
Expanding Capacity for Dislocated Worker Education and Training Opportunities
May 1st, 2020
1:00- 2:00 p.m. PST

Zoom Meeting Log-In Information

Join Zoom Meeting

<https://zoom.us/j/91022163817>

Meeting ID: 910 2216 3817

Invited Participants: Jamilyn Penn (SBCTC), Nate Humphrey (SBCTC), Patrick Martin (L & I Apprenticeships), Sandra Miller (WWA), Terri Standish Kuon (Independent Colleges of WA), Craig Nolte (Federal Reserve Board of San Francisco), Kelly Newell (WA State University), Maryann Brathwaite (NW Career College Federation), Zachary Speron (PIMA Institute), Christine Anderson (Whitworth University), Mark Mattke (Spokane Workforce Council), Elizabeth Court (Olympic WDC), Tonya Drake (Western Governors University), Lyn White (Western Governors University), Eleni Papadakis (WTECB), Eric Wolf (WTECB), Dave Wallace (WTECB), Pranaya Sathe (WTECB), Joe Wilcox (WTECB)

AGENDA

- 1) Overview- Discussion of Meeting Materials
 - a. DW demographics and skills analysis
 - b. Future of Work Occupational Demand
 - c. AWB Member Survey on COVID Effect on Businesses
 - d. Barriers for DW Training Capacity Identified Last Meeting
 - e. Minutes

- 2) Identify focus areas:
 - a. What do we want to work on: industry or occupation sectors, populations, barriers?
 - b. Prioritization and timeline

- 3) Discussion: How should the group structurally proceed with selected priorities?
 - a. Break up into subgroups?
 - b. Large Group format?

- 4) Next steps, action items

Future Meetings

Tuesday, May 5, 3:00-4:00 PM
<https://zoom.us/j/97986370739>
Meeting ID: 979 8637 073

Friday, May 14th, 3:00-4:00 p.m.
<https://zoom.us/j/98230661547>
Meeting ID: 982 3066 154

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MINUTES

Attendees: Jamilyn Penn, Christine Anderson, Nate Humphrey, Zachary Speron, Maryann Brathwaite, Monique Anair, Tonya Drake, Kelly Newell, Heather Hudson, Patrick Martin, Lyn White, Craig Nolte, Eleni Papadakis, Dave Wallace, Eric Wolf, Joe Wilcox, Pranaya Sathe

Shared Resources:

Coronavirus “Burden Table” for Federal Grants: <https://oese.ed.gov/files/2020/04/ESF-REM-Coronavirus-Burden-Table.pdf>

<https://oese.ed.gov/offices/education-stabilization-fund/states-highest-coronavirus-burden/>

<https://www.ed.gov/news/press-releases/secretary-devos-launches-new-grant-competition-spark-student-centered-agile-learning-opportunities-support-recovery-national-emergency>

Introductions and Announcements:

- Eleni Papadakis presented a breaking grant opportunity from the US Department of Education. “Reimagining Job Preparation” grants offered by the Office of Career, Technical and Adult Education; focused on short-term training for dislocated workers, students wanting to get into job market (funded out of CARES Act).
 - Application not yet online
 - Funds may be used to build capacity of higher ed. system to work on job preparation
 - State applications for other grants from USDOE are weighted with a “coronavirus burden Matrix” which affects probability of grant given to state and size of award (WA is currently in lowest quintile); this grant is likely to add an additional metric related to UI claims filed. WA is likely to be very highly scored in this metric due to the UI flexibility our state achieved in allowing self-employed and other workers to access UI benefits.

- The next round of CARES Act negotiations (“CARES Act IV”) include discussion around adding \$15 billion for workforce development and education. In early stages, more information to come.
- Washington has already received one federal emergency dislocated worker grant from DOL. WA will be getting \$12 million in 1st round to support DWs (focus on moving DWs into ‘cleanup and mitigation jobs’; disaster recovery jobs). A discussion will be organized on the next call with WDC participants to discuss the DW grant implementation statewide.
- WA is currently developing a second application for longer term education and training for DWs out of CARES Act funds.

Overview of Meeting Materials

- a. Dislocated Worker Demographics and Skills Analysis Slides
 - ONET lists every occupation and breaks it down by levels, skills, competencies, experiences
- b. Future of Work Occupational Demand: Handout prepared for the Board’s Future of Work Task Force outlining occupations likely in future demand (not requiring a Bachelor’s degree) and related skills.
- c. AWB Member Survey on COVID Effect on Businesses
 - i. Roughly 700 AWB members surveyed, including about half small-business respondents. Surprising data points included that about half of all businesses had done *no* transition to virtual/remote work, and that most businesses were optimistic about the speed with which they could reopen after a stay at home order is lifted. Businesses are still concerned about recruiting and retaining the skilled talent they were worried about before the COVID-19 pandemic, though.
 - o Craig mentioned that he was looking through ESD’s data and determine permanent vs. temporary layoffs and concerns for work training
 - Workforce Board has put in some requests to ESD for more information; currently on a waiting list based on high number of requests
- d. Barriers for DW Training Capacity Identified Last Meeting
 - o Question: What will we be doing with this list and what is the objective of the group?
 - *Create a set of actionable items that will support increasing capacity to serve dislocated workers*
 - o Zachary Speron: Wrap-around services for students is most important because it most directly drives student success. PIMA has rented Chromebooks to send to students, strategies to success course (computer basics; math, anatomy, physiology)
 - Community resources are directed to students
 - Need more support for Wrap-Around services
 - Partnership with Optum
 - o Advocating for maintaining funding levels for future legislative session & expand
 - Broadband advocacy

- Professional development
- e. Minutes from April 22nd

Discussion on Prioritizing Focus Areas for this Group

1. What do we want to work on: industry or occupation sectors, populations, barriers?
 - a. Jamilyn Penn: We need to **focus on a few key (3-5) occupational groups** experiencing highest numbers of dislocation.
2. Many participants agreed in a universal **Digital Literacy Gap** – workers need Training/ Retraining for Digital Skills (Microsoft programs, etc.) in just about every industry sector
 - a. *How do we work with the training centers to provide services and access to technology for all?*
 - b. *Other methods to reach the population; do we need new models like plexiglass to be able to better serve people*
 - c. *How to train the trainers?*
 - d. *Training the trainees on how to be successful*
 - e. *How do we share across resources and increase accessibility?*
 - f. *Is there a way we could find information on how Federal gov't is providing aid in rural areas for broadband and technology needs?*
3. **Transitioning to Virtual Service and Needed Staff Support:** Many front-line staff are unprepared to move to a space of total virtual service delivery.
 - a. As we think about preparing people for temporary jobs, we need to ensure that there is support for furthering education and development to upskill workers
 - b. Community of Practice – sharing resources and information to increase accessibility
4. **ASK OF Committee members: gather what information they have for the next discussion on these four focus areas**

Pathways to Growth Occupations	Technology Access & Digital Literacy	Professional Development & Communities of Practice	Wrap-Around Services for Students
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5. Brief Discussion, for follow up at next meeting: How should the group structurally proceed with selected priorities?
 - a. Break up into subgroups; volunteers identified. Volunteers will be listed in the Agenda for the May 5 meeting after staff has an opportunity to listen through the meeting recording.
6. Next steps, action items: Staff has been requested to extended the future meeting times by one-half hour each meeting. Staff will send out calendar invitations revised to reflect this.

Future Meetings

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