Wood Technology Center (WTC) Business Plan

Over the 2022-2023 academic year, each of the four workforce programs suggested for closure at Central are developing action (Business) plans that incorporate external funding, community and industry partnerships, and internal redesigns to create a sustainable funding plan for the future. In collaboration with Technical Advisory Committee (TAC) members and college employees, a preliminary WTC Business Plan has been created. This is an iterative process; updates will be provided as new versions are developed.

Current work (2022-2023):

Action Items	Notes/Roles
Create a short-, mid-, and long-term business plan	Currently taking place
Increase awareness of programs and options for students at the WTC	VIP, Dean, and staff: reach out to Guided Pathways, Promise, and Foundation TAC - reach out to building foundations organization • Seattle Colleges are in the process of hiring Area of Study recruiters who can support this work
Increased transparency to address: • Intended use and administration of tuition and state funds for WTC program needs • Intended use and administration of funds raised specifically for WTC program development, advertising, outreach, etc. • Program data to be used for decision-making	**VPI and Dean:** • Data on funding • Enrollment trends • Program data **Foundation:** • Data on funds raised
Increase student support at the WTC • Inquiries, registration, enrolling in classes, and waitlists • Counseling, career planning, internships, etc.	VPI and Dean: • Set up process for students to register and enroll • Explore counseling, advising, career planning, internships, etc.

Many of the business plan action items require funding. We will have to assess whether funds are available.

Short-Term (1-3 years):

Action Items	Notes/Roles
Marketing, Outreach, Recruiting • Hire a recruiter for BIPOC and women students (Pratt, CADA, AfricaTown) • Connections to BIPOC folks in industry • Instructors do outreach hours • Landscape and curb appeal (also clean and functional inside) • Re-boot tours	Need funds for: • A recruiter to work with CBOs, etc. and hold tours • To pay faculty (and find out if they want to do this) • To update landscape and curb appearance • Ask industry to pay for a recruiter/partner position

Staffing – more BIPOC employees
• Fill open positions – faculty and staff
• Recruiter
• Navigator
• Partnership specialist - develop and grow industry connections and opportunities for student internships/employment and donations
• Site manager to run things like a construction site with the facilities set up for Carpentry, Boat, PACT, CE, etc.
• Provide program support staff for shop-based programs
   • Material prep/procurement
   • Recycled and donated material handling and storage
   • Tool prep
   • Shop improvements/set up
• Provide training for employees
	Need funds for positions
	
	College

Curriculum, Teaching, Learning • Stackable completions/credentials - four different, stackable certificates • Look at Home Builder's Industry or Master Builder Association curricula/recognition - TAC check out other trade schools to see who else is using this curriculum • Short-term industry training • Create WTC safety and training standards so that all faculty/programs teach to the same safety standards, regardless of level of training. Coordinated safety training, practices, and policies: CE, PACT, CORE, Carpentry, Boat, etc. • Create faculty recruiting and training standards for CE and certificate programs faculty • PACT: students who complete, and want to go into Boat or Carpentry, then must take CORE? What is the best process? • Preparing students for industry work • CE classes for things like forklifts, window framing, doors, Journey upgrade skills/training classes, etc. Include former students to provide ideas.	**Dean and Workforce Dean:** • Stackable certificates • Looks at similarities and differences with South Programs **Dean, Workforce Dean, Faculty and Staff** • Coordinate CE and WTC/PACT training for faculty to have consistency • Students transitioning from PACT into carpentry and boat • Or a Combo PACT/CORE module **Dean and CE:** • Short-term industry training • Additional CE classes

Students
• Increase student support at the WTC
   • Inquiries, registration, enrolling in classes, and waitlists
   • Counseling, career planning, internships, etc.
• Student engagement with Master Builders Association (MBA), student chapter
   • Student exposure to industry
   • National Home Builders (NHB) chapter – skills for students
• Student Council
	VPI and Dean: increase student support at WTC
	
	TAC: Student engagement with MBA and NHB
	
	Dean and staff: student council

Operational • Be able to find receipts for purchases in ctcLink and notification • Information and transparency on budgets: staffing, classroom supplies, etc.	Dean and staff: ctcLink training Dean, VPI, and college
Legislature • Identify WTC programs as "high demand" • Legislative funding model that better supports unique Career and Technical Education (CTE) program needs	VPI and Legislative support/Leahy
Industry • Industry directly funds WTC • Internships, including paying students to go to school and then provide them with a job when completed • Master Builder Association partnerships • Mentoring students during and after the program	TAC

Mid-Term (3-5 years):

- Marketing, Outreach, Recruiting (*requires funding to pay staff*)
    - High Schools: what a trade school is and does
    - Boat shows, home building shows, garden shows
    - Collaborations with Community-Based Organizations/churches
    - Events calendar – team can all see and use
- Staffing
    - Adequate staffing at the WTC
    - Counselors, FA, etc.
- Curriculum, Teaching, Learning (*Dean, Workforce Dean, and faculty*)
    - Clear pathways and support for students to go from Pre-Apprenticeship in Construction Trades (PACT) to AAS Carpentry degree
    - Explore ways for students to enter workforce while going through programs (part-time, evening, etc.)
    - What parts of Cabinetry should come back as part of new programs
- Operational (*VPI, Dean, CE, and Workforce Dean)*
    - Evening program – w/staffing

- » Organizing between WTC day and evening CE program
- More faculty support
- Space
  - » Current programs do not have adequate space. Identify more space for:
    - * Material Racks and storage
    - * Build space
    - * Computers
  - » Identify new locations for any additional programing planned
  - » Where and how are CORE courses taught?
  - Care and maintenance of the building and learning environments

- Funding
  - Provide financial support for PACT students who want to complete their AAS degree
- Legislature – follow up on funding options
- Industry (*TAC*)
  - Scholarships
  - BIAW – making a video of BIPOC people in trades
    - » Industry in HS
    - » Use current technologies
  - TAC board trainings and recruitment
    - » Roles
    - » Rules and regulations
    - » EDI training

Long-Term (5-7 years):

- Marketing, Outreach, Recruiting
  - Using history of the college
    - » Remind community
    - » Strong alumni
    - » Signs on building
    - » Creating a legacy
  - Authentic advertising
  - Brand Tiny houses
- Staffing – more BIPOC employees
  - Employee stability
- Curriculum, Teaching, Learning
  - Program mix – what is running and what is feasible
    - » What goes into cabinetry space
- Students
- Operational
  - Sustainable funding – not asking all the time
    - » Self-efficiency
  - Grant funding
- Legislature
  - Mayor's podium
- Industry
  - Projects for community
- Assess short and mid- term success
  - Campus set up to support students as an ecosystem