

**COMMUNITY COLLEGE COUNCIL (CCC) MEETING NOTES**

**May 4, 2022 – 3:30 – 5:00 pm**

**Iowa Department of Education – ICN Room**

Those in attendance included:

- ❑ Cassandra Halls, CCC and State Board of Education Member (in-person)
- ❑ Moudy Nabulsi, CCC Member and Trustee, Southeastern Community College (via conf. call)
- ❑ Rod Bradley, CCC Member and State Board of Education Member (in-person)
- ❑ John Robbins, CCC Member and State Board of Education Member (via conf. call)
- ❑ Cindy Dietz, CCC Member and State Board of Education Member (via conf. call)
- ❑ Val Newhouse, CCC Member and Community College President, Iowa Lakes Community College (via conf. call)
- ❑ Emily Shields, Community Colleges for Iowa (in-person)
- ❑ Roy Salcedo, Director of Equity and Inclusion, Community Colleges for Iowa (via conf. call)
- ❑ Vlad Bassis, Administrative Consultant, Bureau of Community Colleges (via conf. call)
- ❑ Alex Harris, Administrative Consultant, Bureau of Community Colleges (in-person)
- ❑ Mike Williams, Consultant, Bureau of Community Colleges (in-person)
- ❑ Eric St. Clair, Administrative Consultant & Interim Legislative Liaison, Bureau of Community Colleges (in-person)
- ❑ Heather Meissen, Consultant, Bureau of Community Colleges (via conf. call)
- ❑ Amy Gieseke, Bureau Chief, Bureau of Community Colleges (in-person)
- ❑ Dennis Harden, Bureau Chief, Bureau of Career and Technical Education (in-person)
- ❑ Jeremy Varner, Division Administrator, Division of Community Colleges and Workforce Preparation (in-person)
- ❑ Alison Jepsen, Executive Officer, Division of Community Colleges and Workforce Preparation (in-person)

**I. Call to Order & Introductions – Cassandra Halls**

- Council members introduced themselves, starting with Moudy Nabulsi, trustee for Southeastern Community College; President Newhouse introduced herself as the president of Iowa Lakes Community College; John Robbins, state board member; Cindy Dietz, new State Board member from Cedar Rapids; Rod Bradley, state board member, former school board member from Denison; Cassandra Halls, state board member.

**II. Approval of Meeting Minutes – Cassandra Halls**

- **Motion:** Rod Bradley moved to approve; seconded by John Robbins.
- **Vote:** Motion carries unanimously.

**III. Department of Education Update – Jeremy Varner**

- Division of Community Colleges and Workforce Preparation – Jeremy Varner
  - Jeremy Varner introduced himself as the division administrator for the Division of Community Colleges and Workforce Preparation and interim administrator for the Division of Learning and Results. He is from Fayette, IA and is a former student of Northeast Iowa Community College, a journalist, Masters holder in public policy. Community colleges had a very positive impact on his family, which drives his passion for these institutions. He has been with the

Department for 17 years, with the last 10 as administrator of the Division of Community Colleges and Workforce Preparation.

- Next meeting will serve as an orientation for the Council (June 8). Community College Council meetings are scheduled one day ahead of State Board meetings from 3:30-5 p.m. This can be changed, should the Council wish. Council agendas are prioritized by action items that need to go to the State Board for approval and updates on major initiatives of the Division.
- The Division is small, but very talented and is nationally recognized. Just this past week, Dennis Harden was elected to the Advance CTE Board and Jeremy Varner was elected as vice president of the National Council of State Directors of Community Colleges. The Division's work with noncredit data outcomes was also recognized as a national model by the Lumina Foundation.
- The Division of Community Colleges and Workforce Preparation newsletter, the Community College Leader Bulletin, is a great way to stay updated about the work of the Division.
- The Division is about to award \$1.5 million dollars through the Career Academy Incentive Fund to establish regional centers in the state. Applications are currently in review and recipients will be announced this month. Regional centers provide access to high-quality and high-tech education for students, especially in rural areas of the state during the last few rounds of awards. Templeton and Centerville are examples of two new locations that are currently in progress. Regional centers also exist in urban areas such as Waterloo. There is currently a study that has been launched with a research team from UNI to provide data to school and college leaders as to where these centers should be located to provide the greatest access to students. Approximately \$5 million will be awarded this fall through the Career Academy Incentive Fund.
- College and career transition counselors are a new position that are hired by the community colleges, but serve students in local high schools as well as first-year students. These positions provide postsecondary and career planning support to students, which is a high need as school counselors are currently very busy serving the high mental and emotional needs of students. Rounds of \$50,000 grants have been made available through the Department to establish these positions, and there are now over 20 college and career transition counselors in the state. The community colleges worked together to receive \$2 million in congressional funding to further expand these positions. These positions also serve the Future Ready Iowa goal of 70% of Iowans having some postsecondary or training beyond high school by 2025.
  - Questions: Moudy Nabulsi asked about outcomes from the college and career transition counselors that are in place. Jeremy noted that there is not outcomes information yet as the role is too new, but there has been great feedback from the host institutions.

#### **IV. Adult Education & Literacy Report and Update – Alex Harris & Mike Williams**

- Alex Harris introduced himself as the state director for adult education and the president of the National Association of State Directors of Adult Education. He has been with the Department for 10 years and is an Iowa native, originally from Davenport. He studied international economics in Wales and finished his degree in Sydney, Australia.
- The Adult Education and Literacy Report summarizes enrollment numbers, financial data and performance of adult education and literacy programs.
- Adult education and literacy (AEL) programs receive federal funds through the Workforce Innovation and Opportunity Act (WIOA) and state funds through the Iowa Skilled Worker Job Creation Fund (ISWJCF) and House Fund 758 which allocated funds for English as a Second Language (ESL) programs. The report explains how these funds are expended.
- Enrollment was down 7,501 participants. Enrollment is usually around 9-10,000, so the impact of COVID was felt in enrollment, and adult education is down nationally. Iowa's adult education centers remained open and using Governor's Emergency Education Relief funds, the Department was able to provide funds for technology to support and maintain access for students online. One million dollars went to laptops and hotspots for students.
- For the second year in a row, Iowa leads the nation in credential attainment. This is an indicator of achievement of high school equivalency as well employment outcomes.
- Mike Williams introduced himself as a consultant for the Department who focuses on adult basic education (ABE), Pathways for Academic Career and Employment (PACE), Gap Tuition Assistance and High School Equivalency Diploma (HSED) programs.
- The Workforce Innovation and Opportunity Act provides federal funds that drive integrated education and training (IET) as well as Integrated English Literacy and Civics Education; these two programs have been outlined as best practices by WIOA. PACE and Gap and support short-term noncredit training and come from state funds. Programs that are embedded in the community colleges also help support these programs. Adult basic education coordinators are very active in workforce education and employment, which helps serve local and regional employment needs. IET is a program that combines adult basic education with workforce preparation and training. The best IET programs come from employer engagement. IELCE is the same as IET, but includes English literacy and civics education.
- There is an oversight committee for integrated education and training that includes Northeast Iowa Community College, Kirkwood Community College, Des Moines Area Community College, Southeastern Community College, Iowa Valley Community College District and Iowa Lakes Community College.
- Alex Harris directed the Council to look at the success stories on the back of Attachment 2 and how AEL programs have had a big impact on the students served. Adult education is a multigenerational approach to serving the community.
  - Questions: Moudy Nabulsi asked about the AEL budget for the colleges. Alex noted that federal funds are based on need (75%) and performance (25%). For the state, ABE is allocated from state general aid and ESL is determined by enrollment numbers and need within the community college. Moudy asked who the colleges report to for AEL programs, and Alex noted that they report to us.

Federally the Iowa Department of Education reports to the U.S. Department of Education. Cassandra asked if the state allocation for adult basic education is matched federal funds, and Alex confirmed this. Before 2014, there were no match dollars. Cassandra also asked if the state match funds exceed the federal requirement. Alex answered that they do not; before he joined the Department, the match requirement was elevated to the point that programs are just making with the amount of state dollars. There have been efforts to reduce the match amount to 25.0 percent, which is what it is supposed to be; the current match equals approximately \$5 million, even though federal dollars only equal about \$3 million.

**V. Community Colleges of Iowa Update – Emily Shields**

- Emily Shields introduced herself as the executive director for Community Colleges for Iowa. She started in January 2021. Emily grew up in Cedar Rapids and both parents went to Kirkwood Community College. Emily worked in the governor's office and with Campus Compact in Iowa and Minnesota on civic and community engagement.
- Iowa Association of Community College Trustees has rebranded to Community Colleges of Iowa. The organization advocates on behalf of all 15 of Iowa's community colleges and works with the state legislature, the governor's office and other state agencies. They also advocate on the federal level. Community Colleges for Iowa works very closely with the Iowa Department of Education.
- In addition to advocacy, the organization provides educational opportunities across the community college spectrum. The organization convenes the community college trustees and presidents associations as well as eight leadership groups that represent positions such as the chief academic officers. They also manage the affinity groups for other roles throughout the community colleges. The organization hosts monthly webinars for trustees, including one tomorrow on open records. They also manage the Community Colleges for Iowa Conference is coming up in July at Western Iowa Tech Community College. Registration is currently open.
- Roy Salcedo, who was hired by Community Colleges of Iowa last fall, works with the Alliance for Equity and Inclusion which is a collaborative group between the Department of Education, the community colleges and Community Colleges of Iowa. The Alliance now has an established a steering committee. One equity workshop on data is coming later this month, and there is currently work being done to set a strategic plan on equity for the state.
- Emily, Roy, or Laurie Wolf, Community Colleges for Iowa's legislative liaison, are usually in attendance at Community College Council meeting.
- Community Colleges for Iowa has worked closely with Cassandra and the governor's office to create an overview of the state's workforce programs.

**VI. Iowa Community Colleges Certified Budget Report – Eric St. Clair**

- Eric St. Clair has been with the Department for 8.5 years. Eric serves as an administrative consultant in policy and budget for the Division and is also serving as interim legislative liaison for the agency.

- The Certified Budget Report comes before the Community College Council and the State Board of Education annually for approval, usually in May. The Iowa Department of Management sends certified budgets in January to all of the community colleges. The colleges have a local process they use to determine their budgets. There is a public comment period and a publication requirement to county auditors. All of this is then provided back to the Department of Management which provides the information to the Department.
- The overall purpose of this report is to set tax levies for the following year. The budget also provides a sense of the community colleges' overall budgets with a projection for FY23 and some adjusted details for FY22. This is not a set budget, there are still variables that could change. Projections are based on anticipated enrollments and tuition rates are often not yet set by the time of the report.
- The report contains comments from many of the community colleges about their budgets, which appear below the tables for each college's budget.
  - Questions: John Robbins asked about a detail of Kirkwood's budget which was showing an amending fund balance of -\$1.7 million and asked if that was typical. Eric noted that the total in question is for the school's general fund, but the total funds is where you can see the final amounts, and overspending can be seen in certain areas of colleges' budgets. Eric also noted that this report does not capture funds that were accrued in a previous fiscal year that the colleges are now spending. Kirkwood will have a note on the final report that states that through bond sales they had more revenue that they are currently spending down. John also asked if they can move their bonds to the general funds. Eric noted that it would depend on the nature of the revenue the college received, but in some cases yes. Moudy noted that the budget is an estimate for each community college, and President Newhouse concurred. John Robbins asked for confirmation that there is a statutory requirement to approve the report and Eric answered yes. Jeremy Varner noted that many entities throughout the state have to approve similar budget estimates.

**Approval of Certified Budget Report – Cassandra Halls**

**Motion:** John Robbins moved to recommend the certified budget report to the State Board; seconded by Moudy Nabulsi.

**Vote:** Motion carries unanimously.

**VII. Outcomes of Jointly Enrolled Students – Vlad Bassis**

- Vlad Bassis has worked with the Division of Community Colleges and Workforce Preparation for 16 years as a management information systems specialist. He currently serves as an administrative consultant for the Division, and works to collect and meaningfully distribute community college data.
- Joint enrollment is flourishing in Iowa. Iowa community colleges enroll the highest percentage of jointly enrolled students in the nation. This is by our internal standards and national research centers. Total enrollments for community colleges have

decreased in recent years, but joint enrollment has been continually on the rise, minus the decrease during AY20-21, which was most impacted by the COVID-19 pandemic.

- This report outlines whether jointly enrolled students have better outcomes than students who did not participate in joint enrollment. The report compares both groups. Students are tracked for eight years and compared with their peers.
- Questions for this report included:
  - To what extent do students with joint enrollment experience enroll in postsecondary education directly following high school and within eight years compared to students without joint enrollment experience?
  - How long does it take students with joint enrollment credit to finish their degree/award compared to students without joint enrollment credit?
  - What impact do credits earned through joint enrollment have on college completion?
  - If all credits earned are transferred toward a degree/award, to what extent would participating in joint enrollment help students reduce the cost of postsecondary education when compared to students without joint enrollment experience?
- Demographics – 2011 Cohort
  - Male students were 50.1 percent of total community college enrollment; 40.6 percent of jointly enrolled students; and 54.2 percent of non-jointly enrolled students. Female students had better representation in joint enrollment.
  - To account for economic levels, students who received free and reduced lunch (FRI) were noted to be 26.1 percent of total community college enrollment; 20.3 percent of jointly enrolled students; and 34.9 percent of non-jointly enrolled students.
  - Students who did well on their English and math proficiency tests in high schools accounted for 76.2 percent of total community college enrollment; 82.6 percent of jointly enrolled students; and 66.3 percent of non-jointly enrolled students.
  - White students accounted for 88.5 percent of total community college enrollment; 91.2 percent of jointly enrolled students; and 84.2 percent of non-jointly enrolled students.
- Outcomes of Jointly Enrolled and Non-Jointly Enrolled Students
  - For immediate enrollment in postsecondary education, 69.5 percent of jointly enrolled students enrolled versus 30.4 percent of non-jointly enrolled students.
  - On average, jointly enrolled students took 3.7 years to achieve a degree or award versus 4.0 year for non-jointly enrolled students.
  - Within eight years, 59.0 percent of jointly enrolled students graduated from a college or university versus 32.8 percent of non-jointly enrolled students.
  - Of students who transferred from a community college to a four-year institution, 91.2 percent of jointly enrolled students transferred versus 84.2 percent of non-jointly enrolled students.
  - The average tuition savings of jointly enrolled students who went on to a community college was \$1,474.04 (\$132/credit hour for 11.2 credit hours).

- For jointly enrolled students, the amount of credits does not equal a significant difference in outcomes for graduation from a community college, but credits are significant when it comes to completion of a four-year degree.
- Joint enrollment experience in high school (with all other factors equal) is a significant predictor of enrollment in a community college immediately and for enrolling in a four-year college or university immediately after graduating from high school. This is regardless of economic background, race and other factors.
- Vlad also showed the visualization of the results of this report on the [Iowa Student Outcomes website](#).
  - Questions: Moudy Nabulsi commented that this report could be shared more widely to high schools to encourage students to participate in joint enrollment, and Cindy Dietz and President Newhouse concurred. Cassandra asked if some of the highlights of this report would be beneficial to put in a one-pager document to connect to the questions that have been asked at the state-level about work-based learning and giving students a direct pathway to the workforce. Vlad noted that the executive summary of the report can serve as a quick resource for these outcomes that can be shared. Jeremy noted that he will explain further in the upcoming orientation about the communications strategies for information that is collected and then put out by the Division and how the Council can work in an advocacy role about how that communication occurs and how we can expand the reach of our information. John Robbins, Cindy Dietz and Moudy Nabulsi expressed appreciation for the details included in the report.

**VIII. Iowa Western Community College Comprehensive Accreditation Report – Amy Gieseke**

- Amy introduced herself as the chief of the Bureau of Community Colleges who oversees the data reporting team, the adult education team, the OWI team, concurrent enrollment and the academic affairs team which is responsible for accreditation. Amy noted that she often comes before the Council to present accreditation reports.
- Typically, accreditation visits occur in the fall and the reports are presented in the spring. The Council receives a more thorough presentation in its capacity as the group that is specifically focused on community colleges, and then a shorter presentation is then provided to the State Board. In these reports, “findings” are clear violations of Code that were found, and “recommendations” are what the accreditation team recommends the college do to remedy the findings, or to better serve students and improve processes.
- For an accreditation, a desk review is completed, followed by a site visit. Iowa Western’s site visit occurred March 2-3, 2022.
- Review Team Members
  - Iowa Department of Education
    - Dr. Amy Gieseke, Bureau Chief/Team Lead
    - Dr. Heather Meissen, Education Program Consultant
    - Dr. Jane Bradley, Administrative Consultant
  - External Reviewers

- Dr. Kimberly Dreaden, Program Director, North Campus at Indian Hills Community College
    - Dr. Jennifer McCune, Accounting and Business faculty member at Western Iowa Tech Community College
- State Accreditation Process
  - The assurance component of accreditation is based on compliance with the Higher Learning Commission's (HLC) standards, and the Department has designed the accreditation process to complement HLC's standards rather than duplicate them. The state has its own eight standards for accreditation, which are: faculty qualifications, faculty load, special needs, CTE program evaluation/program review, physical plant/facilities, strategic planning, quality faculty plan (QFP) and Senior Year Plus.
  - There is also a continuous improvement component for comprehensive reviews, and Iowa Western chose work-based learning courses as their special topic. Representatives from other colleges are present to suggest improvements and share best practices.
  - Between HLC accreditation, state accreditation through the Department and National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation for concurrent enrollment programs, Iowa's community colleges are very highly accredited to ensure quality.
- Iowa Western Institutional Profile
  - In academic year 2019-2020, IWCC was 4<sup>th</sup> in total enrollment; 5<sup>th</sup> in percentage of students enrolled in distance learning (72.5 percent of students in one or more online course); 8<sup>th</sup> in noncredit enrollees; 9<sup>th</sup> in credit awards; 15<sup>th</sup> in joint enrollment (2,578 joint enrollment students); over 1,100 students living on campus; 1<sup>st</sup> in credit penetration rate; 15<sup>th</sup> in student graduation rate; 9<sup>th</sup> in student transfer rate; and 15<sup>th</sup> in overall success rate.
- Progress made since last visit (FY17): Five findings were made during the fiscal year 2017 visit:
  - Special needs: The nondiscrimination statement was missing and/or inconsistent, and follow-up conducted/statements were out of compliance.
  - CTE program review: There was a lack of evidence that the review process removed barriers for students, and the process lacked the inclusion of required elements, which continued to be a concern in the FY22 visit.
  - There were concerns about the Senior Year Plus program.
  - The college's programs are not catalogued correctly.
  - The college was advertising AA and AS degrees in specific majors, which is a practice that has been discontinued.
  - During the FY22 visit, IWCC had made improvements in most areas. CTE program review continues to be an area of concern. The college's recent work with NACEP has led to improvements with Senior Year Plus programs.
- HLC Compliance



- IWCC continues to have HLC accreditation with their next review coming in 2028-2029. The Department accreditation team always takes note of any issues discovered by HLC.
  - After the last HLC visit, IWCC was required to submit two interim reports to address issues:
    - Academic credit policy
    - Faculty qualifications (documenting of transcripts)
      - a. Both reports were submitted in April 2020 and no follow-up was required.
  - IWCC was also required to submit an embedded report in their Year 4 evaluation.
    - This report had to demonstrate that the institution has direct measures of student learning and processes for collecting/analyzing information into a cycle of continuous improvement.
- Special Topic: Work-based Learning
  - Representatives from Iowa Central Community College (ICCC), Indian Hills Community College (IHCC) and Southeastern Community College (SCC) shared promising practices in work-based learning (WBL), including:
    - Piloting WBL courses with concurrent enrollment career academies in high schools, new Title III funded position to help with the placement of students (IHCC and SCC)
    - Creating a systemic approach for adding work-based learning to all new programs and reviewing all programs for where work-based learning makes sense (ICCC)
  - Representatives from all institutions were able to answer a number of technical questions for IWCC leadership about how to implement WBL courses.
- Standard #1: Faculty Qualifications
  - Twenty randomly selected faculty were reviewed, and most faculty were well-qualified for the courses they taught. There was one instructor who was not qualified, and the dean had made a similar conclusion and removed the instructor from teaching the course.
  - Recommendations: Clearly articulate all areas and prefixes for which an instructor is qualified along with the rationale and develop a system for tracking and updating licenses in faculty files.
- Standard #2: Faculty Load
  - Twenty randomly selected faculty were reviewed, and two faculty were over state load limits, but they were only over limits when COVID rules were suspended (AY20-21). The review team asked for more information on load for AY21-22 and all faculty were teaching within limits.
  - Recommendations: Formalize the college's overload agreement process to clearly demonstrate that a faculty member has agreed to an overload schedule.
- Standard #3: Special Needs
  - There were numerous collegewide efforts to create a welcoming environment for all students, including:

- A well-organized student services and physical spaces designed around student needs.
  - A nondiscrimination statement is available in multiple languages.
  - A cyberlibrary has computers and hotspots available for student check out.
  - A food pantry and complementary program that offers one-time emergency funds up to \$500 to assist students in need.
  - Affinity group floors in residence halls, including those for first-generation and LGBTQ students.
- Standard #4: CTE Program Review
  - The college has implemented an annual review process for programs.
  - Robust data is available about enrollment and financial analysis.
  - A standard review template has been created the college provides pre-populated data for faculty to assess during reviews.
  - Program improvement plans are created for programs that are “in decline” according to a data matrix generated by the Institutional Effectiveness Office.
  - Recommendations: The team strongly recommends that a goal setting process be established for all programs, not just those in decline. The team strongly recommends that the college centrally place faculty at the heart of program review. The team strongly recommends that the college find ways to connect program review to the assessment of student learning. The team also recommends ensuring that the CTE Advisory Board membership template includes demographic information and that this information is collected for board members.
  - Findings: Elements that are required by Iowa Administrative Code but are missing include faculty qualifications and professional development, adequacy of equipment and facilities and employment rates and wages. Program reviews currently only look at demographics of current students, but should include the outcomes of former students. IWCC will follow up with a revised program review process by May 1, 2023 that will be reviewed for compliance.
- Standard #5: Physical Plan/ Facilities
  - Campus tour highlighted beautiful facilities designed to optimize student success and accessibility to services.
  - Safety, security and accessibility are high priorities on campus.
    - 2017 bond initiative allowed IWCC to make significant upgrades, including a streamlined lockdown system.
    - Students had high praise for the facilities and said they felt safe on campus.
    - Recommendations: Facility planning process should be less top-driven, and administrators should find a way to engage the campus community to ensure the plan is meeting community needs. The college should place a direct link to the Annual Security and Fire Safety Report in the student handbook to make data more accessible to the public.
- Standard #6: Strategic Planning

- IWCCs current strategic plan runs 2020-2024 and was approved by the board in 2019. With a new president in place, they are proactively addressing campus climate and shared governance.
    - Recommendations: Develop a process for intentionally engaging internal and external stakeholders in strategic plan development and implementation; allow senior leaders to vet various technologies to aid in strategic plan implementation; develop better data governance processes and procedures.
- Standard #7: Quality Faculty Plan (QFP)
  - The Quality Faculty Plan is approved by the board annually.
  - Recommendations: Committee should meet twice per year with a minimum of once annually and meeting activity should be documented through minutes; QFP committee should approve the final plan and submit it to the Board of Trustees to ensure the process remains faculty-driven instead of coming through the administration; QFP should more tightly connect the goal setting process to distinct instructional competencies; QFP tracking should be moved to a digital process where faculty members can update professional development activities continuously and where progress can be monitored throughout the year.
  - Finding: Ensure the appointment of faculty members to the QFP committee are done by the IWCC Higher Education Association and not by the administration.
- Standard #8: Senior Year Plus
  - Concurrent Enrollment Partnership program has NACEP reaffirmation through 2021-2022. The Division team hopes to find out soon if IWCC has NACEP accreditation for the next seven years. The college partners with 35 school districts; conducts assessment comparisons every semester, which is above NACEP requirements; streamlines communication with high schools while ensuring deans remain involved; and has added new college staff who have worked hard to address NACEP concerns over the last two years.
  - Recommendation: Strengthen the background check and license suspension language within the educational service agreements.
- Themes from the Desk Review/Visit
  - Reviewers commend the college's recent push to improve campus culture and shared governance. Many faculty members confirmed that this was felt and appreciated.
  - Students felt safe, cared for and were very complimentary of campus facilities, security and staff/faculty.
  - Areas in need of improvement were on the mind of administrators and in many cases, discussions to address concerns were already underway.
- On behalf of the review team, Amy recommends that the Community College Council recommends to the State Board of Education that IWCC be reaccredited through the next five years.

**Approval of Comprehensive Accreditation Report – Cassandra Halls**

**Motion:** Rod Bradley moved to recommend the comprehensive accreditation report to the State Board; seconded by Moudy Nabulsi.

**Vote:** Motion carries unanimously.

**IX. Further Introductions**

- Dennis Harden introduced himself as the chief of the Bureau of Career and Technical Education. He has been with the Department for almost 2.5 years and came from the Missouri Department of Education where he spend over 32.5 years working with career and technical education programs.

**X. For the Good of the Order – Cassandra Halls**

- Done and adjourned 5:02 p.m.
- Next meeting: June 8, 2022.