



# MARIN

COLLEGE OF MARIN

Career and Technical Education Committee (CTEC)

Meeting Minutes

Wednesday, May 20, 2026

10am-11am

**Attendees:** Angela Olmanson (Co-Chair), Julian Solis (Co-Chair), Wende Bohlke, Paul Wilson, Byron Ramey, Melanie Palomino, Kathleen Antokhin, Ron Palmer, Nancy Willet, Heather Rahman, Dr. Alina Varona, Tanya Paredes

*Charge: The Career Technical Education Committee (CTEC) will support College of Marin's commitment to providing equitable opportunities and fostering success for all members of our diverse community by supporting information gathering and sharing, communication, coordination, and cohesion around college-wide efforts, challenges, and other matters related to CTE programs and funding including but not limited to state and regional efforts and priorities, marketing, program development, grants and categorical allocations, countywide partnerships, and employer engagement.*

## Vote for Chair

- The committee unanimously voted for Angela Olmanson and Julian Solis as CTEC Co-Chairs.

## Confidentiality

- Julian started with a reminder to keep confidentiality within committee, especially for Strong Workforce applications.

## CTEC Schedule

- The committee agreed to meet on the second Wednesday of the month 10 am – 11 am via Zoom. Angela will send calendar invitations to the committee.

## Perkins Comprehensive Local Needs Assessment: Data Review

- The committee reviewed the District Aggregate Core Indicator Information for 2024-2025 and 2025-2026. The report used cohort information from three years prior. COVID was (2020–2022) identified as an anomaly impacting trends.
- The assessment is meant to inform spending of Perkins Funds to identify gaps in student support.
- Strengths: Post-secondary retention/placement and employment outcomes exceeded the negotiated level.
- Gaps: Core 2 post-secondary credential and core 3 nontraditional program enrollment were below negotiated level: Core 2 special populations (English learners, single parents, out of work force individuals); Core 2 male students, Core 3 female students. These gaps are across both 2024-2025 and 2025-2026 years and show a pattern.

### **Perkins Comprehensive Local Needs Assessment: Discussion**

- What barriers are impacting student participation, persistence, completion, or employment outcomes — especially for special population students?
  - First generation college student, work and family priorities, childcare, housing cost and availability, multiple jobs, cost of living, lack of time to study
- How can we improve recruitment, outreach, career exploration, and retention of underrepresented students?
  - Zero cost textbooks, faster program timeline to compete with private 6 week programs, more classes in evenings for working students, hold program orientation, teaching at Canal Alliance, presenting at high schools and in the community, tours in CTE classroom spaces, Summer Career Academies for non-high school students
- If we could prioritize 2–3 high-impact actions over the next year, what should rise to the top?
  - Core indicator of post-secondary awards - data is not being reported because students need to complete the paperwork themselves to receive a certificate. Only offer certificates of achievements that are transferrable.
  - Lower the number of units needed before achieving a post-secondary award.
  - Create a cohort-like experience for all students to increase connections between students and help with retention.