

WASHINGTON INTEGRATED SECTOR EMPLOYMENT

An Interim Report



Washington Integrated Sector Employment

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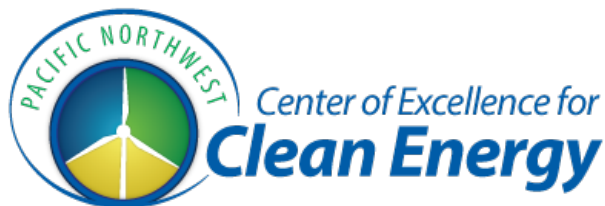


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Introduction

Background

The WISE Consortium is a statewide collaboration, led by three Washington State Centers of Excellence in Clean Energy, Construction and Advanced Manufacturing. Washington's Centers of Excellence are community colleges designated by the State Board for Community and Technical Colleges as statewide leaders in specialized workforce education and training for industries that help the state's economy grow.

Through a \$10 million U.S. Department of Labor Trade (DOL) Adjustment Assistance Community College and Career Training TAACCCT Round 4 grant awarded October 1, 2014, WISE coordinates the efforts of the public workforce system to support sustainable development in our most critical industries. Troy Nutter, Training and Operations Manager, Puget Sound Energy and Chair of the WISE Executive Board, states, "The WISE grant's chief value is in its ability to develop a pipeline of skilled technical workers."

The WISE Consortia includes eight community and technical colleges that offer specialized Certificate and Degree programs focused on the targeted sectors creating a cluster focused on apprenticeship, related skill sets in trades occupations, comparable career pathways, and employer engagement. They include Centralia College (CC) (lead), Everett Community College (ECC), Renton Technical College (RTC), Bates Technical College (BTC), Shoreline Community College (SCC), South Seattle College (SSC), Green River Community College (GRCC)¹, and Walla Walla Community College (WWCC) Colleges.

WISE Highlights

Student Navigation

WISE funded programs provide specialized navigation services for students to assist with education and career goals teaching them how to plan, build, and navigate options to accomplish those goals. All WISE navigators have attended trainings and have collaborated with Regional Education and Training Center (RETC) to develop a guidebook for WISE Navigation. The guidebook documents and reports on the "Best Practices" and value-added methods and techniques that WISE navigators currently are using to assist, mentor and report on the status of WISE participants. The purpose of this guidebook is to provide a framework and structure for consistent navigation services and data collection among WISE Partners.

Pacific Northwest Center of Excellence for Clean Energy (PNCECE)

Hydro Power Class – Supported by the PNCECE advisory board, WISE is developing the first and only Hydro Power Fundamentals course in Washington State. A curriculum development focus group was held in February, 2016 for hydro power subject matter experts from Tacoma Power, IBEW Local 77, Centralia City Light, Seattle City Light, Avista Corporation, Puget Sound Energy, and Lewis County PUD. The class will be delivered online and in person as part of the Centralia College AAS Energy Technology-Power Operations degree to prepare community college students for entry-level positions at hydro facilities. It will also be offered to utilities such

¹ Green River Community College changed its name to Green River College after the awarding of the WISE grant. Since all grant documents refer to "Green River Community College" this report will avoid confusion by continuing to use that designation.

as Avista as related supplemental instruction for apprenticeship training programs. Advisory Board members are providing additional instructional material and industry guest lecturers. The class was first offered Fall, 2016.

Center of Excellence for Aerospace and Advanced Manufacturing

National Career Readiness Certificate (NCRC) – The NCRC has been adopted by the WISE consortium as an assessment of employability skills in three key skill areas – mathematics, locating information and reading for comprehension. Since the inception of WISE, 23 new WorkKeys proctors have been trained at consortium colleges to conduct testing for the NCRC certificates resulting in 136 NCRCs earned by WISE participants as well as 67 that were conducted for Stockpot (a Division of Campbell Soup). Six new employers including Silicon Forest, CH20, Jim Graham Electric, Bates Technical College, and RKL Enterprises have officially “recognized” or “recommended” the NCRC as a direct result of outreach by the Center of Excellence.

Construction Center of Excellence (CCE)

Construction Center of Excellence is partnering in the development of Leadership in the Trades (LT) programs by supporting curriculum development focus groups comprised of Clean Energy, Construction and Advanced Manufacturing employers and labor including Spokane Home Builders Apprenticeship, Avista Utilities, Western States Operating Engineers, Seattle Building & Construction Trades and others. Renton Technical College began offering an LT Certificate program winter, 2016. Other LT programs slated for offering fall, 2016 include a Walla Walla Community College Certificate and a South Seattle College Bachelor of Applied Science. These programs target journey workers who have completed an apprenticeship program of three years or more, incumbent workers, and current students in certificate and two-year degree programs. Graduates will be prepared to lead complex projects, work effectively with advanced technology, monitor safety and regulatory guidelines, exercise superior judgment in management disputes, negotiate agreements, contracts, and permits, and make expert assessments in the field.

Third Party Evaluation - 3rd Sector Intelligence (3SI)

The goal of the WISE evaluation is to develop a consistent and meaningful way to assess the effectiveness of the WISE program model. The evaluation will use a continuous quality improvement (CQI) process to build a framework for on-going, formative program evaluation and program improvement. The evaluation will consist of two key components: an implementation evaluation including measurement of the level or scope of implementation achieved; and an outcomes evaluation to measure achievement of the goals for the program including student employment, wages and job retention. A comparison cohort group for the Manufacturing Academy offered at both SSC and BTC will be used to explore a deeper analysis on the impact of WISE.

Mid-term Interim Report

Role of COEs

In 2009, Washington became the first and only state in the nation to codify Centers of Excellence into state statute (HB1323). Washington is recognized nationally for creating the Center model as a sector strategy to serve as an economic development driver for industries that help the state's economy grow. Ten Centers across the state represent the Washington Community and Technical College system partnering with business, industry, and labor to build a competitive workforce for Washington State.

Washington State's Centers of Excellence link business, industry, labor, and the state's educational systems to create a highly skilled and readily available workforce, which is critical to the success of the state's economy. Each center is funded through the State Board for Community and Technical Colleges (SBCTC) and is housed at a community or technical college.

Centers of Excellence serve as statewide resources representing the needs and interests of a specific industry sector. Through an ongoing investment, Centers are charged with narrowing the gap between employer workforce needs and the colleges' supply of work-ready graduates. They are a critical component of the state's strategy of sustaining an innovative and vibrant economy. The Centers of Excellence core expectations are in Appendix A.

WA State Centers of Excellence

Vision

Washington shall become a national model in developing partnerships among business, industry, labor and education for the purpose of enhancing economic and workforce development initiatives to meet the current and future needs of the industries critical to the state's economic vitality.

Mission

Washington's Centers of Excellence shall serve as the statewide liaisons to business, industry, labor and the state's educational systems for the purpose of creating a highly skilled and readily available workforce critical to the success of the industries driving the state's economy and supporting Washington families.

Core Expectations of Every Center

- **Economic Development Focus:**

Serve as partners with various state and local agencies, regional, national, and global organizations to support economic vitality and competitiveness in Washington's driver industries.

- **Industry Sector Strategy Focus:**

Collaboratively build, expand and leverage industry, labor and community and technical college partnerships to support and promote responsive, rigorous, and relevant workforce education and training.

- **Education, Innovation and Efficiency Focus:**
Leverage resources and educational partnerships to create efficiencies and support development of curriculum and innovative delivery of educational strategies to build a diverse and competitive workforce.
- **Workforce Supply/Demand Focus:**
Research, analyze and disseminate information related to training capacity, skill gaps, trends, and best practices within each industry sector to support a viable new and incumbent workforce.

Basic Functions

Every Center will:

- Establish a primarily industry-based Advisory Board with appropriate labor representation.
- Convene, problem solve and disseminate industry-specific solutions with other agencies and groups as appropriate.
- Provide and solicit updates to stakeholders on a regular basis.
- Provide maximum efficiency and leverage available resources to support operations, new initiatives and emerging trends.
- Be an effective broker among all colleges.
- Continue to be a resource for the K12 system.
- Maintain an accessible, highly functional, and relevant website.

Implementation

Each center will develop an annual work plan with measureable outcomes in the context of the:

- Core expectations.
- Guidance of each center's industry advisory group.
- State's initiatives on job creation.
- State Board's priorities.
- Community and Technical College system's priorities for developing career pathways and other innovative practices.

Center of Excellence for Clean Energy

About

The Pacific Northwest Center of Excellence for Clean Energy (PNCECE), a *Centralia College Partnership*, is a nationally recognized model that provides strategic coordination for the energy industry's skilled workforce. It is led by an advisory board that includes regional consumer-owned and investor-owned utilities; a federal power-marketing administration (the Bonneville Power Administration); organized labor; a national laboratory (Pacific Northwest National Laboratory); community and technical colleges and universities; and workforce and economic development councils.

Strategic coordination includes:

Washington's Community & Technical College Energy Technology.

The Center works closely with industry and education partners to share industry trends and best practices.

- Due to the evolution within the industry, the number of energy programs within Washington's community & technical colleges (CTC) has grown from five in 2005 to 23 today.
- Each college with an energy program has a specific technology/trade focus: Walla Walla Community College offers wind; Spokane offers lineworker; Shoreline offers solar; Columbia Basin offers nuclear; Centralia College offers power plant operations.
- The Center serves on and presents to many CTC energy advisory committees.
- CTC energy programs present at the Center's bi-annual Advisory Board meetings.
- PNCECE supports the development of new BAS programs related to energy – such as South Seattle College's BAS in Sustainable Building Science Technology and Cascadia's BAS in Sustainable Practices.

Research

The Center works closely with industry and research partners, such as WSU Energy Program, to publish best practices and industry trends.

- The Center offers numerous publications including labor market data, 14 occupational summaries, 18 occupational skill standards, an Energy Education Resource Guide, and countless white papers that support the Pacific Northwest's energy workforce.
- It supports energy career awareness through events such as Careers in Energy Week.
- See more at <http://cleanenergyexcellence.org> and <https://www.facebook.com/pncece>.

Funding

PNCECE receives operational funding from the state and applies for grants and contracts to support additional programs and projects.

- The Center has a proven progression of leadership in managing grant funded projects of more than \$30 million during an eight-year period.
- The Center and Centralia College have experienced technical and fiscal staff who have successfully secured and managed large state and federal grants.
- Such grants include funding from the U.S. Departments of: Labor, Energy and Commerce; the National Science Foundation; and industry contracts such as Northwest Energy Efficiency Taskforce (NEET).
- See more at <http://cleanenergyexcellence.org/about/doe-grant-information/>

Dissemination

PNCECE is charged with sharing industry trends and best practices through local, statewide, regional and national conferences, presentations and workshops.

- Publications, such as skill standards/profiles, education resource guides, newsletters and labor market studies are available online and in hardcopy formats.
- Visit cleanenergyexcellence.org/resources to view energy industry publications and resources.

Center of Excellence for Aerospace and Advanced Manufacturing

- To support Washington aerospace the role of the Center includes:
- Being a central source of information on education and training services available to meet the needs of strategic industry sectors and enhance the careers of students in these sectors.
- Acting as a communication conduit to Washington's education system about industry trends.
- Work with K-12 schools, colleges, universities, and apprenticeship programs when acting as brokers of information and resources.
- In addition to its current goals, the Center also is responsible for:
- Engage employer and labor representatives from strategic industries in identifying both industry needs and student needs.
- Identify industry skill standards and industry-based certifications.
- Facilitate the creation of model programs of study that prepare students for careers in strategic industries.
- Coordinate with industry assistance organizations to connect businesses with needed services.
- At the Center of Excellence for Aerospace and Advanced Manufacturing, we are a one-stop resource center for education and industry in the state of Washington

Construction Center of Excellence

The Construction Center of Excellence (CCE) was established in 2004 when the Washington State Board for Community and Technical Colleges designated Renton Technical College (RTC) as a statewide leader in construction workforce education and training. RTC has a strong background in construction education, and offers classes and programs in all building phases, including pre-construction, construction, and post-construction/maintenance, as well as classes and programs to train individuals at all stages of their careers.

The primary charge of the CCE is to help the state's economic vitality grow by:

- Serving as a point-of-contact and resource hub for industry trends, best practices, innovative curriculum, and professional development opportunities
- Maximizing resources by bringing together workforce education and industry partners in order to develop highly-skilled employees

There are a number of innovative ways the CCE fulfills its designation:

- Showcases innovative education offerings at RTC and other colleges
- Promotes career pathways within construction, particularly for young people and individuals from under-represented groups
- Advocates construction education and career guidance initiatives and policy development
- Develops products, services and courses specific to construction education
- Hosts annual conferences for industry, labor and education, as well as events for students

WISE Supported Programs and Courses

Bates Technical College

Diesel Mechanic Program

Sub-Programs: Operating Engineers

Certificates: Truck and Heavy Equipment Electrical Systems, Diesel Engines, Heavy Equipment Hydraulic and Pneumatic Systems, Heavy Duty Truck Drive Trains, Diesel Service Technician, Class B CDL, Journeyman Operating Engineer Mechanic

Stacked Certificate: Yes

NCRC Offered: Yes, beginning year 2

Degrees: AAS Diesel/Heavy Equipment Mechanic; AAS-T Apprenticeship Studies

Electrical Construction Program

Sub-Programs: None

Certificates: Residential Electrician

Stacked Certificate: Yes

NCRC Offered: Yes, beginning year 2

Degrees: AAS Electrical Construction

Pre-Apprenticeship Program

Sub-Programs: None

Certificates: Basic Carpentry

Stacked Certificate: No

NCRC Offered: Yes, beginning year 2

Degrees: Tool Center pre-apprenticeship program

Centralia College

BAS Business Management

Sub-Programs: None

Certificates: None

Stacked Certificate: No

NCRC Offered: No

Degrees: BAS Business Management

Energy Technology: Power Plant Operations AAS

Sub-Programs: None

Certificates: None

Stacked Certificate: No

NCRC Offered: Yes

Degrees: Energy Technology AAS

LEAN Six Sigma

Sub-Programs: None

Certificates: Lean Six Sigma White Belt

Stacked Certificate: No

NCRC Offered: No

Degrees: None

Everett Community College

Customer Service Representative (CSR)

Sub-Programs: None

Certificates: CSR certificate can stack to an Administrative Assistant Certificate

Stacked Certificate: Yes

NCRC Offered: Possibly in year 3

Degrees: CSR is a pathway to an ATA degree which is then a pathway to a BS in Information Technology & Administrative Management (ITAM) from CWU on the EvCC Campus

Welding

Sub-Programs: Metallurgy for the Trades

Certificates: WABO

Stacked Certificate: WABO or Welding certificates can stack

NCRC Offered: No

Degrees: Welding degree

Manufacturing Pre-Employment

Sub-Programs: none

Certificates: NCRC and Pre-employment

Stacked Certificate: Pre-employment stacks to a number of manufacturing certificates

NCRC Offered: Yes

Degrees: No

Green River Community College

Customer Service Representative (CSR)

Sub-Programs: Business Foundations (45 credits); Management and Supervision (25 credits); Marketing and Sales (20 credits); Retail Management (50 credits); Contact Center Operator (15 credits)

Certificates: Certificates of Proficiency in all programs.

Stacked Certificate: CSR Certificate is stacked and latticed so that it can be earned by students in either/ or the Bachelor of Applied Science in Marketing & Entrepreneurship and Business Management (AAA Degree)

NCRC Offered: to be offered with Contact Center Operator short-term certificate

Degrees: Bachelor of Applied Science in Marketing & Entrepreneurship; AAA in Business Management

Machine Maintenance Program

Sub-Programs: Machine Maintenance I, Machine Maintenance II

Certificates: Certificates of Proficiency in Machine Maintenance I and II

Stacked Certificate: The program is stacked so that Machine Maintenance I and II are required for the Mechatronics Maintenance AAS Degree

NCRC Offered: no

Degrees: AAS in Mechatronics Maintenance

Renton Technical College

Construction Trades Preparation Program (CTP)

Sub-Programs: Construction Trades Preparation Certificate of Completion (15 credits), Certification of Completion-Welder Helper Certificate (23 credits with core), Certification of Completion-Major Appliance Repair Technology (MART) and College to Apprenticeship Certificate (23 credits with core), and Certification of Completion-College to Apprenticeship Pathway (23 credits + 5 optional cooperative experience credits).

Certificates: OSHA 10, Flagger/Traffic Control, Powdered Actuated Tool Operator (4 manufacturers with more than a dozen individual tools), Fork lift Operator, Industrial First Aid/CPR

Stacked Certificate: Yes all students start with the core classes then move on to their specialty. The Welding Pathway and MART Pathway students that decide to stay in move on into their second quarter of either MART or Welding.

NCRC Offered: No

Degrees: Construction Trades Preparation Program

Commercial Building Engineering Program (CBE)

Sub-Programs: Commercial Building Engineering: Certificate of Completion- Commercial Building Engineering (129 credits), and Associate of Applied Science Degree-Commercial Building Engineering (149 credits). Industrial Engineering: Certificate of Completion-Industrial Engineering (128 credits), and Associate of Applied Science Degree-Industrial Engineering (148 credits). Stationary Engineering: Certificate of Completion-Stationary Engineering (90 credits), and Associate of Applied Science Degree-Stationary Engineering (110 credits).

Certificates: Boiler Operator 4 Certification, Indoor Air Quality Certification (IUOE Members), City of Seattle Boiler License, Refrigeration Operators License, EPA 608 (CFC) Universal Certification, Energy Specialist (IUOE Members), Eligible for BOC Level 1 Certification.

Stacked Certificate: Yes students can use the CTP certificates towards the Commercial Building Engineering program.

NCRC Offered: No

Degrees: Commercial Building Engineering Program

Construction Management Program (CM)

Sub-Programs: Leadership in the Trades Certificate (19 credits), Certificate of Completion-Construction Management (76 credits), and Associate of Applied Science Degree- Construction Management (91 credits).

Certificates: LEED GA

Stacked Certificate: Yes students can start with taking the Leadership in the Trades Certificate which is stackable or buildable upon for the other certificate or degree. The CTP certificates are also stackable into the CM programs.

NCRC Offered: No

Degrees: Construction Management Program

Major Appliance and Refrigeration Technology Program (MART)

Sub-Programs: Kitchen Major Appliance Technology: Certificate of Completion-Kitchen Major Appliance Technology (76 credits), Associate of Applied Science Degree- Kitchen Major Appliance Technology (96 credits). Laundry Major Appliance Technology: Certificate of Completion-Laundry Major Appliance Technology (79 credits), Associate of Applied Science Degree- Laundry Major Appliance Technology (99 credits). Major Appliance and Refrigeration Technology: Certificate of Completion-Major Appliance and Refrigeration Technology (155 credits), Associate of Applied Science Degree-Major Appliance and Refrigeration Technology (175 credit). Refrigeration Technology-Domestic/Commercial: Certificate of Completion-Refrigeration Technology-Domestic (80 credits), Associate of Applied Science Degree-Refrigeration Technology-Domestic (100 credits), Certificate of Completion-Refrigeration Technology-Commercial (80 credits), Associate of Applied Science Degree-Refrigeration Technology-Commercial (100 credits).

Certificates: EPA Certification, Electrical Trainee Certification, State of Washington Electrical License, HVAC Refrigeration License (6A), Non-Residential HVAC/Refrigeration Maintenance License (07), Appliance Repair HVAC/Refrigeration License (7D0), CFC Universal Certification

Stacked Certificate: All students start with the core classes' then move on to their specialty. The Welding Pathway and MART Pathway students that decide to stay in move on into their second quarter of either MART or Welding.

NCRC Offered: No

Degrees: Major Appliance and Refrigeration Technology Program (MART)

Welding Program

Sub-Programs: Welder Help Certificate (57 credits), Entry Welder Certificate (88 credits), Certified Welder Certificate (113 credits), Welding Associate of Applied Science Degree (133 credits).

Certificates: Washington Association of Building Officials (WABO) Certifications including Structural Welder Processes of Shielded Metal Arc Welding (SMAW), Gas Tungsten Arc Welding (GTAW), Gas Metal Arc Welding (GMAW), Flux Cored Arc Welding (FCAW)

Stacked Certificate: Yes as students will earn the certificates as they move through the program and stackable with CTP Welder Helper Pathway/Certificate.

NCRC Offered: No

Degrees: Welding

Shoreline Community College

Manufacturing/Machinist Tech. AAAS

Sub-Programs: None

Certificates: Basic Manufacturing Certificate, Principles of Precision Machining Certificate, NIMS MILL II, NIMS Turning II, Manufacturing/Machinist Technology Certificate of Proficiency

Stacked Certificate: Yes - Basic Manufacturing, NIMS, Manufacturing/Machinist Technology CP, AAAS

NCRC Offered: Yes

Degrees: Manufacturing/Machinist Tech. AAAS

Clean Energy

Sub-Programs: None

Certificates: Clean Energy Technology & Entrepreneurship

Stacked Certificate: Clean Energy Technology & Entrepreneurship, AAAS

NCRC Offered: Yes

Degrees: Clean Energy Technology & Entrepreneurship, AAAS

South Seattle College

Industrial Manufacturing and Assembly, Advanced (IMAA) Certificate

Sub-Programs: Safety

Certificates: Completion, NCRC, Safety (OSHA, Flagging, Forklift, First Aid)

Stacked Certificate: Yes. Stacks from 28 credit IMA certificate

NCRC Offered: Yes

Degrees: None

BAS in Trades Leadership

Sub-Programs: None

Certificates: None

Stacked Certificate: No

NCRC Offered: No

Degrees: BAS in Trades Leadership

Washington Association of Building Officials (WABO) Certificate

Sub-Programs: None

Certificates: Certificate of Completion/WABO

Stacked Certificate: No

NCRC Offered: No

Degrees: No

BAS Sustainable Building Science

Sub-Programs: None

Certificates: None

Stacked Certificate: No

NCRC Offered: No

Degrees: BAS Sustainable Building Science

Walla Walla Community College

Energy Systems Program

Sub-Programs: Electrical Technology, Wind Energy Technology, Industrial Maintenance, HVACR

Certificates: Electrical Technology Certificate, Wind Energy Technology Certificate, Industrial Maintenance Certificate, HVACR Certificate

Stacked Certificate: No

NCRC Offered: Yes

Degrees: AAAS Technology, AAAS Wind Energy Technology, AAAS HVACR

Carpentry

Sub-Programs: None

Certificates: Carpentry

Stacked Certificate: No

NCRC Offered: Yes

Degrees: AAAS Carpentry

Welding

Sub-Programs: None

Certificates: Welding

Stacked Certificate: No

NCRC Offered: Yes

Degrees: AAAS Welding technology

Current Outcomes

Outcomes for the WISE grant are from the second year and are up to date as of September 30th, 2016. These are the outcomes that were sent to the Department of Labor for the 2nd year annual report.

Grant No: TC-26512-14-60-A-53 Project Name: Washington Integrated Sector Employment (WISE)

Form ETA-9160

**ANNUAL PERFORMANCE REPORT - Table 1
TAA COMMUNITY COLLEGE and CAREER TRAINING GRANTS**

Expires: 07/31/2018

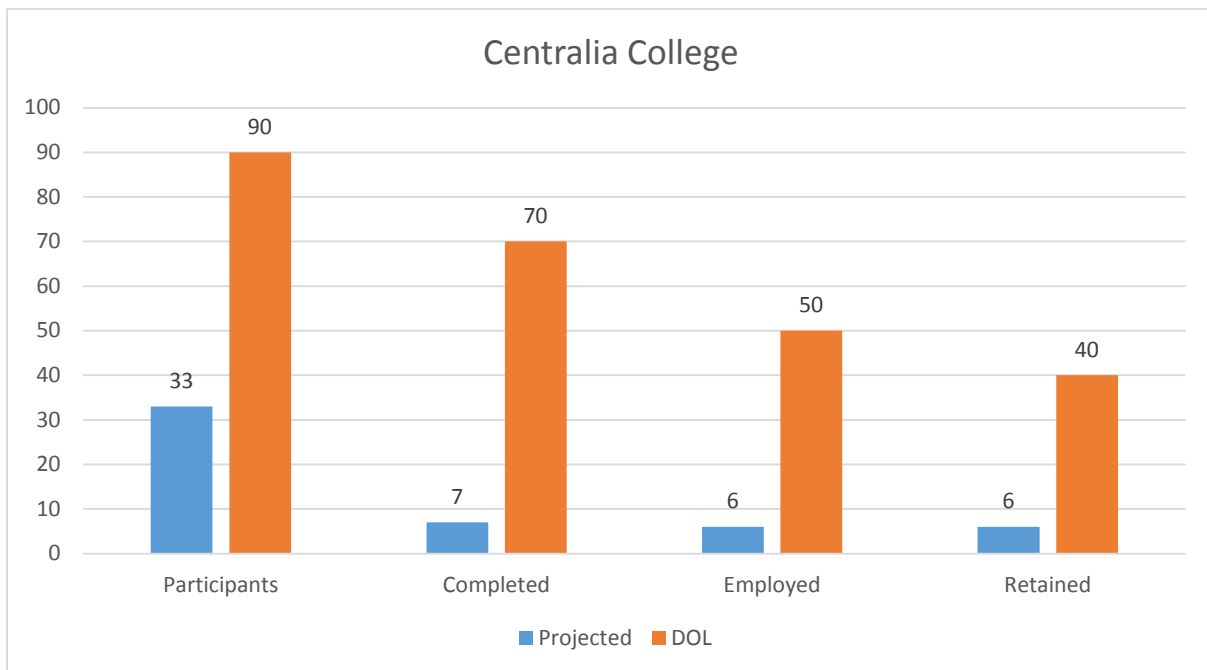
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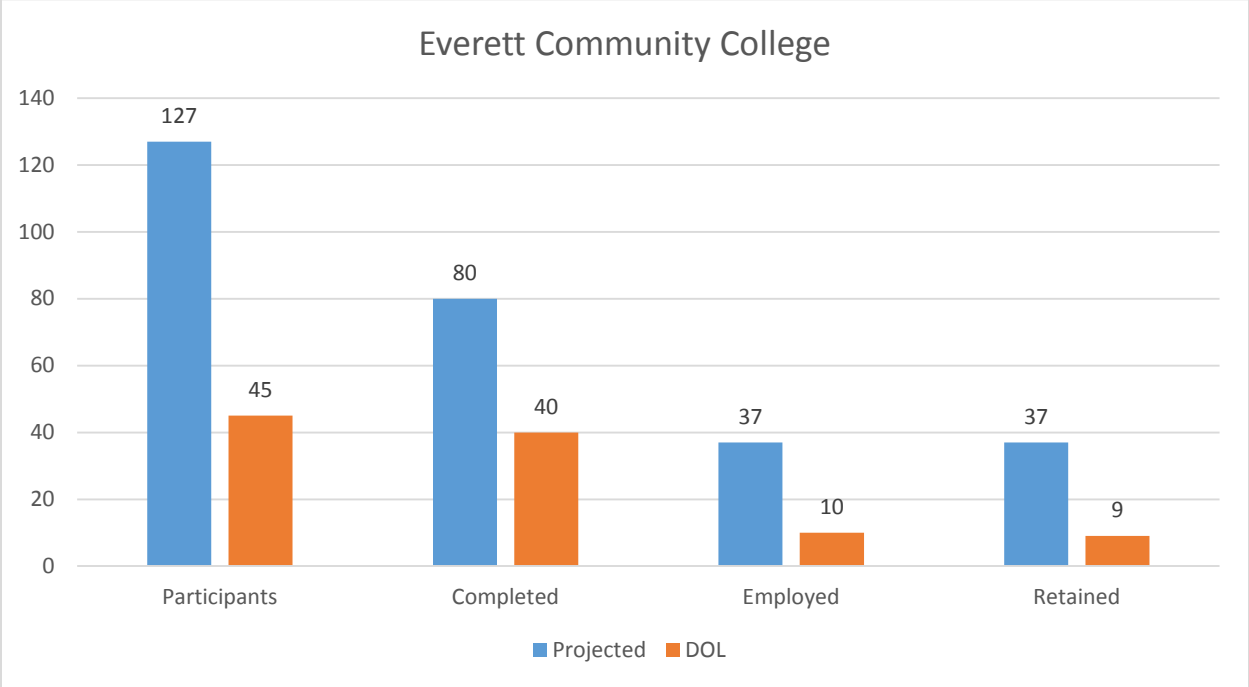
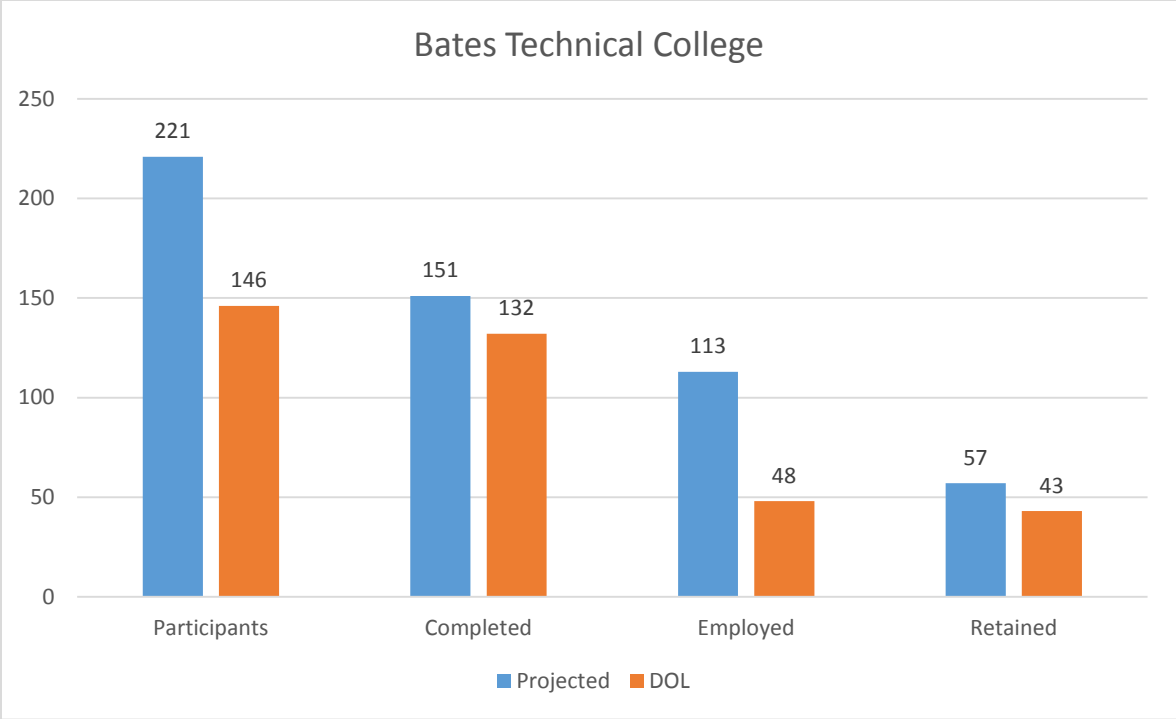
A. GRANTEE IDENTIFYING INFORMATION	
Grantee Name:	Centralia College
Project Name:	Washington Integrated Sector Employment (WISE)
Grantee Address	
Address 1: 600 Centralia College Blvd	Address 2:
City: Centralia	Zip: 98531
Report Year End Date: 09/30/2016	Report Due Date: 11/14/2016
Performance Items	Year 2 (B)
B. CUMULATIVE PARTICIPANT OUTCOMES (ALL PARTICIPANTS)	
1. Unique Participants Served/Enrollees	910
2. Total Number Who Have Completed a Grant-Funded Program of Study	459
2a. Total Number of Grant-Funded Program of Study Completers Who Are Incumbent Workers	95
3. Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)	316
4. Total Number Retained in Other Education Program(s)	182
5. Total Number of Credit Hours Completed (aggregate across all enrollees)	27930
5a. Total Number of Students Completing Credit Hours	948
6. Total Number of Earned Credentials (aggregate across all enrollees)	1953
6a. Total Number of Students Earning Certificates - Less Than One Year (aggregate across all enrollees)	426
6b. Total Number of Students Earning Certificates - More Than One Year (aggregate across all enrollees)	71
6c. Total Number of Students Earning Degrees (aggregate across all enrollees)	78
7. Total Number Pursuing Further Education After Program of Study Completion	358
8. Total Number Employed After Program of Study Completion	108
9. Total Number Employed After Retained in Employment After Program of Study Completion	29
10. Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment	64
C. CUMULATIVE PARTICIPANT SUMMARY INFORMATION(ALL GRANT PARTICIPANTS)	
1a. Male	730
1b. Female	176
2a. Hispanic/Latino	90
2b. American Indian or Alaskan Native	61
2c. Asian	66
2d. Black or African American	79
2e. Native Hawaiian or Other Pacific Islander	15
2f. White	462
2g. More Than One Race	101
3a. Full-Time Status	725
3b. Part-Time Status	182
4. Incumbent Workers	156
5. Eligible Veterans	61
6. Participant Age (mean)	30
7. Persons with a Disability	73
8. Pell-grant eligible	292
9. TAA-eligible	9

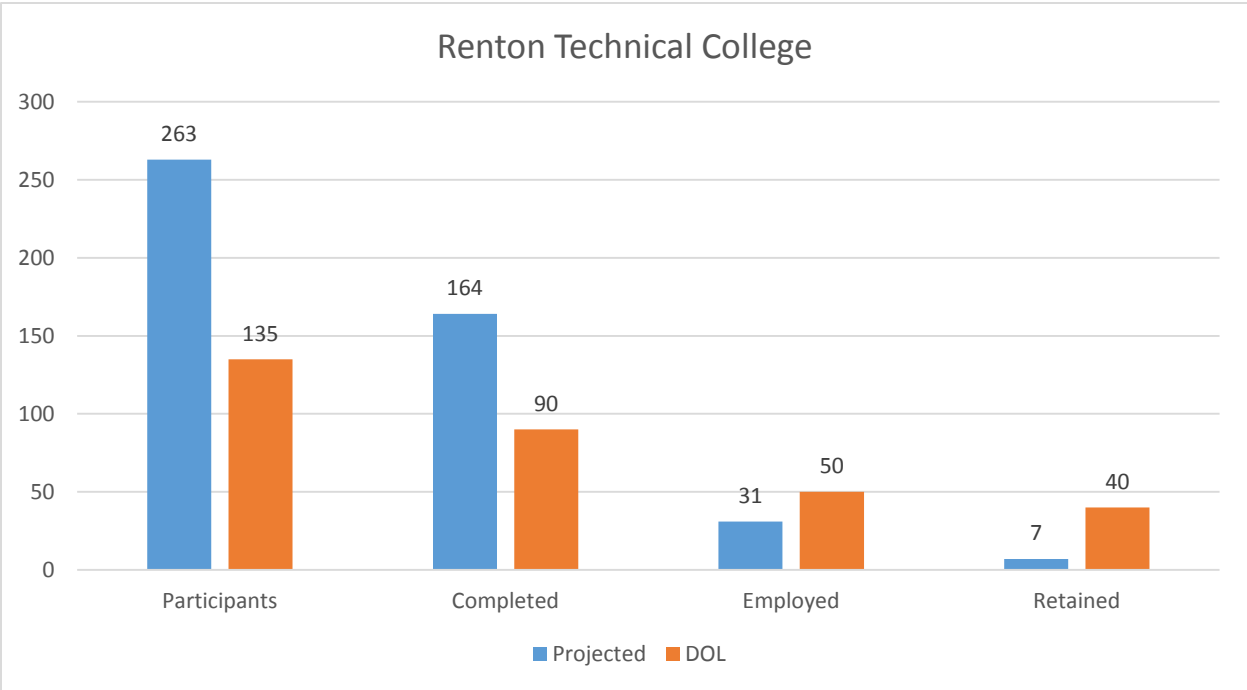
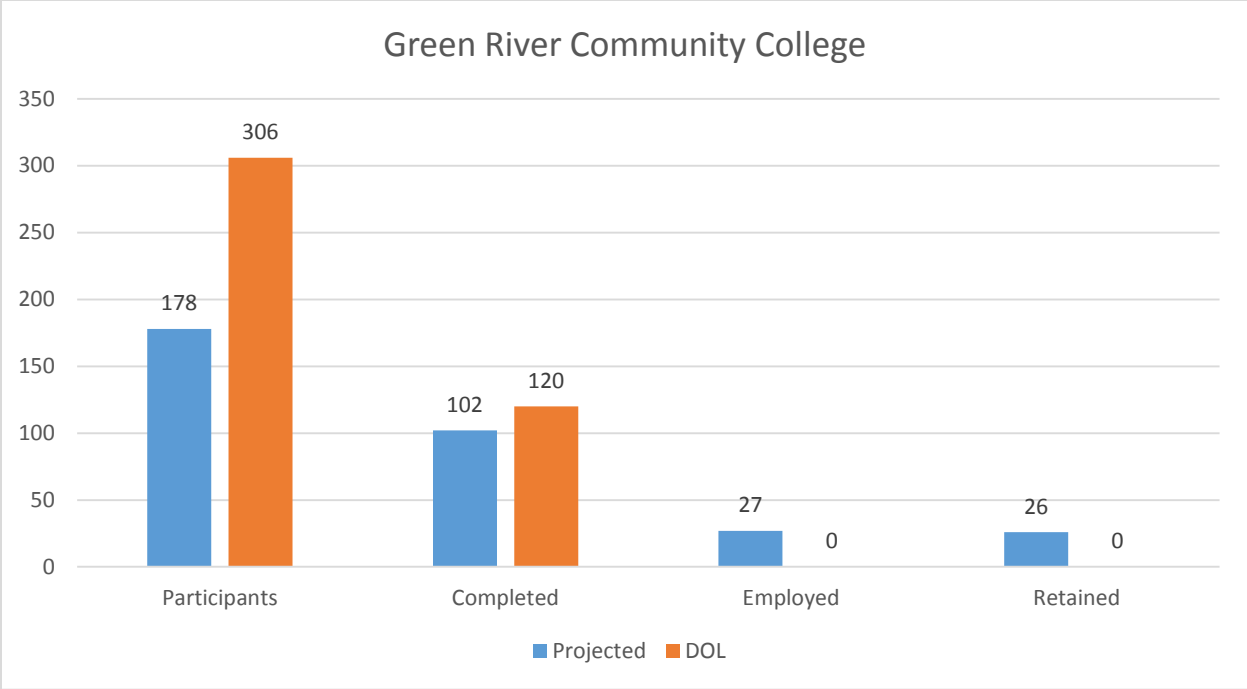
Although a detailed look at each outcome could be done, time and space are better served by focusing on four outcomes that have projections in the original WISE statement of work and are likely the most important outcomes reported – namely “Participants”, “Completed”, “Employed”, and “Retained in Employment”.

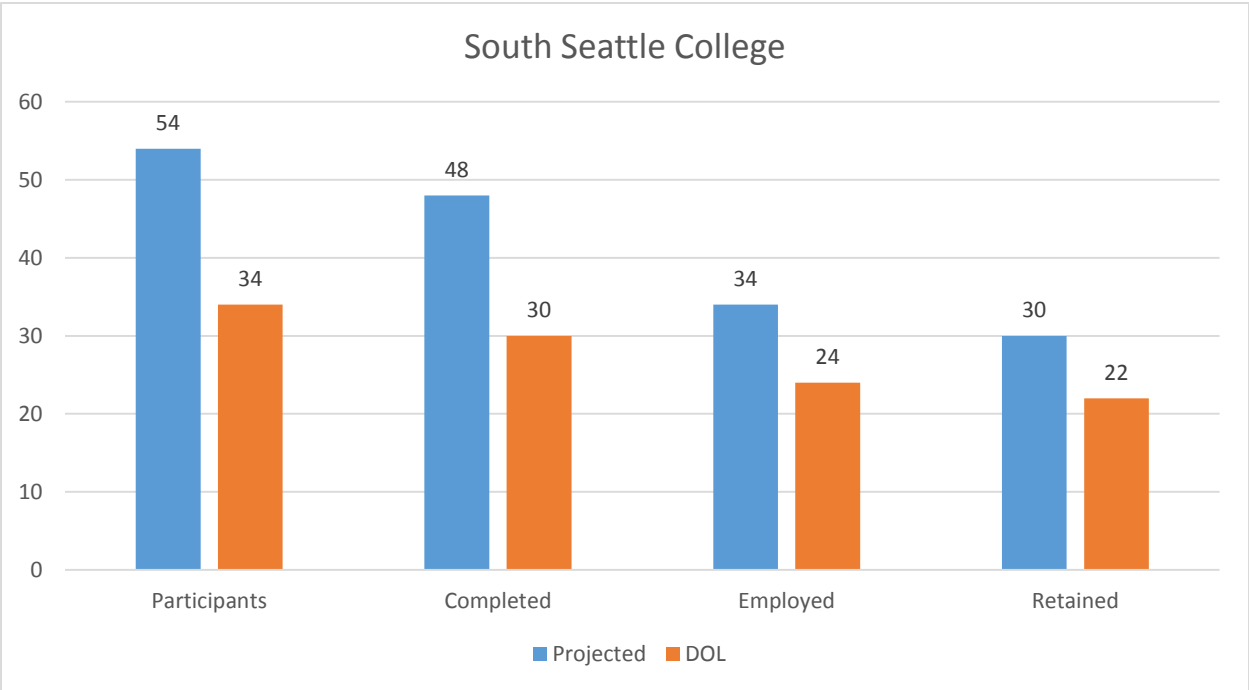
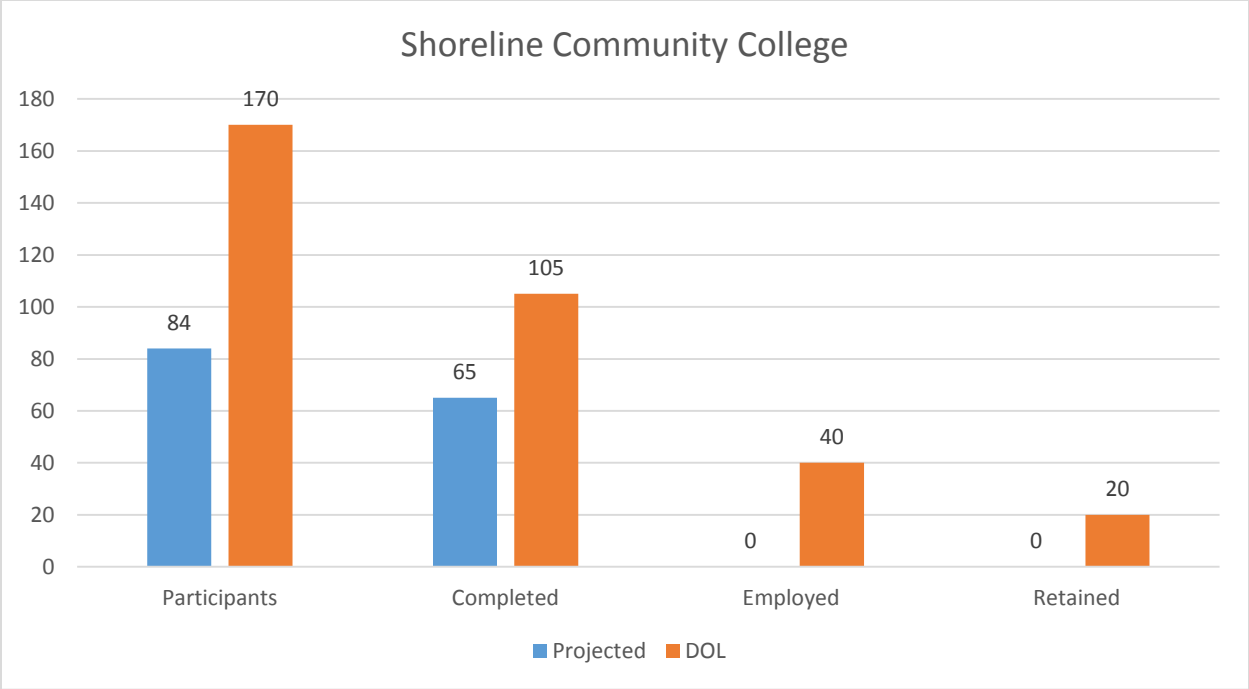
Projections

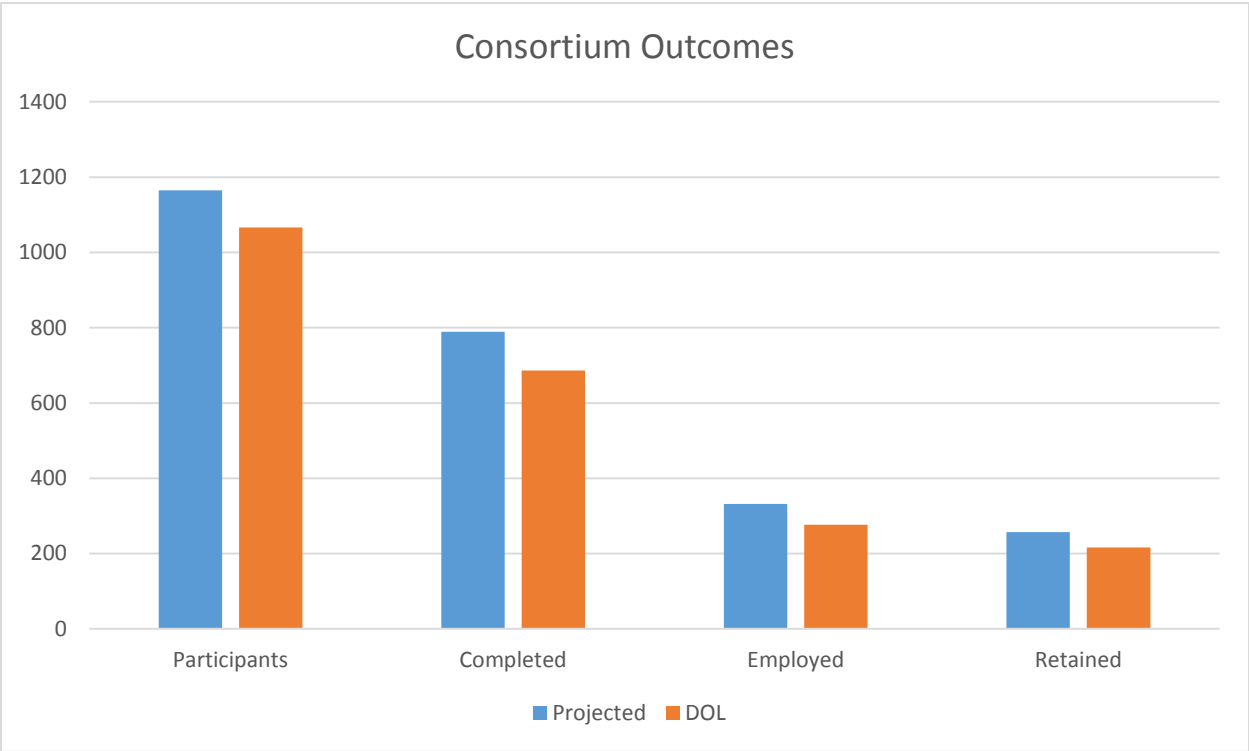
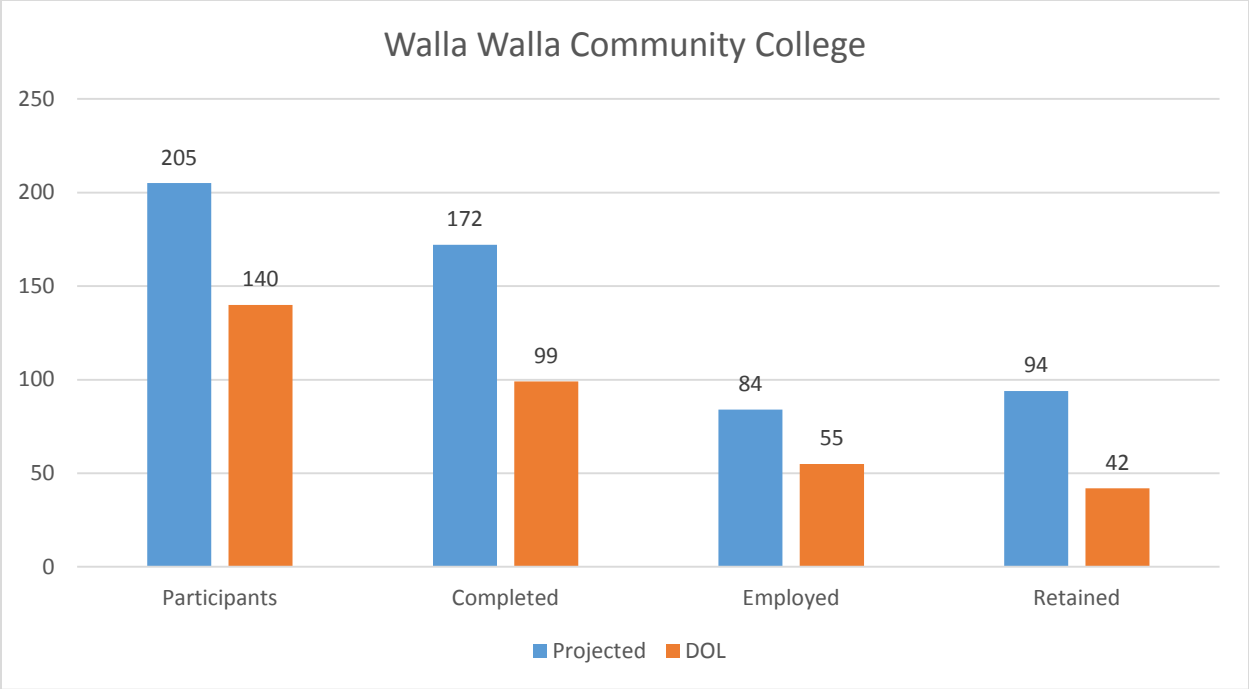
The WISE grant has implemented a yearly practice of having sub-recipient program managers project their outcomes for the year. This process is undertaken after the end of the Spring College quarter (usually June or July) and is a projection of the next grant year (beginning October 1st and ending the next September 30th). Below are each college’s projections through year 2 compared to the DOL’s expectations. The last chart shows the cumulative of all colleges or the total for the consortium as a whole.









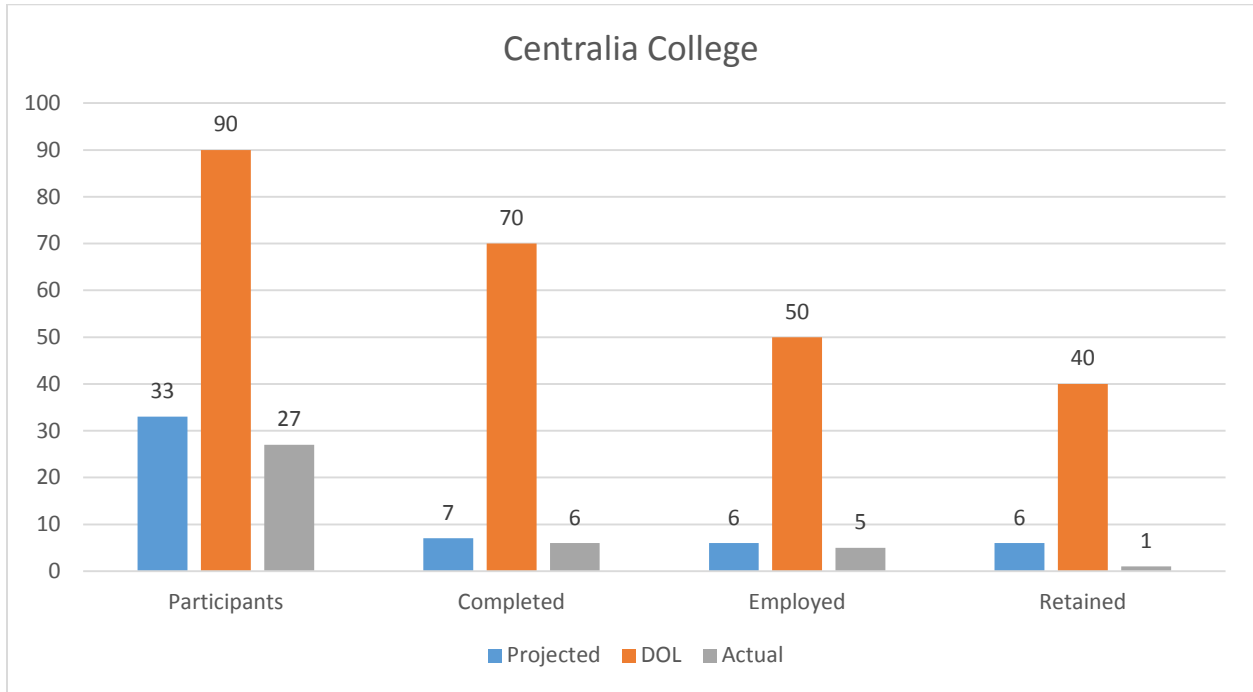


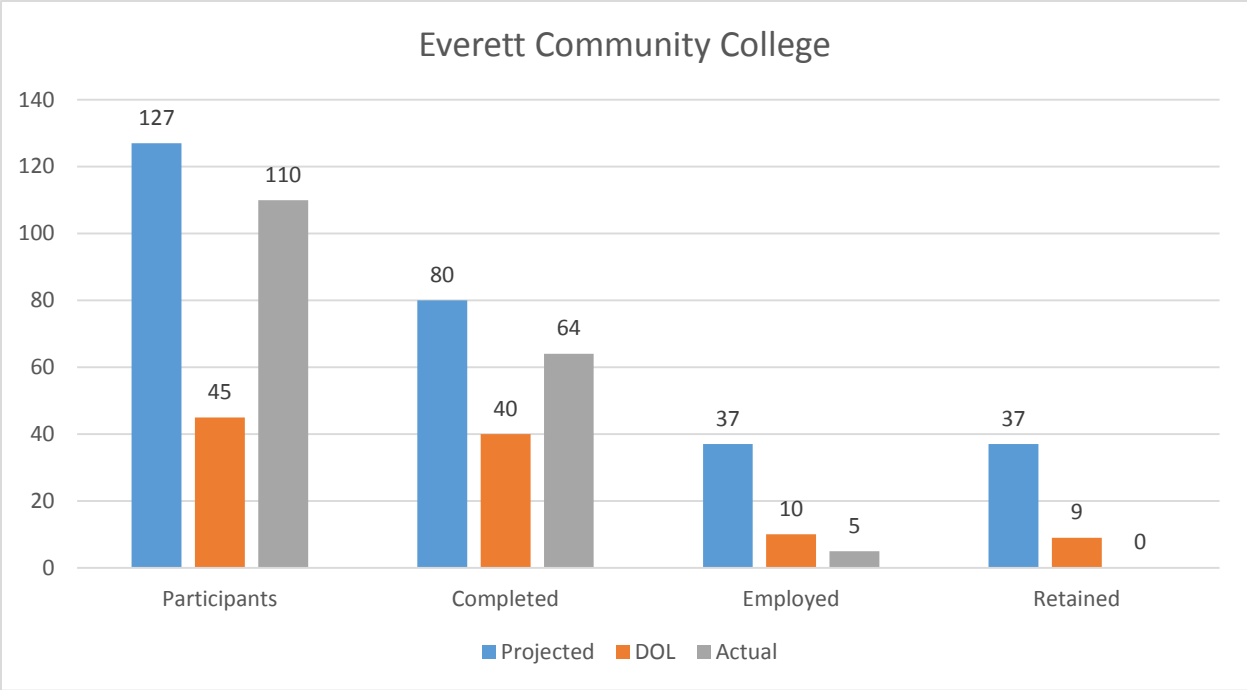
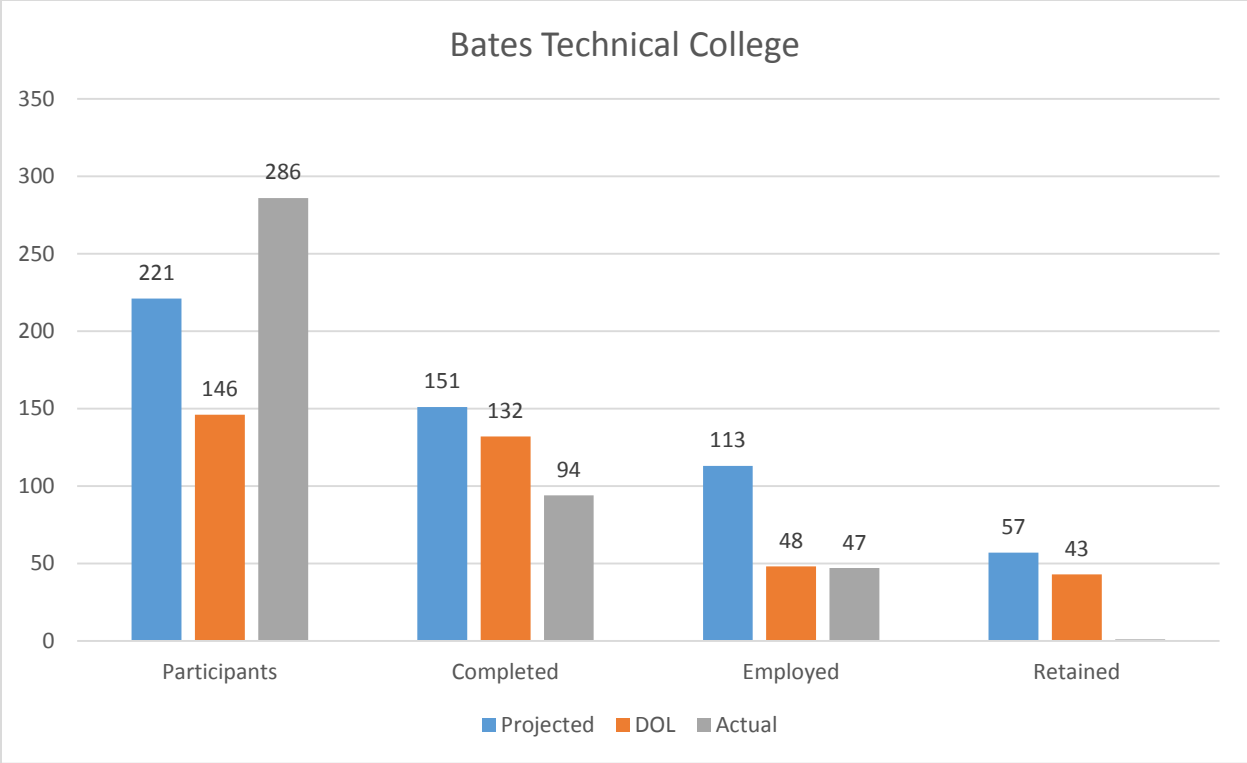
As can be seen, some college's projections fell short of all outcomes. Shoreline Community College had a later than projected start as some of the students they had intended to start counting early on were being served by an earlier TAACCCT grant and had to be excluded. Green River Community College's numbers were highly unrealistic and they are trying to find a means to meet them. Both Renton Technical College and Centralia College are finding that a larger

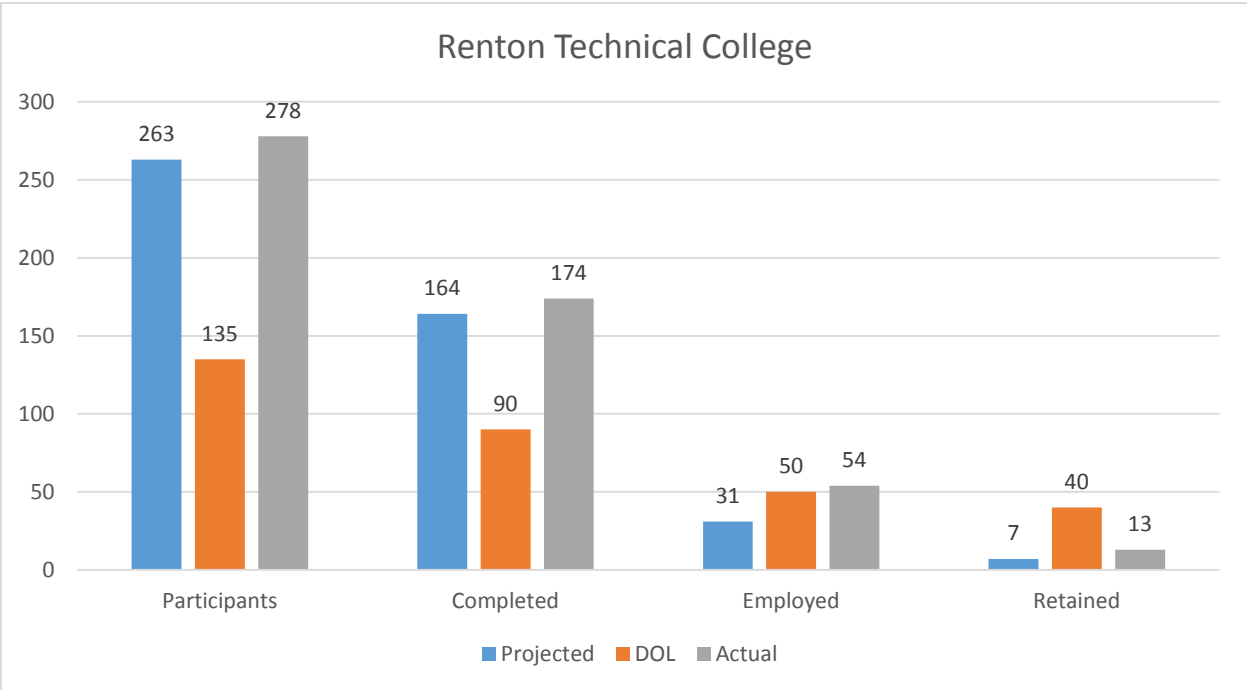
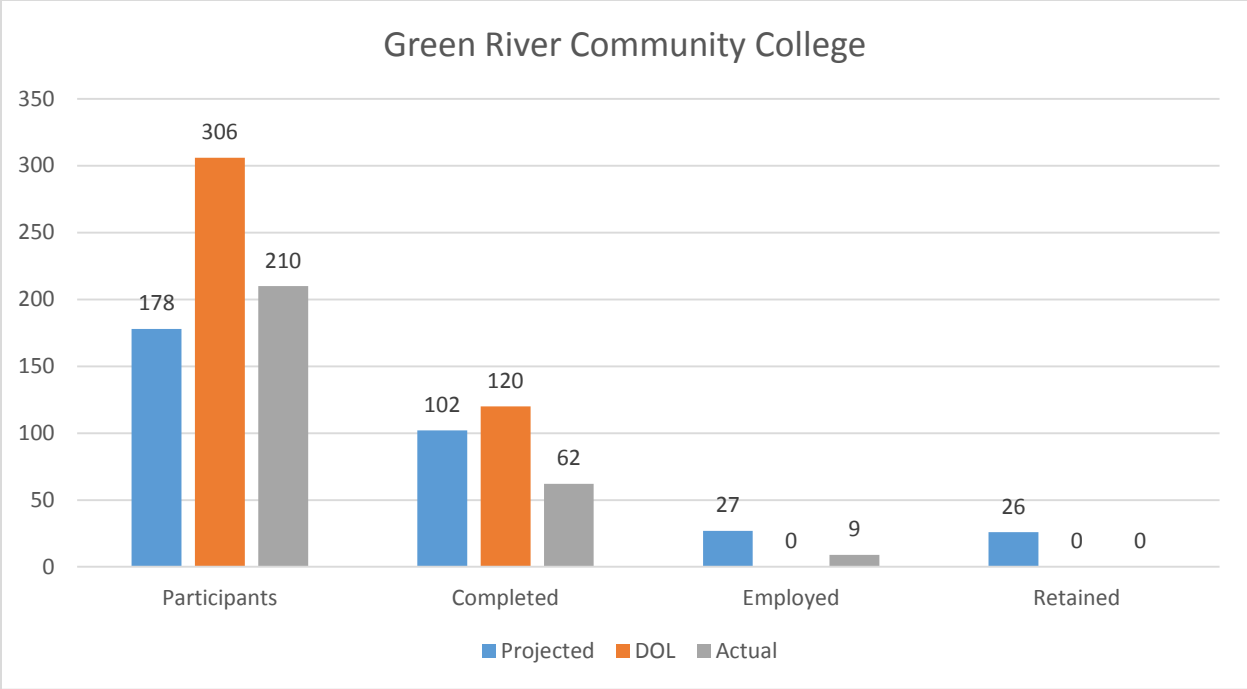
number of participants than expected must be counted as “incumbent” and by DOL rules cannot ever count as being “employed” or “retained in employment”.

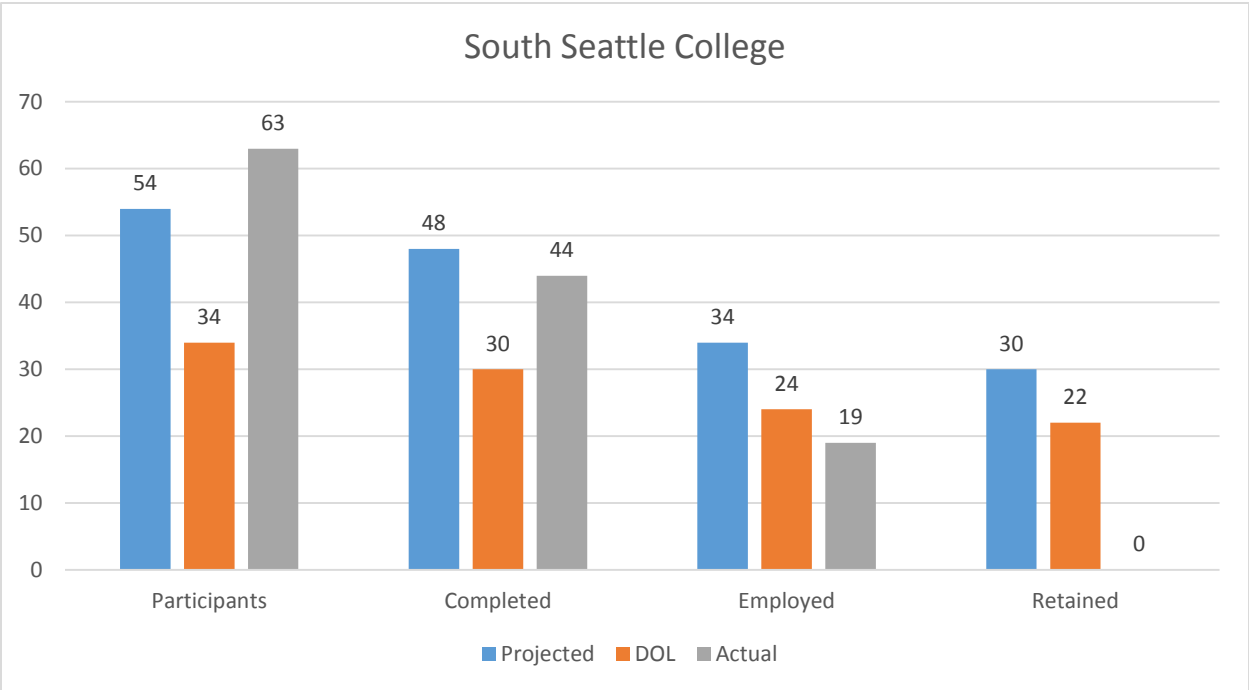
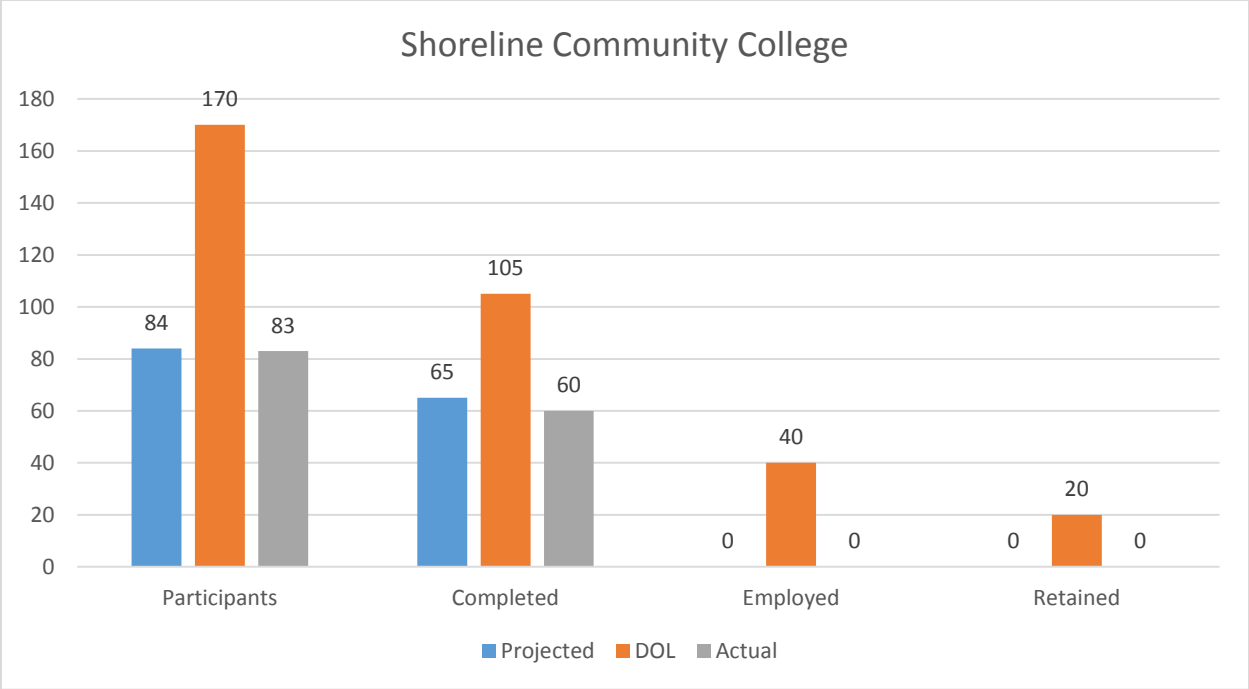
Actuals

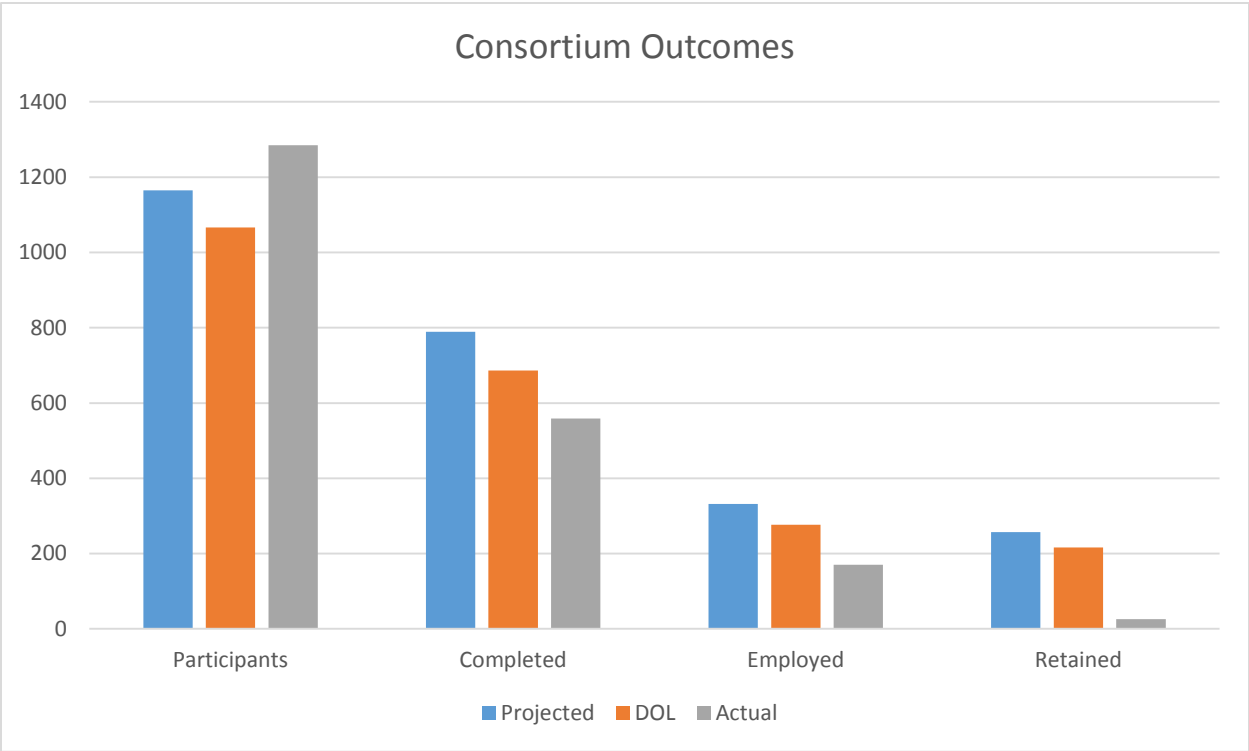
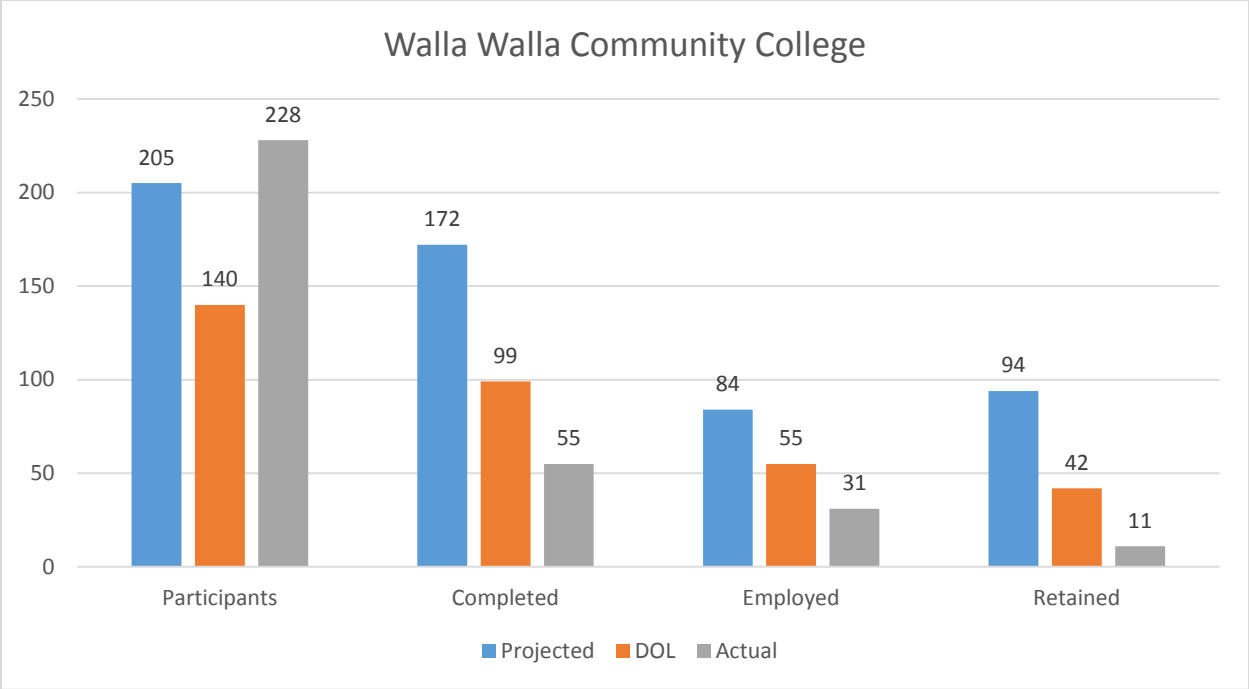
Of course actual outcomes do not always meet projections. Although the consortium performed well in terms of outcomes compare to DOL projections, it fared poorly in terms of its own projections.











Participants

The consortium’s actual participants is out performing both DOL requirements and our own projections. This alone is a good sign for grant outcomes. As long as the grant has strong participation levels, it will inevitably see the number of “completers” rise, and eventually, the grants “employed” numbers. Because “retained” is a function of being employed (a participant

must maintain employment for 3 quarters after exiting college and becoming employed), the grant expects increase throughout the grant.

However, at this point the grant is slightly behind in completers, employed and retained. Below we look at these outcome measures one at a time.

Completed

The grants “completed” numbers were slightly low when compared to both internal and DOL projections. Some investigation has shown that there were three reasons this number was below expectations. First, some colleges were slow to start WISE supported programs. This means that longer programs (two year degrees) are only just starting to turn out students. Secondly, some colleges did not understand that the DOL definition of a “completer” is a student who has actually completed all degree/certificate requirements, not simply applied for their certificate or degree. Third, one college has participants who are counted towards the grant but do not intend to complete the grant certificate and thus cannot be counted as completers (for the grant). If all of these issues can be addressed the grant will be meet or exceed their completion goals.

Employed

The grant’s “employed” numbers were slightly low when compared to both internal and DOL projections. The DOL definitions of “employed” is very specific. To be considered “employed” a participant in the grant must not be employed when they start the program, must complete a WISE degree or certificate, must exit the program, and must be employed within the first quarter after they exit. There are a number of possible reasons that the grant’s “employed” number is low. One possible reason is the attitude among students towards exiting college is different then was assumed at the beginning of the grant. Many students are taking longer to complete a program, completing more certificates then was assumed and generally are choosing to stay in school longer than was assumed they would. Secondly, the majority of colleges in the grant have King and/or Snohomish County as part of their service district. King County currently has an unemployment rate of 3.7% and Snohomish has an unemployment rate of 4.0%. This very low unemployment rate makes placement very difficult.

We will be looking at focusing our navigators more on participants and participant services rather than data collection or other programmatic work. In addition, increasing completions and exits (above) will make it easier to raise employment numbers as by DOL rules a participant cannot be “employed” unless they complete and exit.

Retained

Retained in employment is essentially a derivative statistic. A participant cannot be retained in employment until they have been counted as employed by survey for each of the first three quarters after they have completed and exited. When the grant was written, outcomes were set and some numbers were likely generated while not taking all DOL rules into account. For example, the “retained” outcome says that we would have 64 students “retained in employment” at the end of year one. This is impossible under DOL rules. The grant began October 1st 2014 which means the first students who could have enrolled into a grant program would have been winter quarter 2015 (October 1st would be after the fall enrollment date for most colleges). If we assume one (or more than one) single quarter program (the shortest possible in most colleges)

had been available and that 64 non-incumbent students enrolled and all of them completed and immediately got jobs they would have become employed in spring 2015. They would have been surveyed once in summer 2015 and then we would have had the first year annual report. It would be two more quarters before any of these students could be counted towards retained. So, even given an incredibly unlikely set of events any number of retained students in year one is impossible.

But as students become employed the retention number will continue to climb. The fact that this statistic can be collected until the last day of the grant will also support this outcome.

OER (Open Education Resources)

The WISE grant is required to make all materials developed under the grant publically available. The grant was written intending to make use of the DOE website NTER (National Education and Training Resource) currently managed by RETC (Regional Education Training and Center). The website can be accessed here <https://www.nerlearning.org/> and here <https://retcportal.org/>. We already have a contract in place with RETC to have that upload moved forward and a few developed materials have been posted to NTER.

However, the DOL and the TAACCCT grant supports the Skills Commons site (<http://www.skillscommons.org/>). After consultation with the St. Louis consortium we decided that it would be worth the grant money to hire a consultant to help upload grant materials to Skills Commons. To this end we will reallocate some unused indirect money to our contract budget line. We plan to make all materials created by the grant will be made available through Skills Commons.

In addition, grant lead materials (Policies and Procedures manual, Navigation Guidebook, Grant surveys, intake forms, Briefers etc.) will be posted to the WISE sub-page on the Center of Excellence for Clean Energy website (<http://cleanenergyexcellence.org/projects/wise/>). Workforce GPS has also requested to post our Navigation Guidebook on their site (https://taaccct.workforcegps.org/resources/2016/12/19/15/36/Resource_WISE_Career_Navigator_Guidebook_Version). Finally those lead materials will also be posted to ScribD (<https://www.scribd.com/document/336914099/WISE-Career-Navigator-Guidebook-Version-3-3> and <https://www.scribd.com/document/336914669/WISE-Policies-and-Procedures-11-21-2016>).

Curriculum Development

All WISE consortium colleges have spent some money on curriculum development. Some to create new programs and others to revise existing programs. All of this work will be made available through open education resources (OER) (see above).

Bates Technical College

Electrical Construction

ELCON 114 New Residential Technology

ELCON 216 New Commercial Electrical Technology

Diesel and Heavy Equipment Technology

TRUCK 109 Class B CDL

DIESL 100 Basic Electrical Systems

DIESL 123 Servicing Manual Transmissions

DIESL 130 Basic Hydraulics

DIESL 131 Hydraulics II

DIESL 132 Steering Systems

DIESL 133 Suspension Systems

DIESL 155 Basic Vehicle Services

Pre-Apprenticeship

Multiple Enhancements (Primarily based on transition of instructors over the period of the grant.)

Class B CDL for Diesel Technicians

New Credentials

Certificate of Training Class B Commercial Driver 3 Credits

Certificate of Training Hydraulic and Pneumatic Systems 15 credits

Certificate of Competency Diesel and Heavy Equipment Technician 90 credits

Centralia College

Hydro Electricity class

Everett Community College

Customer Service Representative Certificate

BT 175 Technical Customer Service Contact Center (newly created for the cert)

Welding: (heat treat equipment curriculum designed and embedded in the following classes using WISE funding)

Welding 151 Carbon Steel Metallurgy for the Trades

Welding 152 Welding Base Materials: Processes or Procedures

Welding 153 Non-Ferrous Metallurgy for the Trades

Green River Community College

Customer Service Representative Certificate

BUS 101 – Intro. to Business

BUS 103 – Business Leadership

BUS 159 – Professional Selling

BUS 166 – Human Relations and Work Readiness

BUS 175 – Careers in Mgmt.

BUS 202 – Intro. To Project Mgmt.

BUS 257 – Customer Services Strategies

BUS 258 – Principles of Mgmt. and Supervision

BUS 259 – Customer Services Practicum (lab)

Mechatronics Maintenance, Certificates of Proficiency, AAS

Mechatronics 1,2, 3, and 4 courses, which are MTX 100, 110, 120, and 130

Renton Technical College

Construction Trades Preparation Program

Leadership in the Trades Certificate

South Seattle College

CNC and Machining Curriculum

BAS in workforce and trades leadership

Washington Association of Building Officials 101

Industrial Manufacturing Academy

Shoreline College

Machine maintenance

MFGT – 215 Intro to Additive Manufacturing

Hybrid Course Development

MFGT 215 – Intro to Additive Manufacturing

MFGT255 – Quality Assurance Fundamentals

Walla Walla Community College

Carpentry, IM

National Career Readiness Certificate (NCRC)

Proposed activity: Implementation of the NCRC (three bundled WorkKeys assessments, 800 tests were purchased to give away to WISE participants) in cooperation with the Spokane Workforce Development Council, the Center of Excellence for Aerospace and Advanced Manufacturing and businesses from around the state.

Current Activity: The National Career Readiness Certificate (NCRC) is a three-part assessment (applied mathematics, locating information, and reading for information) developed by ACT in 2006 that awards four levels of certification: bronze, silver, gold, and platinum. The credential is portable and has some level of recognition in 42 states, although acceptance across employers and sectors varies (Austin, Mellow, Rosin, and Seltzer, 2012). The assessment does not measure technical skills but rather a set of key employability skills that are appropriate for a wide range of jobs.

The WISE proposal expected that all of the participating colleges would offer the NCRC. The NCRC was supported by round one of the TAACCCT DOL grant (dubbed Air Washington). Project activities include training individuals to proctor the tests, providing professional development on the credential to project staff, and industry outreach to gain recognition of the credential.

At this time (quarter 9 of the grant), all of the colleges have a proctor trained to offer the NCRC, three colleges have the NCRC embedded in at least one grant certificate or degree's curriculum. The participants targeted varied by sub-recipient. Bates Technical College's HR now recognizes the NCRC in its hiring process; 17 within Washington State are recognizing the NCRC during hiring. Some of these employers include CH2O, Skills Inc., City of Lakewood WA, Jim Graham Electric, Silicon Forest Electronics, and Carbon Cycle Investments. Currently, the NCRC is embedded in three community & technical programs (Diesel & Heavy Equipment Mechanics, Electrical Construction, Pre-Employment, TOOL Center).

Navigation

RETC (Regional Education Training and Center) was hired to lead a consortium-wide effort to develop best practices and achieve grant goals for the four-year Federal Grant from the U.S. Dept. of Labor, Employment and Training Administration and to coordinate Navigation services to students participating in the grant program for Centralia College.

The RETC Career Navigator Coordinator coordinates with the TAACCCT Lead Grant Manager in regard to WISE Partner Coordination and Management by performing the following work functions:

- Hire RETC College Career Navigator with input from WISE grant Manager
- Provide leadership and management to the WISE partners career navigation efforts
- Increase capacity to meet grant requirements
- Provide coordination of service that conforms to grant requirements
- Integrate best practices from WISE service partners to other consortia members.
- Provide assistance to tailor reporting requirements to specific consortia needs
- Create a best practices guide for consortia career navigation
- Provide training to streamline services, track progress and document and report outcomes
- Meet with labor, business and industry to identify annual goals, and to recruit students in career pathways via WISE and other educational pathways
- Submit quarterly status report
- Work with WISE grant evaluator and DOL national evaluator if necessary

Navigation is one of the areas of the grant that is being evaluated for effectiveness. Navigation is a common service provided from grants but, as far as can be determined, has never had any formal evaluation for effectiveness. We will be evaluating our navigation support and tracking outcomes in an attempt to quantify the impact of this type of student support.

The creation of a Navigation Guidebook is instrumental in the evaluation process so that all navigators can offer (relatively) the same services, in the same manner. This guidebook has become a tool that is being requested regularly by other grants around the nation. Workforce GPS requested the guidebook so that they could make it available on their site (https://taaccct.workforcegps.org/resources/2016/12/19/15/36/Resource_WISE_Career_Navigator_Guidebook_Version).

The Guidebook is also posted on the WISE website (<http://cleanenergyexcellence.org/wp-content/uploads/2017/01/WISE-Career-Navigator-Guidebook.pdf>) and is available on ScribD (<https://www.scribd.com/document/336914099/WISE-Career-Navigator-Guidebook-Version-3-3>).

Employers and Potential Employers

Bates Technical College:

Active Construction, All Starz Staffing & Con, American Construction Company, Anthony Truck Repair, Ashley Furniture Homestore, Bass Pro Outdoor World, Car Pros Kia, Car Toys, Cats Tail LLC, Ceccanti Inc, Chuck Johnson, City of Tacoma, Courier Service Inc, Cut N Ship, Deeny Construction, Del's, Eds Bulldozing Inc, Engels Towing, Estes Express Lines, FedEx Freight, Fife Maritime Inc, Flatiron, Fletiron Construction, Fred Meyers, General Construction Co, General Construction Kewit, Goodfellow Bros., Inc, Graham Electric, Granite Construction Co., Green Dot Public Schools, Harber Raul, Holroyd, IBEW Local 76, ICI, ILWU Local 23, Intercity Transit, Interstate Distributor C, J.H. Large Truck Repair, Jack in the Box, Jay-Dee, JATC, JCM Northlink, Jiffy Lube, Johnson & Maddox, Laidlaw Transit Inc, Lakeside, Lakeside Industries, Lakeside Industries Inc, Les Schwab, Lige & WM B Dickson Co, Macau Casino LLC, Manson Construction, Mission Rock Residential, NDS, Ness Campbell Crane, New Era HR Solution, O'Rielly Auto Parts, Pacific Truck and Machine Painting, Pappa Johns, Penske, Pierce County Security, Pierce Transit, Pizza Hut, PPC Soutlions Inc, Raceway Tech, Rue 21, Safeway, SAIA Motor Frieght Line, Scarff Motor Inc, Scarsella Bros, Inc., Seattle Gymnastics, Seattle Tunnel Partners, Sicklesteel Cranes Inc, Sports Authority, Suburu of Puyallup, Super Friends Moving, SWE, Taco Del Mar, Tacoma Boat, TekSystems Inc, Terra Services, Thompson Electric, Thompson Security, Trapper, Tucci & Sons Inc, UPS, US ARMY, Western Coating, Yusen Air and Sea Service

Centralia College:

Avista Corp., Centralia City Light, Centralia College, Chehalis Auto Center LLC., Commercial Driver School, IBEW 77, JJ Berrys, Lewis County PUD; TransAlta, Motel 6, O'Reilly Auto Parts, PNECE, PSE, Sahara Pizza, Seattle City Light, Stillwater Estates, Tacoma Power, Thorbeckes FitLife Centers, Tractor Supply Co

Everett Community College: Absolute Manf., Aerotec, AT&T, AutoNation Seattle, Axis Custom Builders, Burger King, Canteen Vending, Columbia District, Comcast, Dacota Creek Ind., Dahlia Lounge, Dakota Creek Industries, Davey Tree Exp, Everett Fire Department, Fisherman Mat Handyman Service, Fred Meyer, Frontier, Home Depot, Housing Hope, IDL Precision Machining, Independent Pet Supply, Infiniti of Lynnwood, Ivars, Jimmy Johns, John Mack, Kuker Ranken, Labor Ready, Lew Schwab Tire Center, Los Gavilanes, Lowes, Magic Nissan, Microsoft/Tech Systems, Mod Pizza, Monte Cristo Ballroom, Next Level Video Games, not shared, Olive Garden, QFC, Sears, Sonitrol, Sushimaru, Towaco Screw Machine, Trellis Restaurant, Tulalip, undisclosed, Verizon, Warm Beach Camp, Xerox Business Services

Green River Community College:

Aill Barton, Applied Informatics, Arby's, Belmont, Better Properties - Kent, Boeing, Care.com, Boeing Employees Credit Union, Career Path-DSHS, Charlie Bank, CIMtech Inc, Coach, Coast to Coast Auto Transport, Comcast, Crowne Plaza Seattle Airport Hotel, ECU, Enterprise Holdings,

Flow Robotics, Fortune Casino, Fred Meyer, GCM Aerospace, Goodwill, GRC, GRC Shipping, LLC, Green River RAC, Green River Workforce, Hairclub, Heathers Tummy Care LLC, Helac, Home Depot, Hop Jacks & Fred Meyer, IBEW Local 46, Integrity Staffing, Johnson's Home & Garden, Kelly's Mecantile, Kent School District, Lane Bryant, LSG Sky Chefs, Machining Technology, Maple Valley Presbyterian Church, MasterCare Inhome Services, McDonalds, Menzies Aviation, Mondelez, Muckleshoot Casino, Orion Industries, N/A, Partners, Performance Machining, Pizza Hut, Precision Concrete Cutting, Prestige Care, Ramada Inn, Raymond Handling Concepts, River of Life Fellowship, Ross, Safeway, Seattle Barista Academy, Securitas USA, Self Employed, Snoking Ice Arena, Star Probe Cber Agency, Stellar Appliance, Subway, Technical Cable Applications, Thrive Communities, Thyssen, Tube Art Group, Wells Fargo Bank, West Side Pizza, Whole Foods, Xerox

Shoreline College:

Aerospace Machinists Industrial District Lodge 751, Aerotek/Genie, AJAC, Asian Food Center, Avtech Tye, Bill Suddeth, Boeing, Central Market, Color Printing Systems, Firland, Genie Industries, Greater Seattle Surf, Impinj, J Hughes Construction Inc., Kim's Construction Inc., Klein Educational Systems, Les Schwab Tire Center, Mayer Designs Inc., McMahan, North Seattle College, Quality Food Centers, Royell Manufacturing, Shannon & Wilson, Shoreline Community College, Starret, Subway, Thermetrics LLC, T-Prints, UPS, UPS Customer Center, Vaupell, Yuen Lui Photography

Renton Technical College:

A Helping Hand Home Care, AAA Super Cleaner, Abercrombie & Fitch Seattle Outlet, ABM Engineering, ABM Industries, Adolfo & Peterson Construction, Adolfson & Peterson Construction, AIMCO, Alliance Building Services, AMC Theater, American Building Maintenance, American Corporate Security, Appliance Distributors, Appliance Service Station, Appliance Distributors, Associated Energy Systems, Auburn School District, AutoChlor Systems, B&B Construction, Barcelo Homes, Bates Technical College, Best Buy, BNBBUILDERS, Boeing, Boyko Motors, Burian Nissan, California Pizza Kitchen, Capital industries, CBRE, CBRE (Swedish First Hill), Chevrolet, Coldwell Banker, Common Wealth partners, Costo Optical Lab, Courtyard by Marriott, Crowne Plaza Hotel, CVS, DB General Contractors, DesMoines Beach Park, Digital Cinema Design, Domino's Pizza, Dukes Chowder House, Ecolab, Exotic Metals, Express Personal, FedEx Freight, First Hill Plaza, Frankie Pizza, Franz Bakery, Fred Hutch, Fred Hutch Cancer Research Center, Fred Meyer, Frontier Doors and Cabinets, Gigantic Moving and Storage, Givon USA Inc, Grease Monkey, Gudmundson Construction, Hoffman Structures, Inc., Horeco Refrigeration, Hyatt Regency of Bellevue, Hydromat, Inc. (Missouri), IKEA Seattle, Integrated Real Estate, Jiffy Lube, Josephenum (Catholic Housing Authority), JSH Properties, Judd & Black, Kemly Electric, Kids N Us, Kohl's Department Stores, LA Olson Construction, Labor Ready, Local 66 Sheetmetal, Lowe's, Macys, McDonald's, Metropolitan Grill Restaurant, Milgaard Manufacturing, Modern Machinery, National Product, Net Compliance, Office Depot, O'Rielly Auto Parts, Pacific Market Research, Pacific Metallurgical, Pacific Northwest Baking Co, Pagliacci Pizza Inc., Panera Bread, Park Place Retirement and Assisted Living, Pellco, Peltram Plumbing, Perfect Copy and Print, Petsmart, Pizza Hut, Pride Electric, Pro Form, Providence, Puget Sound Energy (through AeroTek), Raaiorts Jeep Christler Viper R/T, Red Trucking & Excavation, Renton Technical College, River of Life Fellowship, RTC, S & S Welding Inc, Safeway, Sail River Logging LLC, Seacom, Sears Home Service, Seattle Children's Hospital, Seattle Public Schools, Self Employed,

Self-Employed, Sellen Construction, Shell, Starbucks Headquarter Center, Stoneway Electric, Swinomish Tribe, Synergy Construction, Talking Rain, TERO - Net Compliance, Thank Vi Vietnamese, The Boeing Company, The Good Earthworks/Kirkland Fireplace, Total System Services, Trade Show - Multiple Employers, Trinity Baptist Church, Tulalip Eldercare, Tulalip Housing, Tulalip Tribe, Tulalip Tribe Homeless Shelter, Tulalip Tribes, Tulalip Tribes Housing, Tully's, Unico Properties, United States Postal Service, UPS, US Post Office, Versatile Drilling, Vince's Italian, Westin Building Exchange

South Seattle College: Adecco, Aditi, AIM Aerospace, Alaskan Copper and Brass, Amazon, Aviation Technical Services, Boeing, Boise Cascade, Cascade Gasket, Electro Impact, Exotic Metals, Gardico, Genie Industries, Goodwill Industries, IAM 160, Macy's, McDonald's, Menzies, Next Era Energy, NuWest, Pioneer Human Services, Renton Coil Spring, Roadside Traffic Systems, Sahale Snacks, Seattle Public Library, Smart Talent, Starbuck's, Taylor Farms, Trojan Litho, UPS, Volt Solutions, Westech, Zodiac Aerospace

Walla Walla Community College: Agri-Lines, Appollo, Army Corp of Engineers, Avista, Blue Mtn. Cider, Boise Cascade, Broetje Orchards, City of Pendleton, City of Walla Walla, City of WW, Clearwater Supply, CMH2 Hill, ConAgra, Cott Beverages, Energy NW, Enxco, Grassi, Grassi Refrigeration, Hamilton Jets, Hays Electric, Hire Electric, Huminsky Air, Liab Foods, Next Era Energy, NextEra, NW Energy, Pacific Eth, Portland General Electric, Power Solutions, Reiff Manufacturing, Smith Frozen Food, Smith's Frozen Food, Takata, Valmont, Walla Walla Electric, Walla Walla General Hospital, WWCC, Young Heating & Air, Young Life, Zeachem,

Accomplishments

Career Navigator Guidebook

The creation of a Navigation Guidebook has been instrumental to the process of supporting grant navigators so that all navigators can offer (relatively) the same services in the same manner. This guidebook has become a tool that is being regularly requested by other grants around the nation. Workforce GPS requested the guidebook so that they could make it available on their site.

https://taaccct.workforcegps.org/resources/2016/12/19/15/36/Resource_WISE_Career_Navigator_Guidebook_Version

The Guidebook is also posted on the WISE website (<http://cleanenergyexcellence.org/wp-content/uploads/2017/01/WISE-Career-Navigator-Guidebook.pdf>) and is available on ScribD (<https://www.scribd.com/document/336914099/WISE-Career-Navigator-Guidebook-Version-3-3>).

Successful Audit

The WISE grant summer of 2016 was dominated by one important event - the first audit of the grant by the Department of Labor's (DOL) FPO (Federal Program Officer). In many ways everything that happened over the summer was either a preparation for that event or the result of that event. In preparation for the audit, the Program Manager's site visits to consortium sub-recipients needed to be completed. This served two purposes, first to make sure programs were running appropriately and second to make sure that colleges could provide the documents and data that would be needed for the FPO.

All sub-recipient site visits (Bates Technical College, Everett Community College, Centralia College, Green River Community College, Renton Technical College, Shoreline Community College, South Seattle College and Walla Walla Community College) were completed in late June and early July. Fortunately, they went quite well. All colleges were in good programmatic order and data and documentation also arrived in good order. Dr. Bob Topping, Director of the Regional Education and Training Center (RETC) provided a brief consultation on how to best handle a site visit and the consortium felt well prepared.

The DOL San Francisco office sent two people to review our program – one fiscal, one programmatic. Both spent three days with us reviewing documents, data, process and procedure, outcomes and activities. The programmatic officer then visited Bates Technical College and spoke with the Dean and faculty about their program. The final day a group meeting was held with partners representing industry, Troy Nutter, PSE, labor, Kairie Pierce, Washington State Labor Council 3rd party evaluator 3SI, and South Seattle College and Bates Technical Colleges grant staff.

We were pleased with the results. As this consortium grant is considered to be one of the best run consortium grants DOL has ever encountered. As one of the reviewers put it, "this is so easy I feel like I am on vacation". In total there were only seven items that needed correction.

- 1) One of our contracts allowed for its completion post grant. We were informed that all work must complete by September 30th, 2018

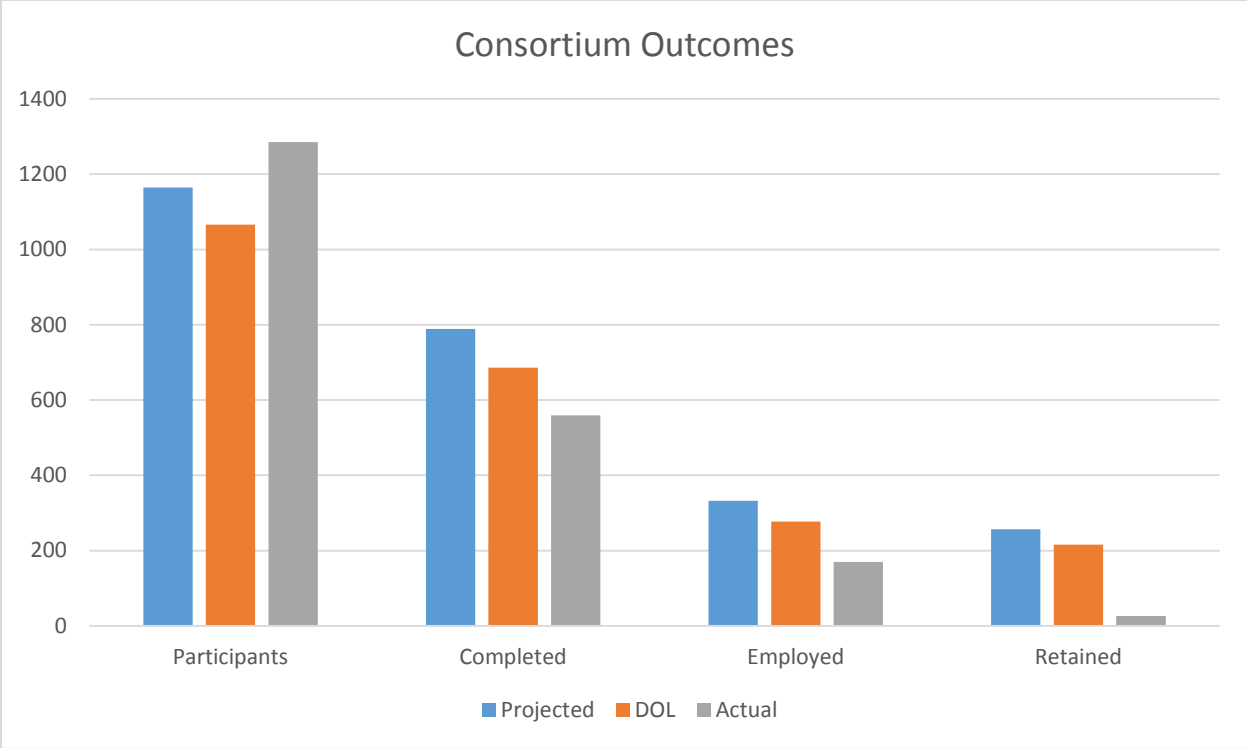
- 2) We were using the wrong non-discrimination poster. This was deemed particularly ironic as the program manager had taken great pains to make sure the posters were ubiquitously posted.
- 3) We needed to add in a dollar amount to our DOL acknowledgement
- 4) A change needed to be made to the Process and Procedure manual to include a longer list of organizations who have access to our data
- 5) A change needed to be made to the Process and Procedure manual to include determination on TAA eligibility
- 6) A change needed to be made to the Process and Procedure manual to include safeguards on intellectual property
- 7) At the Bates Technical College visit there was concern about the securing equipment. We will specify in the Process and Procedure manual when equipment must be physically secured and follow up with sub-recipients to make sure they are securing equipment properly.

Overall we are very proud of how this site visit went. All of the Program Managers, Navigators, Coordinators, Fiscal people, Deans and Directors pulled together to show the best aspects of this grant.

A WISE briefer was developed and distributed to update the WISE Executive Board and Community College leadership on the status of grant activities and partnership (<http://cleanenergyexcellence.org/projects/wise/>).

Year Two Annual report

The year 2 annual/mid-point grant data report was compiled and submitted. The WISE grant beat many of its outcome numbers and/or came very close to attaining others. The data from this report will be sent to 3rd Sector Intelligence (3SI), the 3rd party evaluators, to be a part of the grant evaluation and to be placed into a public dashboard. This also gives us a chance to look at what we need to do to move from making outcomes to beating outcomes. To that end, we will set up a consortium meeting to discuss changing tactics and resource reallocation. The mid-term grant report is in process, as is a budget modification to reallocate indirect money (which is too high due to the previous budget change of moving all sub-recipient colleges under our contract line item).



Challenges

Turnover

Staff turnover has been a serious issue for the grant. Some consortium colleges are on their 3rd or 4th program manager and most have turned over navigators at least once. Those who have coordinator positions have also turned them over, often more than once.

In addition, positions that impact the grant peripherally have also seen a great deal of turnover. Directors, deans and even college presidents have left positions and been replaced which often necessitates bringing a person who can have impact on the grant up to speed.

As much as possible, we have attempted to compensate for this turnover by making sure that we have solid documentation available for new people who come on to the grant. Even so, this is a constant problem. At the writing of this document one college hired a replacement grant coordinator who lasted only two weeks. It is unclear whether this is due to the difficulty of grant work compared to pay or whether working on this grant is being used as a stepping stone to other positions. For example, one person began the grant as a navigator and at about quarter 6 moved up to the position of program manager and within 3 months left the program manager position to take a director level position at another college. That is a move from grant navigator to director in less than two years!

Data Contracts

When the grant was written it was assumed that data could be handled by a third party contractor. The process of evaluating contractors to do this work was in process when the grant was informed that ESD does not allow their data to be handled by third party contractors. This meant two things – first the data management had to be taken in house and a data manager had to be hired. Scott Wagemann was hired to do this work. Second, data contracts with each college needed to be set up so that each college could get ESD data and input it into their student tracking. The process of setting up these contracts was surprisingly difficult. It required that each college identify the person(s) responsible for receiving and processing the data. It required that each college identify the signatory for such an agreement and for some colleges it required a legal review. A legal review sometimes resulted in ESD and the college needing to communicate about terms of the agreement. The process was both longer and more difficult than expected.

Data Tracking

The DOL's data requirements are extensive, complex, and must be collected from multiple sources. This is a great challenge for collection, processing, and compiling. Most Program Managers do not have the background to handle data collection in an efficient, timely, and detail oriented manner. And some managers push that work down to the navigators who are often even less able to handle that type of work. Only a few programs set aside money in their budget to hire a coordinator who could have a job description focused on data. Those who originally budgeted for that position, or who revised their budget to include such a position, have fared much better at keeping control of data reporting.

Another aspect of data that is problematic is the definitions of data created by the DOL. Although widely available, the definitions are often complex and difficult to understand. If this your focus (such as it is for the lead) then it can be manageable. But for a sub-recipient who is focused on setting up and managing programs it is a struggle to keep definitions in mind. A good example is tracking grant years. In the year 2 Annual Report Data a number of college had results from year 3. This is, of course, impossible. The problem was that some colleges were counting years by the college counter not the grant counter. Colleges usually count a new year as beginning in summer quarter. So they were seeing summer quarter students as being in the third year. This type of confusion is common and creates an ongoing struggle.

Elimination of Walla Walla Community College's Net-Zero House Project

The elimination of Walla Walla Community College's Net-Zero House Project will likely be one of the greatest missed opportunities of the grant. The original Statement of Work by Walla Walla Community College included a student project building a "net-zero house". This is a house that creates as much energy as it uses. This, of course, was not meant to be a true domicile, but rather a small building that would be more of a proof of concept and learning opportunity. The project was perfect for this grant as it would have involved construction students, energy students and advanced manufacturing students nicely linking our Centers of Excellence and sector strategy for these industries. To that end, the project was not intended to be a capital project but merely a student project as part of their education.

Walla Walla Community College, wanting to fall within DOL guidelines, enquired about the proper manner to dispose of the building once completed. There were, from the WISE point of view, a number of ways in which the building could have been dealt with. One, if no raw materials were purchased using DOL money, then the structure could have been donated to a local non-profit. Alternately, the building could have been used for future education in these sectors. Finally, the building could have been disassembled so that it could be re-assembled by future students.

However, the DOL disallowed the "net zero" house because it was deemed a construction project both the Center of Excellence for Clean Energy as the project lead and Walla Walla Community College revised the program and submitted a new equipment request.

The Road Ahead

The grant is now half way through its four year time period. We are now facing a steep ramp in outcomes which is appropriate as participants in longer term programs should be completing and exiting and with all programs up and running we should maximize new participants.

That said, there are always uncertainties in any grant endeavor. It would be preferable to be ahead on outcomes at this point rather than (on average) meeting them. To address this reality we are looking at making adjustments to ensure that we will meet outcomes at the end of the grant performance period.

We will look to have an open bid to hire an OER consultant early in 2017 so that process can move ahead in a timely manner. This will need to be accounted for in a budget revision, also in early 2017, which will, hopefully, be our last. It is our goal to hire a contractor from Washington, or at least the Pacific Northwest, to make travel to each college more viable and to minimize costs.

Some colleges are implementing shorter term certificates in an effort to boost numbers. Given that we only have one full year left, this will need to be done quickly to make any real difference. Starting a new program in fall of 2017 would be too late. A two quarter (6 month program) would produce only one cohort of students as it would end when programmatic work ends at the end of winter quarter 2018. One possible solution that is being explored is to support very short term programs outside of the college bureaucracies. The grant does not demand that training produce college credit or even be provided by the colleges. It only demands that the training produce students who have employer recognized certifications or degrees.

The DOL has extended programmatic work until March 31st, 2018, it originally ended September 30th, 2017. This is extremely helpful as we have in our outcomes 276 employed participants in the last year of the grant. If we were under the original grant timeline it would mean we would have to have all 276 students become employed in the fall quarter of 2017 – a virtual impossibility. With the deadline we will have fall, winter, and spring to produce that many employed participants. Under either calendar we will still need to do a close-out process to secure and store all grant materials, prepare plans for sustainability, complete data collection for follow-up outcomes, and complete and submit our third party evaluation.