

Federal Engagement

Workforce Board staff collaborated with other State Approving Agencies (for veteran's benefits) on the federal Senate Bill 3503, which was signed into law on March 21st. The bill allows the Veterans Administration (VA) to continue to pay for training that is being provided via online delivery instead of being delivered on-site (without considering it to be online training). This legislation solves issues with regards to the VA's ability to pay for the following items:

- Remedial training (training that is needed to get the student up to college level classes, like MATH-090), is not allowed to be given via online training. This law now means that these classes can be taught that way.
- Housing Allowance – currently, the Housing Allowance in Seattle is \$2,808 when the training is done on-site, but it is only \$894.50 if done online. This law allows the housing to be paid at the higher rate.
- Certificate programs at vocational schools and degree programs at non-accredited colleges – these programs cannot normally be taught online. This law allows the training to continue online during the emergency (March 1 – December 21).

Dislocated Worker Grant

The emergency COVID-19 Disaster Relief Dislocated Worker Grant (DWG) allows states, through their workforce agencies, to apply for up to \$25 million to help people laid off due to COVID-19. An Initial project synopsis is due April 3 to our federal partners, and more detailed information is due within 60 days thereafter if we are awarded funding based on our proposals.

The Employment Security Department is taking the lead to draft up the grant proposal, and has asked the Workforce Board and the Washington Workforce Association (local workforce board directors) to convene system partners who are best positioned to provide strategic direction and inform areas of need for businesses and workers as the crisis unfolds. Three calls were organized to quickly develop the grant proposal, where partners could identify the anticipated capacity needs of their respective stakeholder groups.

Disaster Relief DWGs provide disaster-relief and humanitarian assistance employment, as well as employment and training services, as appropriate, to minimize the employment and economic impact of declared disasters and emergency situations. For example, Washington applied successfully during the Oso landslide, the Nisqually earthquake, and severe forest fires. They move fast, with early deadlines, but also early decisions and early funding.

The grant is specifically designed to help people laid off because of COVID-19 transition into:

- subsidized jobs responding to the disaster;
- other employment; or
- long-term training with supportive services.

Subsidized jobs responding to the disaster might include, for example: UI intake, COVID-19 disinfection teams working public spaces and buildings, setting up new hospital beds and facilities, food delivery for vulnerable populations, and jobs supporting the emergency services response. This moves laid-off people directly into jobs helping the disaster-relief effort.

Additional Information

For the latest campus and program information and guidance related to the coronavirus (COVID-19), please visit our individual resource pages:

- *Council of Presidents* - <https://councilofpresidents.org/novel-coronavirus-covid-19-information-resources/>
- *State Board for Community and Technical Colleges* - <https://www.sbctc.edu/coronavirus/default.aspx>
- *Independent Colleges of Washington* - <https://icwashington.org/page/covid19>
- *Washington Student Achievement Council* - <https://wsac.wa.gov/covid-19>
- *Workforce Training and Education Coordinating Board* - <https://www.wtb.wa.gov/private-career-schools/closure/>
- *Washington State Department of Labor & Industries* - <https://lni.wa.gov/agency/outreach/novel-coronavirus-outbreak-covid-19-resources>

Novel Coronavirus (COVID-19) Pandemic

Higher Education & Workforce Development Update #2

Week of April 6-10, 2020

- [Council of Presidents](#)
- [State Board for Community and Technical Colleges](#)
- [Independent Colleges of Washington](#)
- [Washington Student Achievement Council](#)
- [Workforce Training and Education Coordinating Board](#)
- [Department of Labor & Industries – Apprenticeship Programs](#)

Cross Sector Initiatives -- Council of Presidents (COP), Independent Colleges of Washington (ICW), and the State Board for Community and Technical Colleges (SBCTC)

Addressing Licensing Barriers to Alternatives to Field Experiences/Clinicals for Certain Academic Programs of Study

Nursing Education

COP, ICW, and the SBCTC continued discussions with Nursing Commission representatives. Some programs been approved by the Nursing Commission to offer simulation in place of clinical experience at a 1:1 ratio. Programs approved to offer simulation can complete additional paperwork and commit to collecting data as a means of seeking approval for 1:2 simulation. Others still need to seek approval first for simulation and then further documentation for 1:2 simulation-to-clinical ratio. (The Commission has reduced the documentation from the prior substantial change documentation required to a more streamlined COVID documentation.)

Dental Education

COP and SBCTC, in conjunction with ICW and the Workforce Board, continue to work on outlining immediate action that could be taken to increase the ability of our colleges and universities to meet the urgent workforce demand brought about by the COVID-19 crisis. We

shared that dental programs across our sectors face the inability to graduate students due to a lack of flexibility for clinical experiences.

Our request to Governor Inslee is to suspend the language of the regulatory provisions of a number of specified WAC's until midnight on June 30, 2020. We hope to have this finalized and sent to the Governor's office for review soon.

Addressing Issues at the Intersection of Secondary and Postsecondary Education

Transfer

This week COP and ICW, on behalf of Washington's four-year colleges and universities, issued a [joint statement](#) focused on Washington community college transfer students. The statement reiterates our commitment to engaging students to navigate the transfer process and provides a main point of contact at each college or university. It also notes that we have moved all activities related to transfer admitted student programs, transfer advising and campus visitations to a virtual experience/platform, or we have made the decision to cancel events; and integrated flexibility into the transfer process to ease, to the extent possible, the disruption for Washington's community and technical college students. Each university or college has institutional microsites dedicated to COVID-19 information. We invite you to help us spread the word by retweeting our messages ([here is one tweet](#); and [another](#)).

Planning for Postsecondary Education

This week COP, ICW, and the SBCTC issued a [joint statement](#) focused on what students should know and consider as they plan ahead during the COVID-19 Crisis. The statement reiterates are continual support and commitment to collectively, and as individual colleges and universities, to help current and future students achieve their goals, navigate this crisis, and plan for their futures. The statement highlights the importance of academic challenge and ongoing communications. In addition, the document emphasizes the value and role of learning, considerations regarding Pass/No Pass on high school credit coursework and college credit bearing coursework and the importance of student agency. We hope that this message can be distributed widely through legislative and agency communication channels.

K-12/Higher Education Weekly COVID-19 Call

The COVID-19 crisis continues to lead to several emerging as well as anticipated long-term issues impacting education transitions, between K-12 to higher education and within higher education. Issues include, but are not limited to, high school graduation requirements, dual credit, college admissions, transcripts, statewide transfer degrees, and high school graduation pathways. To streamline and clarify information across sectors, WSAC convened the second, of weekly, conference calls of higher education and education agencies, institutions, organizations

and schools. The purpose of these meetings is to: provide updates on current and emerging work, share information to clarify existing information and context, discuss issues and provide clarification of current work and identify questions and gaps that need further discussion and follow-up.

Council of Presidents

State Board of Education Emergency Rule Hearing

COP staff engaged with higher education and K-12 partners to provide feedback to the proposed credit requirement emergency rules by the Washington State Board of Education. COP encouraged the Board to ensure that students are aware of impacts both to their high school requirements and postsecondary education plans. The feedback provided by COP was incorporated into the final draft [passed by the Board](#) on April 8.

Academic Leaders

Academic leaders from Washington's public four-year college and universities have been key in leading flexible and student-focused policies and practices throughout this crisis. This week academic leaders continued to support the transition to remote learning for current college students. Leaders are also focusing on the transition for students enrolled in Running Start and College in the High School programs. Academic leaders are participating in ongoing conversations regarding graduation, summer term coursework delivery, and broadband access.

Admissions Directors and Registrars

Admissions directors and registrars have been key in placing Washington at the forefront as a model for communication and policies at the state and national levels. They have worked with WSAC to gain flexibility to meet minimum admissions requirements, integrated flexibility in the 2020 admissions process and provided student-focused practices towards transcripts and registration. Institutions are in the process of discussing impacts and responses regarding fall 2020 registration and fall 2021 admissions.

Key updates this week:

- Veteran Students and Dependents - Veteran Center Directors continued Certifications of Enrollment to the VA which trigger GI Bill benefits. Certifications went smoothly in what is the first week of the term for many institutions. Augmentations made to the certification operating system by the VA Department allowed campuses to indicate

transitions to remote learning and not reduce the amount of monthly allowances for students.

- **Business Officers, Personnel Officers, and Financial Aid Officers** - Business officers and personnel officers in our sector are diligently focused on interpreting the legislation and guidance regarding the federal CARES Act. Future funding provided will assist students through a number of angles, including emergency grants, employment resources, and infrastructure supports. As these are approaches already in use when federal funds become available, our sector will be prepared to utilize this resource per the specifications of legislation.
- **Addressing Issues in Technology** - COP staff have joined the Internet Access Crisis Team organized by Rep. Mia Gregerson. The team objectives are to update, coordinate, and prioritize next steps for addressing digital inclusion gaps aggravated by COVID-19.

Updates on Council of Presidents' member campuses:

- **Central Washington University**

After an extended spring break to give faculty time to move curriculum to remote learning, spring quarter officially began Wednesday, April 8.

As of the second day of the quarter, enrollment appears to be relatively stable despite the transformation to an online format. The numbers are not official until the 10th day count on April 18, but enrolled students appear to be down by about 5%.

As of April 9, occupancy in university housing is down 82%, with just 607 students in residence halls or university apartments out of the 3,282 in winter quarter. In March, the Kittitas County Public Health Officer directed CWU to instruct students not to return to campus after spring break, despite many students having left behind personal belongings in their residences. CWU is storing those belongings at no charge and have left them undisturbed in the students' residences.

Furthermore, with the need to social distance, remaining students have not been consolidated and therefore 70% of spaces are fully occupied in all 24 residential buildings/complexes. This is despite only being able to collect 18% of the normal housing revenue from the 607 residents present.

- **The Evergreen State College**

Spring quarter began on April 2nd. The most up-to-date information on The Evergreen State College's response to COVID-19 can be found here: <https://www.evergreen.edu/covid19>

The Evergreen Foundation recently received support from a community of donors, allowing \$50,000 to be available in emergency funding that students can use to cover basic needs during these uncertain times.

To date, 25 students have contacted Financial Aid and requested conversion of their state or federal work-study to grant funds. Those conversions are in process.

On April 15, President George Bridges and Provost Jen Drake will hold an online town hall for students to answer questions about remote teaching and learning in spring quarter 2020.

We are now in our first full week of spring quarter. Evergreen had capacity to shift teaching and learning to a remote environment in part because the Washington Center for Improving Undergraduate Education is housed here.

- The Washington Center is a national resource for two- and four-year higher education institutions intent on creating equitable learning opportunities for all students through the strategic use of learning communities and other evidence-based practices.
- Evergreen quickly pivoted to provide “Keep Teaching Institute” workshops to guide faculty through creating remote teaching plans and building an online course in Canvas.
- Continual support is being provided to faculty by way of consultations, a host of resources, and leaning into of community problem solving and sharing of best practices.
- Evergreen’s existing teaching model includes teaching in learning communities which allows for building strong foundational relationships with colleagues and students.

- **University of Washington**

Commencement

Commencement activities will now take place remotely. On June 13, graduates, their families and friends will gather from around the world to join in celebrating the UW Class of 2020 in a live, interactive webcast. Graduates will be invited back to take part in and receive special recognition at the 2021 commencement exercises in Husky Stadium. For more information, [click here](#).

Summer Quarter

The full and A terms of summer quarter will be offered remotely. No decision has been made about B term, which begins on July 23. Summer registration begins April 13.

Remote Learning & Spring Quarter Resources

The first week in virtual classrooms has introduced a range of questions, concerns, and opportunities. For summarized links to important information, [click here](#). This information supplements the [Spring Quarter FAQ](#), which is updated frequently.

Student Emergency Fund

A campaign to provide much-needed emergency support to students has begun. Support will provide unrestricted funds to cover tuition, books, and living costs. For more information, [click here](#).

UW FAQ Page

Please check the [UW's COVID-19 FAQ page](#) for updates as they're available.

- **Washington State University**

All WSU summer sessions will be provided via distance education. There are four sessions and the first begins May 11. This will have further fiscal implications for the university's Housing enterprise.

President Schulz has taken a voluntary 5 percent pay reduction for FY21 and other campus leaders are being asked to do the same.

- **Western Washington University**

Spring quarter at Western began on Monday, April 6th, with all classes now being instructed online. Additionally, this week the WWU Board of Trustees approved a set of reductions in mandatory student fees amounting to a total decrease of \$171.47, or 28.6%, per full-time student over fee rates from those previously set for spring quarter 2020.

State Board for Community & Technical Colleges (SBCTC)

Spring quarter

- Six colleges started Spring Quarter this week. Online classes and support services began smoothly. Most colleges (27) are starting classes on April 13, one college is starting April 20.

- Colleges have not been able to offer placement testing on campus for new students and are using high school transcripts and guided self-placement instead for Spring Quarter. Colleges are using multi-level, competency-based math and writing classes for students who are unsure of their skill levels so that students can start where they need to and move at their own speed through competencies.
- Colleges have extended Wifi into college parking lots to provide access for students without access at home.
- Drive through services are set up for students including laptop distribution, cash tuition payments for students without credit cards or checking accounts, and prepackaged food bank boxes for needy students.

CARES Act implementation

- Colleges are preparing for guidance on student aid distribution. New codes have been implemented to track student aid expenditures.

Nursing education

- Guidance from the state Nursing Commission has been discussed extensively with nursing program administrators and faculty regarding applications to increase use of simulation hours to replace face to face clinical hour requirements, and conditions for reopening simulation labs for nursing faculty and students.

Corrections education

- Community and technical colleges provide workforce education and high school completion for inmates in the state's prisons through a contract between the Department of Corrections and the State Board for Community and Technical Colleges.
- SBCTC has worked out an agreement with DOC for conditions under which education programs can proceed during the Stay Home order. Because inmates are not allowed internet access, corrections education faculty will drop off and collect packets of learning materials at prison facilities each day for student inmates. There will be no face to face instruction through May 4, with plans for limited face to face instruction with social distancing after May 4.

Capital projects

- SBCTC worked with the Department of Enterprise Services to identify essential capital projects that can continue to move forward.

Commencement

- Colleges are discussing plans for virtual or delayed commencement ceremonies.

Virtual Board meetings

- Colleges have received guidance from the state Attorney General’s office about holding public meetings during the Stay Home period. College presidents and board chairs will have a conference call with the education division lead for the AG’s office next week.

Independent Colleges of Washington (ICW)

What policymakers and elected officials can do now to help our students and campuses:

- Continue to refer constituents and the general public to these statements regarding [admission for the Class of 2024](#), [for transfer students](#) and [for students pursuing dual credit](#).
- Encourage members of the Washington’s Congressional delegation to support additional funding for critical higher education needs via Phase IV federal stimulus legislation.
- Urge the U.S. Department of Education to publish guidance around the funding for colleges and universities in the Coronavirus Aid, Relief, and Economic Security Act or “CARES” Act.
- Support efforts to communicate to high school students that they should stay in school, graduate, and enroll in college here in Washington.

Life on Independent Colleges of Washington member campuses

- We want to encourage Washington students who are still deciding where to enroll next fall—or who are re-thinking or just now making their college plans—to consider the terrific options here in Washington.

INDEPENDENT COLLEGES OF WASHINGTON

Key Admission Sites for the Class of 2024

Member Campus	Class of 2024, accepted students URL:	Are you still accepting applications for the fall term?
Gonzaga University	www.gonzaga.edu/accepted ; www.gonzaga.edu/virtualgonzaga	Yes
Heritage University	https://www.heritage.edu/admissions/freshmen-admissions/	Yes
Pacific Lutheran University	https://www.plu.edu/admission-first-year/admitted-students/	Yes

Saint Martin's University	https://www.stmartin.edu/admissions-aid/admitted-students	Yes. We are still accepting applications for fall 2020. We may adjust these deadlines with everything that is going on but last year these were our application completion (all materials and application must be submitted) fall deadlines: Freshmen: July 1 Transfer: August 1
Seattle Pacific University	https://spu.edu/undergraduate-admissions/admitted-students/why-spu	Yes. August 1 is the application deadline for both First-Year and Transfer Students.
Seattle University	https://www.seattleu.edu/admissions/stay-connected/	Yes
University of Puget Sound	https://www.pugetsound.edu/welcome/	Yes
Walla Walla University	https://www.wallawalla.edu/admissions/steps-to-enrollment/	Yes
Whitman College	https://www.whitman.edu/admission-and-aid/admitted-students	Yes, Whitman is still accepting applications. We have waived our deadline for first year and transfer students who may be reconsidering where they would like to attend college in light of the COVID-19 pandemic, and will continue to do so as long as space is available. We recommend reaching out to admission@whitman.edu for more information.
Whitworth University	www.whitworth.edu/admittedstudents	Yes

- Spring quarter classes are getting underway at Seattle Pacific University, [Seattle University](#) and Walla Walla University.
- Our semester campuses – Gonzaga University, Heritage University, Pacific Lutheran University, Saint Martin's University, University of Puget Sound, Whitman College and Whitworth Universities are about a month from the end of the term.
- Campuses continue to address student needs for access to technology off-campus, including laptop loan programs, WiFi host-spots (or low-cost mobile phones to provide WiFi connectivity).
- Campuses have been raising support for emergency funds (e.g., [Gonzaga University School of Law](#), [Saint Martin's University](#), and [Whitman College](#)).
- Support services for students are available virtually (e.g., this example of [peer tutoring](#) at Walla Walla University).

- Campuses are organizing activities and events for the community to connect around during the “Stay Home/Stay Healthy” order, with a focus on nurturing connections and fostering community, even in a remote environment (e.g., [this Check Five initiative sponsored by Pacific Lutheran University](#)).
- For all those online meetings, check out these #WallpaperWednesday backgrounds from the [Gonzaga University](#), [Seattle University](#), [University of Puget Sound](#) and [Whitworth University](#).
- Additional announcements from member campuses regarding commencement came this week: [Gonzaga University](#), [Heritage University](#), [Pacific Lutheran University](#), [Saint Martin’s University](#), [Seattle Pacific University](#), [Seattle University](#), [Whitman College](#) and [Whitworth University](#).

What Independent Colleges of Washington has been working on this week: Our communities of practice, from presidents and provosts to the leaders of alumni relations, parent programs, diversity/equity and inclusion met this week. Our campuses also continue to seek clarity and detail around funding available through the CARES Act.

Our grant-funded Washington Student Engagement Network continued student-focused information on Facebook, [Twitter](#), and Instagram focusing on the Census, on the Washington College Grant, and FAFSA-completion.

Washington Student Achievement Council (WSAC)

Launched the College and Career Compass tool: A new on-line resource that empowers adults to return to school, earn a credential, and advance in their careers. WSAC sent e-mails about the tool to over 100,000 people who attended college, but do not yet have a degree to show them how financial aid may have changed since they attended, and the programs in their area that can help them find a family-wage job. See the press release [here](#).

Tracking the Federal stimulus support for higher education: The Department of Education released their allocations to institutions from the CARES act stimulus bill, signed in late March. Washington institutions will receive over \$200 million, with half of that total earmarked for direct student aid. In addition, the Governor will receive a flexible pot of funding for education emergencies. The Department hopes to disburse funds to campuses in the next two weeks.

Coordinating dual credit responses: As mentioned above, WSAC is coordinating weekly calls with higher education and K-12 leaders to try to coordinate how each group navigates the challenges Covid-19 presents. In addition to the challenges that may come from temporary waivers to the state’s high school graduation requirements, the calls are a great forum to work through the often-thorny issues that dual enrollment/dual credit programs introduce. The calls highlight the common ground between the sectors, and a common principle in decision-

making: keeping the student at the center of our work. For example, we've revised the [College Admissions Policy](#) in line with the State Board of Education's emergency waiver from high school graduation requirements, [adopted yesterday](#).

Continuing to build a college-going culture: WSAC's College Access and Support team continues their work of helping the class of 2020 pursue their career and college goals in these unprecedented times. The Otter digital tool target high school seniors, helping them navigate financial aid applications, admissions processes, and now, myth-busting relating to college responses to Covid-19.

WSAC is working on building out virtual town halls where students and families could ask postsecondary questions of WSAC staff and partners. CAS staff plan to pilot with a few districts in April and then expand in May. In addition, CAS is hosting a joint webinar on May 8 with OSPI to educators/CBOs that will focus on transitions, resources and planning.

We are pursuing an extension for College Bound Scholarship sign-ups for 8th graders, giving them a few months of their 9th grade year to complete their application.

WSAC turned our spring counselor workshops on financial aid into virtual webinars. The first one had about 30 attendees and we have over 30 signed up for the one on April 13. We are also offering one in May. We offer professional development clock hours for these.

WSAC staff Christina Winstead is offering student virtual assistance to 12th Year Campaign sites where they can get their individual questions answered and schedule time with her, and offering to join individual class presentations to talk about planning for college and financial aid.

Rulemaking continues: WSAC is writing rules for the new Washington College Grant as well as updating College Bound rules. The public comment period and public meetings have been held on-line. This week, we had thirty people virtually attend a meeting on College Bound rules and received substantial comment and input.

Washington State Department of Labor & Industries – Apprenticeship Programs

State certified/licensed examination cancellations extended

Apprentices in electrical, elevator, plumbing and cosmetology trades must take exams to receive state credentials. The exam postponements continue per the Governor's extended stay at home order:

- The L&I Elevator Program is not currently testing mechanics. The exam is done in-person and will resume when social distancing requirements are lifted now sometime after May 4.

- Plumbers. L&I has closed its testing for plumbers statewide. PSI (the entity that does the testing) is closed until at least April 30.
- Electricians. L&I's Electrical Program has closed its testing for electricians statewide. PSI (the entity that does the testing) is closed until at least April 30.
- The state Department of Licensing is not testing for cosmetology trades through May 4.

Reminder – First quarter 2020 reporting deadline extended

Registered apprenticeship programs have until May 10 to report Related Supplemental Instruction (RSI) hours for apprentices.

Online instruction increases

A growing number of registered apprenticeship programs are reporting they are moving online to educate and train apprentices, who are receiving related supplemental instruction (RSI).

Continuing guidance

L&I Apprenticeship Program consultants continue to provide guidance including:

- Consultation on suspending application and selection processes; using distance-learning if available to all apprentices; providing alternative supervision that maintains the apprentices' health, and safety while keeping them working.
- Providing information regarding unemployment insurance and stimulus help for apprentices and employers.
- Continued resources from L&I on the coronavirus impacts.

Apprenticeship Program
Washington State Department of Labor & Industries
PO Box 44530 Olympia, WA 98504
Direct: 360-902-5320
Fax: 360-902-4248

Workforce Training & Education Coordinating Board

Workforce Board Meeting April 15th to Discuss System Response to COVID-19 Crisis

The Workforce Board will meet (virtually) to hear from partners on April 15 on how Washington's workforce system is responding to the COVID-19 public health crisis. The Board

will also discuss policy ideas to address the crisis, and the role of the workforce system in aiding economic recovery.

This will be a [virtual-only meeting](#), hosted on Zoom, from 9:00-12:30pm.

Private Career School Oversight and Veteran Student Assistance

The Workforce Board's Consumer Protection team has been helping the staff and students at WA's 320+ private career schools and schools serving veterans to adjust to the Governor's "Stay Home, Stay Healthy" orders. This includes developing guidance for the schools, helping them transition to on-line education, and answering a wide range of questions from schools, students, and industry advocates. Because these schools are mostly small and very small businesses, we have been partnering with the Northwest Career Colleges Federation to help get out the word about various resources available to them to survive the crisis and keep their staff and faculty employed.

Board staff conducted a survey of the schools we license and found that a number of them are closed for the duration of the Governor's order. It is unknown at this time if they will re-open in the future.

- Closed – 112
- Total online – 149
 - 127 already transitioned to online due to COVID-19
 - 22 schools already had prior approval
- 62 schools haven't responded (many are yoga teacher training, pilates, dental, as well as a few CDL schools)

Dislocated Worker Emergency Grant Application

As noted in the previous update, the U.S. Department of Labor announced the availability of \$100 million to support dislocated worker disaster recovery activities. These grants are generally made available for natural disasters, such as floods and hurricanes, and include funding to subsidize wages for short-term clean-up activities and humanitarian assistance. The grant will also cover training and education costs and support services to prepare dislocated workers for jobs expected to be in demand in the economic recovery. States could apply for up to \$25 million, and Washington applied for the maximum amount. The application was due 15 days after the national emergency was declared. It was submitted April 3.

Workforce Board staff partnered with Employment Security Department (the grant lead) and the Washington Workforce Association to develop the application. Workforce Board staff brought together a broad group of agency, business, and labor partners of the system to help inform the goals, service strategies, and guiding principles. The resultant design includes a

commitment to traditionally underserved populations and those with significant barriers to economic success. The service strategy is customer-focused and built on a commitment to integrated service delivery and resource sharing.

Board staff was also assigned to identify the types, numbers and geographic distribution of clean-up, mitigation, and recovery jobs that this grant could potentially support. There is no central source for this information. Staff solicited information from dozens of state and local agencies involved in COVID-19 response efforts. Our research staff also developed models to help project the surge in certain types of jobs.

CARES Act and Congressional COVID Response

Workforce Board staff has been working with members of Washington's Congressional delegation, Governor Inslee's D.C. office, and national organizations to inform the development of portions of the federal COVID-response packages that impact the workforce development system. We have provided input on veteran's education, funding for higher education stabilization, and increased flexible funding for dislocated worker services. The level of funding provided for higher education and workforce development are much lower than requested, however. The emphasis has been on containing virus spread, providing financial support to individuals and families, and supporting businesses to stay afloat and maintain workers on the payroll. The next federal package will, hopefully, have more of an emphasis on economic recovery, and we continue to remain involved there.

Behavioral Health Workforce Assessment

On April 2nd, Workforce Board staff hosted our first stakeholder sessions of Phase II of our ongoing Behavioral Health Workforce Assessment. As a reminder, this Assessment is the result of a budget proviso from the 2019 legislative session which charges the Workforce Board with developing recommendations on how to address challenges in five areas impacting the behavioral health workforce (more below). We've partnered with the University of Washington Center for Health Workforce Studies to facilitate a stakeholder workgroup and produce recommendations regarding five specific topic areas. Phase I was conducted from September to November 2019, addressing two of the topics (licensing reciprocity and background checks), and culminated in a preliminary report and recommendations, [submitted to the Legislature and the Governor](#) last November.

Phase II officially launched in January 2020. Three sessions, each two hours in length, were held on April 2nd via Zoom. Over 50 stakeholders discussed the three proviso topics not addressed in the Phase I report: reimbursement & incentives for the supervision of interns and trainees; supervision requirements; and competency-based training. The Project Team also incorporated a discussion of COVID-19's initial impacts into the sessions and will be including policy

recommendations specific to addressing specific issues related to COVID-19 and the behavioral health workforce.

If you are interested in participating in the stakeholder workgroup and/or joining the project list, please contact Julia O'Connor at julia.oconnor@wtb.wa.gov or (360) 867-8015.

TAP Plan Submitted to the Federal Government

The 2020-2023 edition of [*Talent and Prosperity for All \(TAP\)*](#), the state's strategic plan for workforce development programs, including programs under the federal Workforce Innovation and Opportunity Act and the Carl D. Perkins Career and Technical Education Act, was submitted to the federal Departments of Labor and Education for review in late March. This followed a six-month planning process required by both federal acts. Washington is one of a small handful of states to have aligned their workforce development planning process with the development of their state career and technical education plan, reflecting the vision of a single, integrated talent development pipeline long advocated for by the Workforce Board. The federal agencies are expected to approve the strategic plans by July.

COVID-focused National Science Foundation Grant

The Workforce Board has applied for a National Science Foundation grant that would pay as much as \$15,000 to rapidly publish healthcare-related credentials from the agency's career-and-education platform [Career Bridge](#) to the national credential registry operated by [Credential Engine](#). As the COVID-19 crisis intensifies, the demand for healthcare workers is growing and will continue to unprecedented levels over the coming weeks and months--calling for more training options, particularly accelerated, and/or abbreviated training. As providers develop plans to deliver new, abbreviated training to respond to the crisis, and changes are made to licensing and certification criteria, it's critical that these new educational pathways are published for broad consumption, creating awareness and boosting enrollment.

Additional funds will allow the Workforce Board to quickly focus on publishing healthcare occupation credentials and build on an existing project already underway to publish as many as 3,800 total credentials from Career Bridge to the Credential Engine site.

Additional Information

For the latest campus and program information and guidance related to the coronavirus (COVID-19), please visit our individual resource pages:

- *Council of Presidents* - <https://councilofpresidents.org/novel-coronavirus-covid-19-information-resources/>

- *State Board for Community and Technical Colleges -*
<https://www.sbctc.edu/coronavirus/default.aspx>
- *Independent Colleges of Washington -* <https://icwashington.org/page/covid19>
- *Washington Student Achievement Council -* <https://wsac.wa.gov/covid-19>
- *Workforce Training and Education Coordinating Board -*
<https://www.wtb.wa.gov/private-career-schools/closure/>
- *Washington State Department of Labor & Industries -*
<https://lni.wa.gov/agency/outreach/novel-coronavirus-outbreak-covid-19-resources>



Update for State Workforce Board

April 15, 2020

Update on recent progress and legislative session

- Due to the realities of COVID-19 in our state and the economic impacts, Governor Inslee vetoed many budget items from this session's supplemental budget
- The good news is the additional CCW funding we secured this session remained largely intact
- The Governor's staff related to him the critical nature of our funding requests and the role CCW can play in our state's economic recovery

Item	Amount	Governor Action
Intermediary Grants	\$875,000	Preserved
Program directory	\$150,000	Preserved
OSPI Tribal Liaison	\$150,000	Preserved
Marketing	\$250,000	Vetoed

With COVID-19: now is the time to double down on youth career connected learning

- **Young people suffered disproportionately in 2008 recession**
 - > Over five years after the stock market collapse, unemployment among younger workers was 16.2%, more than double the national rate
- **Work connected learning experiences such as registered apprenticeship and career launch have shown to buffer young people from this experience**
 - > Following the Great Recession, the Swiss economy rebounded earlier than most countries, with a young adult labor participation rate similar to adult unemployment (ages 25 to 64)
 - > Even at the peak of the Great Recession, Switzerland's unemployment reached at only 4.1% in Q4 2009.
 - > Switzerland's apprenticeship system was a significant contributor to this recovery
- **Registered Apprenticeships result in higher earnings and significant returns on investment for taxpayer dollars**
 - > Return on investment: \$36:1 according to a 2020 Washington Workforce Board report

Career Connect Washington partners are ready to act

- **Early outreach with employers indicates a willingness to proceed forward with career launch, prep and explore programs especially in the health care and information technology sectors**
 - > More outreach ongoing with both business and labor
- **CCW regional networks continue to move work forward, innovating with virtual learning tools as they navigate the social distancing limitations**
 - > They are eager and willing to do more
 - > Working with their regional businesses
- **Intermediaries continue to make progress on building new programs to launch in fall 2020**

Let's employ these already established assets to aide in the state's recovery!

How can CCW help aid in COVID-19 response and recovery?

- Immediate response: Virtual Career Exploration
 - > Estimated need: \$80,000
 - > Estimated impact: could be made available to all relevant students in K-12 system
- Immediate response: Existing Career Launch Preservation and Expansion
 - > Estimated need: \$5,000,000
 - > Estimated impact: Could expand any of the 100 current programs (grant size \$50-100k)
- Recovery: Career Launch and Prep in Priority and Resilient fields (increased role of virtual learning)
 - > Estimated need : \$5,000,000
 - > Estimated impact: 20 new programs serving 1000 students in the first year; expansion of virtual learning at both levels
- Opportunity for funding from state and federal stimulus and philanthropy

How can CCW help aid in COVID-19 response and recovery?

- **Policy change to remove disincentives for CCL participation:**
 - > Career Launch and Registered Apprenticeship participants are eligible for a variety of state, local, and program-specific supports, most notable the Washington College Grant created in 2019.
 - > CCW will work with state agencies to: identify policy changes to ensure students can receive career connected learning tuition aid without counting against other government aid eligibility (e.g. unemployment eligibility, food subsidies, housing vouchers, etc.).

Thank you to the State Workforce Board

- **Your leadership in this time is critical**
- **CCW stands ready to help and partner to aide in the recovery**

These are draft ideas, and we welcome your feedback, questions and partnership

Tab 3

From: [Washington Employment Security Department](#)
To: [Wollen, Erica \(WTB\)](#)
Subject: WorkSource Information Notice (WIN) 0105
Date: Friday, April 10, 2020 1:50:07 PM

Policy Header - business people working at a desk



WorkSource Information Notice (WIN) 0105

WIN Number: 0105

WIN Name: Temporary suspension state enforcement of the minimum 20 percent work experience expenditure requirement for local Workforce Innovation and Opportunity Act (WIOA) Title I-B youth formula grants for Program Year 2019

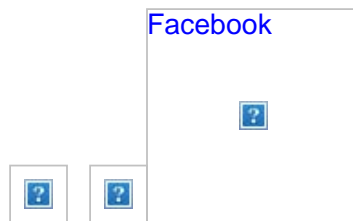
WorkSource Information Notice (WIN) 0105 communicates temporary suspension of state enforcement of the minimum 20 percent work experience expenditure requirement for local WIOA Title I-B youth formula grants for Program Year 2019.

This Policy WIN and others can be found on the Workforce Professional Center website under [State Policies and Guidance](#).

Please [email](#) questions to Employment System Administration and Policy.

If you know of someone who would appreciate receiving future policies like this, please forward so they can [subscribe](#) to our bulletins.

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EMERGENCY: WIOA POLICY ACTIONS

PRESENTERS: Members, Washington Workforce Association

BOARD MEETING DATE: 4/15/20

DISCUSSION TIME NEEDED: 45 min

<p>ISSUE/SITUATION: Be concise - 1 or 2 sentences that get to the heart of the situation, problem or opportunity being addressed</p>	<p>Local Workforce Development Boards are on the frontline of the COVID-19 crisis, still delivering services for a burgeoning and still growing number of Washingtonians who need access to both hope and economic possibility. The current environment necessitates we serve with even greater speed, intentionality, and efficiency. Removal of administrative obstacles that limit our ability to serve in this time of crisis is both a practical and a moral imperative. We are requesting the Workforce Board consider the proposed action. WWA is also asking the Workforce Board to work with us to discover even more items that could contribute to the flexibility needed for us to serve the greatest needs. WWA also encourages Workforce Board's awareness of our requests for modifications, changes and expansions of fiscal/administrative policy and practices governed by the Fiscal Administrative Entity (ESD).</p>
<p>TAP STRATEGIC PRIORITY: Which TAP strategic priority or priorities does this recommendation support? Can you tie to specific goals and objectives in TAP? Briefly describe these connections. If the connection is unclear, describe why this is of consequence to the Workforce Board and/or workforce system.</p>	<p>In the TAP Plan the Workforce Board sets broad policy that affords maximal service delivery by streamlining customer service so people can reach their career goals, no matter their barriers or background. The era of COVID-19 necessitates greater flexibility and reliance upon the established programs, existing judgment and demonstrated competency of local boards to execute programs and funding in ways that serve the highest and greatest good.</p> <p>The four Policy Modification Requests are within Workforce Board's purview to act. Such action enables local workforce areas to quickly and competently respond to the crisis.</p> <p>The seven Advocacy and Support items provide strong partnership confirmation and support for local field operations.</p>
<p>BACKGROUND: Short history of how this recommendation came to be. What has been tried, to what result? What evidence exists to support this recommendation?</p>	<p>Each of the request major policy modifications or advocacy has a history and rationale that are now superseded by the COVID-19 crisis. Relief from these limitations during this period is Priority #1. Once the systems are operationally back on line and the workforce world begins to return to some normalcy we should re-evaluate continuance.</p> <p>Policymakers can have confidence local workforce councils will do the right things by those in our communities. The Local Workforce Development Boards (LWDBs) have established themselves as entities that follow the requirements, deliver on the commitments made and most importantly, serve local customers and those often, who are the most challenged in the labor market. We do so with creativity and compassion. Further, LWDBs have strong enduring relationships with business and industry, also devastated by the crisis. They trust us to work with them, to recognize their leadership role and to provide or coordinate needed services. We want to continue that legacy and we need to be afforded the greatest flexibility to serve all those customers.</p>
<p>RECOMMENDATION AND NEXT STEPS: What specific result do you want from the Board? Is this recommendation for discussion or action? If for discussion, will action be required at a later date? What next steps are expected after</p>	<p>The Coronavirus pandemic has caused a cascade of disruptions throughout Washington's economy. More than 180,000 Washingtonians filed for unemployment in the seven days leading up to March 31, an unprecedented tidal wave that vastly surpasses the numbers record during the height of the depths of the last major downturn. Entire industries and supply chains have ground to a halt. Though some businesses can "go dormant" through the crisis, we know that many will never reopen their doors and the demand for our system's services will be persistently high even when social distancing is a distant memory.</p> <p>For the remainder of PY19, and through PY21, WWA urges the State Workforce Board (WTB) endorse the following modifications to State Policy in response to the COVID-19</p>

this discussion?	<p>national disaster:</p> <ol style="list-style-type: none"> 1. Transfer authority of up to 100 percent transfer of Adult–Dislocated Worker funds to local level decision-making. 2. Quickly approve providers onto the Eligible Training Provider List (ETPL) that can deliver virtual training services. 3. Urge Governor approval of any LWDB requests to directly deliver Title I-B career services (basic and individual). 4. Suspend the state policy requiring CASAS to be administered as a uniform basic skills assessment. <p>Transferability Between Adult and Dislocated Worker Fund</p> <p>WIOA allows LWDBs to transfer up to 100 percent of funds between the Adult and Dislocated Worker program funds within WIOA Title I, with the approval of the Governor. At a May 2015 meeting of the state Workforce Board, the Board voted to table action on a state policy allowing full transferability between these funds and instead voted to cap transferability between the funds at 30% and impose the same criteria for transferring funds as was previously imposed under WIA Title I-B.</p> <p>Currently, as part of requesting up to 30 percent transfers between funds, LWDBs are required to submit a formal request to ESD with signatures from the full local board, along with a variety of planning forms. Specific documentation requirements and the transfer procedure may be found in WIOA Title I Policy 5401 at http://media.wpc.wa.gov/media/WPC/adm/policy/5401.pdf.</p> <p>There are two interrelated requests before the Board today: first, that the state allow 100 percent flexibility on transfers between the Adult and Dislocated Worker funds; and second, that the process for requesting such transfer be expedited, streamlined, or eliminated.</p> <p>The COVID-19 crisis has necessitated this flexibility in several ways: Each of the 12 WDAs are experiencing varying levels of immediate impact with regard to jobs lost, people sick, and the need to quickly retool service delivery. Some areas will see a greater need to immediately serve a higher number of dislocated workers while others may see those laid off workers staying home, waiting it out, and collecting benefits, while low skilled adults out of the workforce find themselves desperate for work and skill building during this downtime. Areas need maximum flexibility to serve whoever needs it. One hundred percent transferability gives local areas the ability to do just that.</p> <p>Approval of ETPL Providers Delivering Virtual Training Services</p> <p>One significant consequence of the COVID-19 crisis has been the need to change delivery methods for postsecondary education and training. Initially, all but lab and practice classes were to be offered on-line only. Currently, all classes must be delivered virtually. After May 4, certain programs may be offered in a hybrid fashion. In general, transitioning all or partial service delivery to virtual service delivery poses a myriad of challenges in terms of logistics, technology, and equity of access. Certain programs may not be able to operate entirely online. The time to graduation maybe extended, or providers may choose to terminate a program until a later date.</p>
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The various state entities that authorize program delivery across postsecondary education and training (including the Washington Student Achievement Council, State Board for Community and Technical Colleges, Department of Labor and Industries, and the Workforce Board, and other postsecondary sector organizations including the Council of Presidents, Independent Colleges of Washington, and Northwest Career Colleges Federation) have all been working together to provide guidance and support to the postsecondary community to continue operations during COVID-19. Processes have been streamlined for authorization or reauthorization, when required for programs transitioning to an on-line format.

To use WIOA funds for tuition, a program must have met the criteria to be on the state's Eligible Training Provider List (ETPL). Online programs must be listed as such on the ETPL. Currently, a program on the ETPL that has been offered in residence or on-site would not automatically maintain its eligibility if it has transitioned to online delivery. While most programs have received or are in process to receive authorization to operate on-line, their ETPL status has not been adjusted. Each institution must apply to change its status on the ETPL.

The request before the Board today is to adopt an emergency rule that approves all existing onsite ETPL programs to temporarily provide distance learning instructional methods. This policy change allows students currently enrolled in ETPL programs to continue to be supported by WIOA funds, regardless of the delivery mechanism, as long as the program has received appropriate authorization from the relevant oversight body. Because the majority of WIOA funded education and training is provided by the community and technical colleges, a streamlined process will be developed to update the CTC listings on the ETPL.

Direct Provision of Career Services

WIOA generally requires LWDBs to conduct open and competitive procurement processes to identify career service providers and one-stop operators. WIOA Title I Policy 5404 sets forth the procurement and selection of service, and was crafted pursuant to a Board vote approving the policy at their May 2016 meeting. The policy may be accessed at <http://media.wpc.wa.gov/media/WPC/adm/policy/5404.pdf>.

Instead of procuring a third-party, WIOA permits LWDBs to directly provide career services (basic and individual) to Adults and Dislocated Workers with WIOA funds with the approval of the Governor. The state's WIOA Title I Policy 5404 imposes a "Request for Approval" process that requires researching and analyzing five years of statewide data comparing performance outcomes and participant costs. Some of this data is missing or unavailable rendering submission difficult. State Policy fails to identify clear standards that will guide the state Board in reaching a recommendation on the request to the Governor.

While WIOA allows LWDB fiscal agents to directly deliver Youth Design Framework services (outreach, intake, assessment, case counseling and follow up), State Policy requires these services be competitively selected. This requires engaging an independent procurement officer to conduct a conflict-of-interest-free bid process that allows Board

staff to submit a proposal. This adds time and cost to the process.

Policy 5404 sets forth the requirements for local areas to petition the Governor for approval; whether the LWDB petitions to operate a one-stop or to provide direct services, all the avenues for approval from the Governor require the LWDBs to fill out a multi-page waiver application and submit the application to the state Workforce Board for approval. The two most recent waivers—and the only two granted so far since the passage of WIOA—were approved by the Board for Northwest WDC and North Central WDC in April 2017. The required waiver applications may be accessed at the link to Policy 5404 above; see Attachments A-D.

Given the magnitude of service need and the disruption to almost all service providers, there is no guarantee that contracted services will be available or adequate to meet local needs. WDCs would like to be able to deploy their staff and resources as needed, when needed, to fill service gaps in their local areas.

The request before the Board is to streamline the process for LWDBs to obtain Governor consent waivers to directly provide career services under System Policy 5404.

Suspending CASAS Testing Requirements for Youth

The Board acted in 2010 to require a single basic skills test be administered across the workforce system's programs, CASAS. The test is most often administered in person and proctored, neither of which is practical as long as social distancing directives continue. See Worksource System Policy 1011 at http://media.wpc.wa.gov/media/WPC/adm/policy/1011_rev_6.pdf for more information.

The ask of the Board is to temporarily suspend the policy and allow LWDBs to use alternative means (other basic skills assessments or school record data) to determine skill level.

Other Policy Objectives

WWA also **seeks increased advocacy and support** for select items requiring approval and waivers by the Governor's Office, and/or U.S. Department of Labor, and/or the State's Fiscal and Administrative Entity (ESD) and/or any other stakeholder that can be helpful to this increased ability to serve customers quickly and efficiently.

The Board is requested to charge staff across the workforce system to partner with WWA to:

- Identify flexibility in law, regulation, and policy that will enhance LWDBs' ability to address both huge increases in demand for service and the peculiar environment of providing service remotely in the short-term;
- Develop solutions to the below that provide local flexibility while also respecting the state's responsibility to ensure federal funds are spent on allowable costs; and
- Report periodically to the Board and request that the Board reconvene to act on certain items, as appropriate.

	<p>Items needing the Board’s assistance include:</p> <ol style="list-style-type: none"> 1. Title 1 Enrollments and Implementing presumptive eligibility during this time for COVID-19 impacted individuals, permitting as many as possible to be immediately served: WWA, ESD, and Board staff are working with USDOL to get guidance on issues related to enrollment and remote eligibilization of WIOA participants. 2. Waive 20 percent Work Experience (WEX) requirements for youth program expenditures: WIOA Title I Youth funds require a 20 percent expenditure on work experience activities for WIOA youth, which have completely dried up during the current crisis. 3. Establishing interagency data sharing agreements with 12 LWDBs: There are opportunities to enter into data sharing agreements with agencies such as DSHS, ESD, Community Colleges and others to help expedite required eligibility documentation in addition to outreach to affected businesses. Support from the Workforce Board to enter into these agreements on behalf of the collective of 12 WDAs would be beneficial. In particular, directors identified the potential to extract information on business names and contact information from ETO or SKIES for use in a business outreach campaign. Additionally, as the state assesses how to deploy EconoVue across the workforce system, there is a need to formalize how the data gathered from it will be analyzed and shared. 4. Suspend minimum 75 percent threshold for Out-of-School Youth: WIOA introduced a requirement that LWDBs spend 75 percent of their WIOA Title I Youth funds on serving “out-of-school” youth. Almost two dozen states have obtained federal waivers to bring this threshold to 50-50 between in-school and out-of-school youth services. A waiver to the 75 percent OSY minimum expenditure rate would allow areas who are already at that threshold to serve more in-school students such as graduating seniors who may need support in order to finish their high school requirements in this precarious stay home learning model as well as help them transition into advanced education and/or employment after graduation. 5. Support use of unobligated PY 2019 statewide funds and all remaining Rapid Response funds: for locally deployed rapid response activities and services and including coordination activities for WWA. 6. Support emergency responses by LWDBs including use of sole source procurement for products and services: As the COVID crisis impacts our community partners in turn, many of our subcontractor have had to suspend their workforce development services and enter into a hibernation phase. In Tacoma, for instance, a key provider of workforce services notified the LWDB they would be suspending all operations for 18 months in light of the uncertainty generated by the economic situation. Flexibility on the rules surrounding sole-source procurement efforts would help streamline the arduous process of rebuilding a network of community partnerships in the recovery phase. 7. Support Streamlining Federal One-Stop Operator Selection Rules: Reserving the authority to quickly deliver Career Services without contracting out to a third party is important to local Areas when new funding sources must be quickly implemented, or old providers suddenly become unavailable or unable to quickly take on additional work.
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Tab 4

Workforce Training and Education Coordinating Board Executive Director's Report

Meeting No. 235

April 15, 2020

1. Board Requests from March 11 Meeting:

The impact of the COVID-19 on our system was already significant at the time of the last Board meeting, and has continued to grow almost exponentially. The Board requested that staff seek relief from current deliverables in order to free up capacity to address COVID-related work. Staff has been working with staff of ESD and USDOL, and the Washington Workforce Association on these matters. Following is a brief synopsis of the exploration and results:

Local Plan Development: The federal Workforce Innovation and Opportunity Act (WIOA) does not require specific deliverable timeframes for local plans, leaving the scheduling to states. However, the law requires that each local board have an approved plan in order to receive formula WIOA funds. The Employment Security Department has the ability to extend the life of an approved plan for contracting purposes, with the exception of needing certain information updated: Identification of the local entity responsible for disbursement of the grant funds per WIOA Section 108(b)(15); Description of the competitive process to be used to award the subgrants and contracts to carry out local WIOA Title I activities per WIOA Section 108(b)(16), including Local Workforce Development Board (LWDB) requests for waivers to provide direct services per WIOA Title I Policy 5404; and a set of assurances regarding administration of funds signed by chief local elected official and board chair.

ESD staff are working on the minimal requirements to be able to issue FY'21 WIOA contracts to each of the Workforce Development Councils. Workforce Board and ESD staff will develop new planning guidelines and submission dates. We are aiming for late summer or early fall, but will also consider the trajectory of the COVID-19 crisis, and the impact on local agencies to establish the later submission date.

Performance Target-Setting and Modifying Current Targets: We learned that a number of other states also asked for relief on these items, which caused the USDOL national office to engage in the decision-making process. On the question of modifying current performance targets, USDOL has said they would make adjustments to performance criteria and models at the national level, once they have adequate data on the economic and employment impact of the pandemic crisis. The adjustments will then be transferred to states to utilize in making local area adjustments. They are not yet able to predict the timeframe for this work.

WIOA does specify the timeframe for target-setting, which must be completed prior to the start of the federal fiscal year (October 1). USDOL has asked that we keep to the planned schedule for target negotiations, with the understanding that we will be able to modify negotiated targets at

a later date. Our Research Director, Dave Wallace, and his research team have been working with staff of the WDCs to develop Washington's proposed targets to USDOL, which begins the formal negotiation process. The Workforce board will take action on the proposal at the May meeting.

2. COVID-19 Response:

Workforce board staff, along with so many others, have been consumed with supporting the state's response to the pandemic. Staff are adjusting well to new ways of working, with each other and with external partners and constituents, and have taken on new responsibilities with their usual determination and good humor. Some of the largest areas of activity have included:

Modifying workplace practices: CFO/COO Vicki DeBoer has led our transition to an almost fully remote workforce. IT manager, Robert Hinsch, has done the hard work of ensuring that every employee has adequate access to the systems they need to maintain high performance levels. The physical office is closed to the public. Vicki and CJ Teague spend time at the office, abiding by CDC protocols, in order to manage certain fiscal and contracting operations that are not yet automated. The staff meets weekly, virtually, to update on work, ask for or offer help and support, and share insights and anecdotes on the new normal. Erica Wollen, Caroline Metzger, and Lindsay Elwanger are becoming our resident experts on Zoom and GoToMeeting, supporting all staff as they continue connecting with external partners.

Private Career School Oversight and Veteran Student Assistance: Jim Parker and his team have been working overtime to help WA's 320+ private career schools and schools serving veterans to adjust to the Governor's "Stay Home, Stay Healthy" orders. Developing guidance for the schools, helping them transition to online education, and answering questions from a wide range of from schools, students, and industry advocates. Because these schools are mostly small and very small businesses, Jim and his Team are also learning about the resources available to them to survive the crisis and keep their staff and faculty employed.

For veterans, there are many parameters and restrictions that govern whether or not GI Bill benefits can be used to pay tuition costs and monthly living expenses. The US Veterans Administration did not believe they had any latitude to alter the current rules. John Murray, Veterans Program Specialist and Contracts Subcommittee chair of the National Association of State Approving Agencies (NASAA), worked with a team from NASAA, and other national veteran support organizations to develop legislation to make necessary changes to the current GI Bill statutes. The team worked quickly, found sponsors and supporters in the House and Senate, to get the bill approved within a few days. We are thankful to Sen. Murray and her staff for their guidance and support to see this bill move so quickly.

Dislocated Worker Emergency Grant Application: U.S. Department of Labor announced availability of \$100 million to support dislocated worker disaster recovery activities. These grants are generally made available for natural disasters, such as floods and hurricanes, and include funding to subsidize wages for short-term clean-up activities and humanitarian assistance. The grant will also cover training and education costs and support services to prepare dislocated workers for jobs expected to be in demand in the economic recovery. States could apply for up

to \$25 million. The application was due 15 days after the national emergency was declared. It was submitted April 3.

Workforce Board staff partnered with ESD and the Washington Workforce Association to develop the application. Board staff brought together a large, broad group of agency, business and labor partners of the system to help inform the goals, service strategies, and guiding principles. The resulting design is demonstrative of the many years these partners have worked together towards true talent and prosperity for all, including a commitment to traditionally underserved populations and those with significant barriers to economic success. The service strategy is customer-focused and built on a commitment to integrated service delivery and resource sharing. Putting the needs of the jobseeker and business customer at the forefront helped bring down silo walls.

Board staff was also assigned to identify the types, numbers and geographic distribution of clean-up, mitigation, and recovery jobs that this grant could potentially support. There was no central source for this information. Staff solicited information from dozens of state and local agencies involved in COVID-19 response efforts. Our research staff also developed models to help project the surge in certain types of jobs.

CARES Act and Congressional COVID Response: Staff have been working with members of Washington's Congressional delegation, Governor Inslee's D.C. office, and national organizations to inform the development of portions of the federal COVID-response packages that impact the workforce development system. Our efforts were instrumental in negotiations on veteran's education, funding for higher education stabilization, and increased flexible funding for dislocated worker services. The level of funding provided for higher education and workforce development are much lower than requested, however. The emphasis has been on containing virus spread, providing financial support to individuals and families, and supporting businesses to stay afloat and maintain workers on the payroll. The next federal package will hopefully have more of an emphasis on economic recovery.

3. Workforce Board applies for National Science Foundation grant focused on COVID-19

Workforce Board staff applied for a (very) quick turnaround National Science Foundation grant opportunity that would pay as much as \$15,000 to rapidly publish healthcare-related credentials from Career Bridge to Credential Engine's national credential registry. The Workforce Board's proposal is one of several Credential Engine is bundling together in an effort to land National Science Foundation coronavirus recovery funds that can be distributed to participating states. This grant would build on an existing grant project already underway between the Workforce Board and Credential Engine. The Workforce Board is currently working to publish as many as 3,800 credentials from the agency's career and education platform CareerBridge.wa.gov to Credential Engine's national registry. Additional funds will allow the Workforce Board to quickly focus on publishing healthcare occupation credentials.

As the COVID-19 crisis intensifies, the demand for healthcare workers is growing and will continue to unprecedented levels over the coming weeks and months--calling for more training options, particularly accelerated, and/or abbreviated training. As providers develop plans to

deliver new, abbreviated training to respond to the crisis, and changes are made to licensing and certification criteria, it's critical that these new educational pathways are published for broad consumption, creating awareness and boosting enrollment.

4. Occupational Data Bill Passes into Law...Just Barely

It was a roller coaster ride for this game-changing bill (House Bill 2308), which requires employers to report the job titles of their workers through an additional occupational field in quarterly wage records. The bill, sponsored by Future of Work Task Force member Rep. Vandana Slatter, D-Bellevue, promises to help the state better track the performance and return on investment of postsecondary/higher education programs and whether they lead to the jobs for which students trained. The data also will provide a more accurate on-the-ground picture of our state's labor market than is currently gleaned through voluntary surveys. Despite these benefits, the bill faced initial opposition from small business because the reporting requirements were viewed as burdensome. It was retooled after input from the National Federation of Independent Business and eventually gained bipartisan traction. But it was almost defeated when it was tucked in with several other bills that were voted down in a group. Resuscitated and finally voted off the floor of the House and Senate, the bill's passage was cause for celebration among Workforce Board staff, Rep. Slatter, and a slew of other supporters.

But the bill's celebration was short-lived. On April 3, staff were informed that Governor Inslee planned to veto the bill as a cost-cutting measure in the face of the COVID-19 crisis. However, in the 11th hour, (literally that same day) advocates were able to make the case that this policy, and the information gained from the data collection, would be critical as the state recovers from the COVID-19 crisis and challenges from a derailed economy. Big thanks to our staff, Nick Streuli from ESD, the Future of Work Task Force members, and to Larry Brown and many labor members who took swift action and were able to show the value of keeping this policy. With this additional data point, we can much more accurately show how education and training leads to specific job outcomes, which will allow students and policymakers to strategically invest in the programs that work best for them. Washington is now just the third state in the nation to collect this key data piece.

The bill's success was particularly satisfying for Nova, and Lew & Joe from the Future of Work, (whose Task Force identified occupational data collection as a recommendation). Workforce Board staff, including Marina, Dave Wallace, and Eric, spent many hours educating legislators, staff, and business organizations. It was truly a team effort. Now signed into law, occupational data will begin to be collected from Washington employers in October of 2021 as optional, and October 2022 as mandatory. We recognize that we may have to slow implementation if needed for funding or staff bandwidth, but the policy remains intact.