Draft Meeting Summary
AHECC: Apprenticeships and Higher Education Coordinating Committee
September 16, 2026 | 9:00am-12:30pm
Zoom

Attendees: *See Appendix A*

William D. Ruckelshaus Facilitation Team: Chris Page, Director of Projects; Melissa Girbach, Associate Facilitator; Gaby Diamond, Project Specialist

Council on Adult Experiential Learning Staff: Ashley Wilhelm and Ashley Faubion

Welcome, Introductions, Review Agenda, and Finalize June Meeting Summary
Chris Page welcomed members and asked them to introduce themselves and respond to the question, "When the world seems crazy, what do you do to ground yourself?" in the Zoom chat. After Chris reviewed the agenda, Melissa shared highlights from the last meeting. Members had no changes to the June meeting summary (two members abstained from approving because they were not at the previous meeting), so the Committee accepted the document for posting on the project website for the record. (Members not at the meeting can send in their requested changes, or corrections to the Center.)

Updates from Committee Members
The Workforce Training and Education Coordinating Board (aka WTB) sent a follow up survey to assess interest in apprenticeships for healthcare work in Washington state. This survey will help the WTB build a long-term strategy for long-term care work in the state.

- Responses to the first survey were unexpected in that respondents tended toward either not knowing what was going on or thinking not enough was happening.
- Agencies working with the WTB on long-term care have lots of accomplishments, so they want to do a better job highlighting those and promoting their work on retention, recruitment, support, education, training and more.
- Here is the link to the survey; feel free to share it with anyone interested in long-term care: https://forms.cloud.microsoft/g/S2Fz3DYNmN

Ideal Scenario Funding Model Diagram
Melissa showed the draft diagram and shared the key (below in italics). The diagram reflects the scenario the recommendations mapped out. Noting that a legislative member or staffer could read this and pick out certain parts rather than use the whole model, Melissa asked members if this was something they would like to include in the final report.

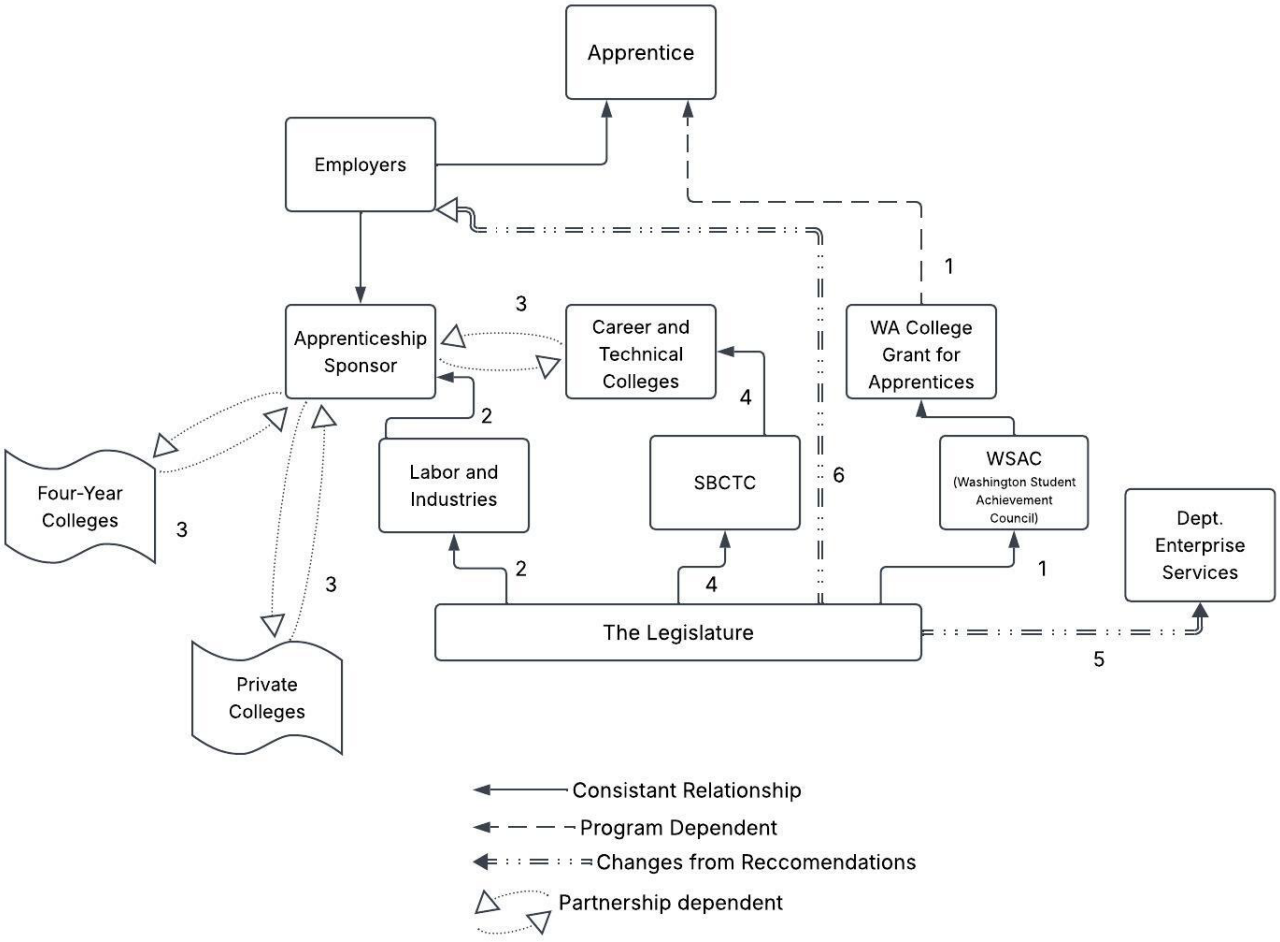
KEY: This diagram is not intended to illustrate all potential funding sources for any apprenticeship program or college.

1. *Restored funding to Career Connect Washington for apprentice support.*
2. *The Legislature should dedicate long-term funding for the core FTE allocation for with a separate allocation through L&I, supports for registered apprentice programs. The funds would support the existing, effective partnerships between apprenticeships and colleges at the local level without*

the restrictive and limited approach of the past, so the unique contractual structure for program delivery can be successful for both parties.

   a. *To guide existing funding (again, if top-level recommendation is not funded): The Legislature should consider putting sideboards (e.g. a ratio, formula, required vs. optional cost assignments, etc.) on appropriations, which would recognize the value that both sides bring to the relationship and would establish the resources needed to support specific elements of their work*

3. *SBCTC suggested removing both the remuneration and the tuition waiver, while apprenticeship programs suggested funding RA directly to the programs with incentivized options to partner with colleges.*
4. *The Legislature should dedicate long-term funding for the core FTE allocation for SBCTC to the local colleges for apprenticeship. The funds would support the existing, effective partnerships between apprenticeships and colleges at the local level without the restrictive and limited approach of the past, so the unique contractual structure for program delivery can be successful for both parties.*
5. *Incentivize Dept of Enterprise Services, for state procurement, to purchase supplies made with apprentice labor or to purchase from businesses that work with apprentices.*
6. *AHECC recommends establishing incentives for employers who work with apprentices and apprenticeship programs, use apprentice labor, or invest in apprenticeship programs.*



Comments, Questions, and Responses:

- **Q:** Why is the 50% tuition waiver connected to 4-year universities and private colleges? **R:** The "ideal" scenario would leave the door open for those colleges to connect with apprentices.
- How do employers and the Department of Enterprise Services (DES) fit in?
    - DES is included to incentivize use of apprentice labor.
    - If an employer wants to do business with the state, the recommendations encourage them to use apprentice labor in some way. This could involve using materials produced with apprentice labor.
    - There already is an apprentice utilization requirement of 15 percent if state dollars are used on any large project.
- Career Connect Washington (CCW) does not provide direct funding to apprentices, but to apprentice sponsors, who can use those funds to support apprentices.
    - The Washington Jobs Initiative (WJI) partnered with CCW to fund some wraparound services, but to show that visually, more information is needed. Lyle Irimata (WSAC) will investigate it and get back to the group.
    - A member noted that WJI worked well because the funding had fewer restrictions than CCW funds; they could be used for a variety of things, besides apprentice salary.
    - Career navigators should be elevated as important actors in this system. Their funding needs to be allocated in an open way.
- **Q:** Is this diagram about incentivizing or funding? **R:** Both. It represents the changes suggested by the draft recommendations.
    - It seems more like funding and incentives are connected, but it's missing how the buckets would be broken down. A key could help explain how it might work (others agreed).
- Is it possible to indicate what currently exists and what would be "new" funding? A policymaker might see this and feel overwhelmed with the requests if it is unclear what is already funded, new funding, or previously funded and requesting to restore.
- A member suggested a phased approach given the current economic environment. A short-term, five-year, and ten-year framework would help the Legislature more.

Revisit AHECC Charter to Update Roster (& Final Report Date)

Chris shared the Charter on the screen and explained the need to update the roster to accurately reflect current participants and correct the final report date. Committee members agreed on the following updates to the AHECC roster in the charter:

- Joyce Hammer will be written as an alternate to Marie Bruin and Genevieve Howard (SBCTC).
- Eleni Papadakis is no longer with the Workforce Training Board (WTB), Maddy Thompson is the acting director and should replace Eleni on the charter.
- Remove Jordan Shepard and Brittany Craighead as alternates for Rachel McAloon (L&I).
- Inez Olive is the Senior Director of Career Pathways and Lyle Irimata is the alternate (WSAC)
- Add Cori Morris (VA) and update title to Professional Development Navigator.
- Add Sheila Steiner, the Senior Director for Policy and Community Engagement (ICW).
- Add Heather Winfrey (Seattle Pipe Trades) to the charter.

Committee members suggested asking Halene Sigmund and Andrea Anderson to see if they would like to return to active involvement and remain on the charter.

Lastly, after lawmakers changed the due date for the final report to 12/1/26 from 12/1/27, the project team updated the Charter to reflect that. The Committee accepted the change.

CAEL Presentation on Crosswalk of OJT & RSI to College Credits
Ashley Faubion (with the Council for Adult and Experiential Learning, or CAEL) presented her work cross-walking OJT and RSI hours into credits. The presentation, "Articulation Pathway Exploration," mapped academic credit alignment across three institutions: Renton Technical College (RTC), Eastern Washington University (EWU), and Edmonds College. The Machinists Institute's Industrial Machinery Technician program mapped to the Multi-Occupational Trades, AAS Degree at RTC. EWU's Manufacturing Technology, B.S. mapped 300 and 400 level courses to the Manufacturing Engineer apprenticeship program. The final example mapped the Apprenti Software Developer Pathway with a BAS in IT at Edmonds College. *NOTE: the presentation was recorded; if you would like access to the recording, please reach out to the Center staff.*

Questions and Responses:

- **Q:** Did this increase the RSI requirements or change the hours? **R:** Not necessarily. Machinists Institute plans for a 20% variability, though that variability is usually employer driven.
- **Q:** Can you explain the role of general education faculty in this process? **R:** Faculty involvement is important and may be easier for some subjects than others. It takes creativity (e.g., broadcasting an English 101 course to an apprentice classroom) and flexibility.
- **Q:** Is there more information about teaching apprenticeships in WA? **R:** WEA Apprenticeship Residency in Teaching | Washington Education Association
- **Q:** Slide 4 (EWU- Manufacturing example), lists OJT and RSI hours; how do you quantify what is learned on the job? **A:** Those are typically in the RSI plan. It's also important to remember that the translations are skill to competency, rather than competency to competency.
- **Q:** How many apprentices take advantage of this dual credit? **A:** The first group of enrolled apprentices graduates next year. Because it is a dual pathway, 100 percent of the group will complete with a degree.

DRAFT Potential Recommendations
Chris shared the recommendation document on screen and highlighted the comments from members that suggested changes. He also added a note about a phased approach, from a comment made earlier in the meeting. The following are summarized discussion and comments; the project team emailed the recommendations out after the meeting for input.

1. TOP-LEVEL RECOMMENDATION: The Legislature should dedicate long-term funding for the core FTE allocation for SBCTC to the local colleges for apprenticeship and, with a separate allocation through L&I, supports for registered apprentice programs. The funds would support the existing, effective partnerships between apprenticeships and colleges at the local level without

the restrictive and limited approach of the past, so the unique contractual structure for program delivery can be successful for both parties.

Member Comments on Recommendation 1:

- Relying too heavily on FTE was a concern.
- A suggestion was made to remove the language around FTE and instead say "funding per apprentice"
    - A few other members agreed with this idea and Chris updated the language.

1B. AHECC RECOMMENDATION IF TOP LEVEL REC IS NOT FUNDED (If top rec is funded, it will allow funds to flow to local partners who can agree to contract terms that reflect which party bears which costs).

- *To guide existing funding (again, if top-level recommendation is not funded): The Legislature should consider putting sideboards (e.g. a ratio, formula, required vs. optional cost assignments, etc.) on appropriations, which would recognize the value that both sides bring to the relationship and would establish the resources needed to support specific elements of their work (as opposed to general fund FTE), based on the following elements:*
    - *Apprenticeship programs whose apprentices are located on or off campuses, or a mixture of both.*
    - *The entity that employs and pays for instruction and direct instruction costs (materials, equipment, textbooks, supplies, etc.)*
    - *CTCs/institutions and apprenticeship programs that work together to support existing degree pathways for apprentices and assist apprentices in degree attainment, e.g.:*
        - *Parties working to embed Gen Ed requirements into RSI.*
        - *Work to crosswalk RSI and OJT with CTC credit and degree requirements*
- *The college and RAP can negotiate an agreement that meets both parties' needs.*

Member Comments on Recommendation1B:

- Multiple members expressed reluctance to the Legislature establishing a formula, so suggested more general terms. Members agreed to the added language, "consult with L&I and SBCTC around…"
- The group agreed to include ICW and public four-year universities in the narrative of the recommendations in the report, to ensure that they could be included in the future if they are interested.

2. SBCTC suggested removing both the remuneration and the tuition waiver, while apprenticeship programs suggested funding RA directly to the programs (potentially through L&I or Commerce) with incentivized options to partner with colleges. AHECC recommends exploring this, including reviewing the pilot that did this with the electricians as a model

Member Comments on Recommendation 2:

- One member suggested starting with the last sentence to maintain some level of consensus. And to speak more to exploring different types of models.

- Some members are not in favor of removing the remuneration and tuition waiver and were surprised to see it in this version of the recommendation. They suggested removing that language all together. Others agreed that it should be removed.
- The recommendation should also be discussed with Kairie Pierce (Commerce). *NOTE: the facilitation team talked with Kairie; she relayed that Commerce would not ever ask nor necessarily want to take programmatic duties from L&I unless the Legislature directed it.*

3. AHECC recommends establishing incentives for employers who work with apprentices and apprenticeship programs, use apprentice labor, or invest in apprenticeship programs. To illustrate, members produced the following ideas:

- Review and consider expanding existing incentives.
- Future incentives could encourage:
    - Employers to participate in RAPs
    - Colleges that partner to support apprentices in degree attainment, e.g., bonuses to encourage apprentices/ students to complete General Education requirements for their MOT degree (usually amounting to four to six classes) or for their AAS or BAS (this adds to the number of Gen Ed courses).

Member Comments on Recommendation 3:

- Incentives for employers for public work exist, so this recommendation is trying to replicate that. Some members were confused about the intent of incentives for employers or for apprenticeship programs.
    - Chris added language suggested by a member: "for agencies to increase apprentice utilization on non-public works projects."
- The group also added "…increase their use of apprentices and RAPs…" to the recommendation.

4. AHECC recommends the Legislature establish incentives and programs to support apprentices in obtaining credits, degrees, and continued education (certifications, licenses, and stackable and portable industry-recognized credentials). The funding needs to be flexible and responsive to changes (most notably including technology) and focus on apprentice retention in and completion of the student role.

Member Comments on Recommendation 4:

- This seems neutral, but when framing this recommendation, it is important to note that the work to crosswalk and help apprentices is not free, colleges and apprenticeship programs need financial support.

5. Update the RCW on the required teacher qualifications of a transfer degree to allow workforce and apprenticeship programs' definition of those qualifications to align with the current definitions of a qualified instructor under the Registered Apprenticeship RCW

Member Comments on Recommendation 5:

- As written, at least one member cannot agree to this recommendation. If made broader and focused on getting apprentices credit for the learning that meets course competencies, it could help.
- Based on a member suggestion, Chris updated the language to "AHECC recommends increasing apprentice degree pathway completions."
- Members also suggested adding a bullet about looking into teacher qualifications and another about looking at barriers to the transferability of the AAS-T (MOT) degree.
- A member suggested including more background on this recommendation, to speak to how colleges can collaborate with partner programs to ensure qualifications are in place, rigorous processes exist, and there is good intention.
- Members want to ensure that there is not an issue created for one side and want to continue to be good partners.
- The word "barrier" was removed from some bullets, and "clarifying" was added in place.

LONG-TERM suggestion, when budget conditions allow: Restore previous WG-A funding to allow apprentices (as they pursue journey status) to afford not just tuition, but the necessities of life. This would help cover wraparound services, recruitment and retention, and other needs.

Based on a member comment, Chris added language to reflect the current dollar amount for apprentices compared to what it was before cuts ($2,548 now, before it was $5,000).

DRAFT Year Four Report: Brief Overview & Initial Reactions
Chris shared the draft Year Four Report on screen to give members a preview. The Center will send the draft report to the Committee in advance of the October meeting for review and input. He highlighted the pieces in progress and asked members for initial comments. No members had comments. CAEL will add to the document before it goes out to the committee.

Recap Discussions, Action Items, and Next Steps
Chris thanked members for a great conversation and helpful feedback then listed action items:

- The Center will send out a meeting poll for a potential meeting in November, to finalize the recommendations if they are not completed at the October 29th meeting.
- The Center will send out the Draft Year Four Report and ask members for written feedback.
- The Center will reach out to Kairie Pierce (Commerce) about recommendation 2. *(DONE)*
- The Center will reach out to Halene Sigmund (CITC) and Andrea Anderson (Apprenti) to ask for their participation status, and if they would like to be included in the Charter or not. *(DONE: Halene said no, Andrea has not responded.)*
- Melissa (Facilitator) will make changes to the diagram based on the comments and suggestions.

ADJOURN

Appendix A: Attendees X=attended (all virtual)

Committee member	Attend	Alternate member	Attend
Andrea Anderson, Sr. Director of Program Development and Education, Apprenti			
Heather Hudson, Deputy Policy Advisor – Childcare, Education, and Workforce, Governor's Office (ex-officio)?		Dawn Gearhart	
Maryann Brathwaite, Executive Director, NW Career Colleges Federation	X		
Marie Bruin, Workforce Education Director, State Board for Community and Technical Colleges		Genevieve Howard, Workforce Policy Associate	
Joyce Hammer, Deputy Executive Director of Education, State Board for Community and Technical Colleges	X		
Karen Dove, Executive Director, Apprenticeship and Nontraditional Employment for Women			
Julie Garver, Director of Policy and Academic Affairs, Council of Presidents			
Rachel McAloon, Apprenticeship Program Manager, Department of Labor and Industries, Washington State Apprenticeship and Training Council (WSATC)	X	Jordan Shepherd, Apprenticeship Policy Advisor; Brittany Craighead, Compliance Specialist; Todd Tveten	
Kimberly Hetrick, Director, Career Connect Washington		Therese Williams, Associate Director	
Laura Hopkins, Executive Director, SEIU Healthcare 1199NW Multi-Employer Training Fund			
Brian Jeffries, Policy Director, Washington Roundtable Partnership for Learning			
Inez Olive, Director, Adult Pathways, Washington Student Achievement Council		Lyle Irimata, Assistant Director, Needs Based Programs, Contracts and Reporting	X
Kairie Pierce, Sector Lead, Innovation Workforce, Department of Commerce			
Heather Kurtenbach, Executive Secretary, Washington State Building and Construction Trades Council		Erin Frasier, Assistant Executive Secretary, Washington State Building Trades	

Christina Riley, Independent Consultant & Co-Chair of Tribal Subcommittee of State Apprenticeship Council	X		
Halene Sigmund, President, Construction Industry Training Council of Washington			
April Sims, Washington State Labor Council, AFL-CIO		Shana Peschek, Machinists Institute	
		Ryan Davis, Machinists Institute	X
Donald Smith, Policy Manager, Long-Term Care Workforce	X	Joe Wilcox	
		Maddy Thompson, Executive Director	
Sheila Steiner, Senior Director, Policy and Engagement, Independent Colleges of Washington		Terri Standish-Kuon, President and Chief Executive Officer	
Lynn Strickland, Executive Director, AJAC			
Becky Wallace, Assistant Superintendent, Secondary Education and Pathways for Preparation, Office of the Superintendent of Public Instruction		Krista Fox, Director of Career and Technical Education	
Emily Wittman, Government Affairs Director for Education, Workforce and Healthcare, Association of Washington Business			
Additional Members			
Heather Winfrey, Curriculum Coordinator, Seattle Area Pipe Trades	X		
Cori Morris, Professional Development Navigator, Washington State Department of Veterans Affairs	X		
Laura Kingston, Executive Dean, Georgetown- South Seattle College			
Matt Poischbeg, Advanced Manufacturing Skills Center (AMSC)/ Washington Aerospace Training & Research (WATR) Edmonds College			
Sue Magyar, Director of Interdisciplinary Studies, Eastern Washington University	X	Jason Durfee, Department Chair & Professor, Mechanical Engineering & Technology at EWU	X