SBCTC Common Messaging

Education Division Fall 2021

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| **Topics** | **Highlights** |
| **Student**  **Services &**  **Student Supports** | **Staffing Updates**  A search is underway for a Student Services Policy Associate. Interviews are being held in September and the anticipated start date for the new Policy Associate is November 1. A huge thank you to April Lagajeno for her service as a temporary hire to support WorkFirst this summer! Her last day with us is September 30.  **Mental Health Counseling & Services Pilot Program**  Senate Bill 5194 (2021 Legislative Session) created and funded a pilot program to serve the mental health needs of community and technical college students. After a thorough evaluation of applications from 25 of our colleges, a selection committee chose four colleges for the pilot program that begins this fall. Congratulations to **Grays Harbor College, Lake Washington Institute of Technology, North Seattle College, and Wenatchee Valley College**. The pilot programs will implement one or more mental health counseling best practices while increasing both on-campus mental health counseling and partnerships with community providers. Each college will receive an allocation of approximately $250,000 for the biennium to implement their pilot programs. A kick-off meeting for pilot colleges is scheduled in September.  **Supports for Students Experiencing Homelessness (SSEH) Pilot**  On April 16th, 2021, Governor Inslee signed into law [HB 1166](https://app.leg.wa.gov/billsummary?BillNumber=1166&Initiative=false&Year=2021) which increases the number of participating colleges from four to eight to provide accommodations to students experiencing homelessness or were in foster care at the time they graduated from high school. Please see the [SSEH Pilot website (links to external site)](https://www.sbctc.edu/colleges-staff/grants/supporting-college-students-experiencing-homelessness.aspx) for more information.  **Student Emergency Assistance (SEAG) Program**  The Student Emergency Assistance Grant (SEAG) Program, administered by the SBCTC allows our colleges to provide low-barrier monetary assistance to students experiencing emergencies that affect their ability to attend classes. The SBCTC received an additional $4 million for the biennium to expand SEAG state-wide. Currently, there are 26 colleges who offer SEAG. For detailed information about this funding opportunity, please see the [SEAG Program](https://www.sbctc.edu/colleges-staff/grants/student-emergency-assistance-grant-program.aspx) [funding website (links to external site).](https://www.sbctc.edu/colleges-staff/grants/student-emergency-assistance-grant-program.aspx)  **WorkFirst Student Support Funds**  The SBCTC received an additional $1.1 million in earmarked funds for Support Services within the WorkFirst Delivery Agreement for FY22. All colleges now have access to provide low-barrier supports to WorkFirst students such as tools, supplies, transportation, personal hygiene items, emergency supports etc.  **Canvas Community Reminder**  The Student Support Programs Canvas Community is your resource hub for WorkFirst, BFET, SSEH, SEAG and Worker Retraining (WRT). Important program information, updates, and reminders are communicated solely via this Canvas Community. Take care to enable course notifications in your Canvas account to ensure you are getting the most up-to-date information for your programs. Utilize the Student Supports Canvas Community for:   * Grant Announcements * Funding Surveys * Notifications from DSHS * Recorded Trainings * Helpful Forms and Links   Katelynn Orellana ( [korellana@sbctc.edu](mailto:korellana@sbctc.edu)) can provide technical assistance.  **Promising Practices Exchange Webinar Series**  Under the leadership of the WACTC Educational Services Committee and building on the work of the WACTC/SBCTC Strategic Enrollment Taskforce, we launched the Promising Practices Exchange this past spring on the SBCTC webpage[: https://www.sbctc.edu/about/task-forces-work-groups/strategic-](https://www.sbctc.edu/about/task-forces-work-groups/strategic-enrollment/promising-practices.aspx) [enrollment/promising-practices.aspx](https://www.sbctc.edu/about/task-forces-work-groups/strategic-enrollment/promising-practices.aspx). A webinar series featuring some of these practices debuted in March with a focus on promising practices in alignment with K-12 partners. Other webinars focused on college success courses and communication tools with students. This year’s webinar series will launch in winter term 2022, with three webinars expected to be offered between January and June. Potential topics identified so far include dual credit, student basic needs, adult re-engagement, and emerging from the pandemic. Watch for registration information in the coming weeks. The Exchange is managed by SBCTC Student Services under the leadership of President Sara Thompson Tweedy, Big Bend Community College, who chairs the WACTC Educational Services Committee this year.  **Aim Higher Washington Training Series**  SBCTC participates in this collaborative endeavor in partnership with the Washington Student Achievement Council (WSAC), the Independent Colleges of Washington (ICW), and the Council of Presidents (COP). The initiative completed its second year of activities in August. This initiative seeks to leverage the dramatic increase in college affordability created by the new Washington College Grant, and to help prospective students of all ages and their families to complete financial aid applications.  Training in financial aid basics and navigation is at the heart of this “train-the-trainer” initiative. We have been able to train several hundred campus and community professionals to support our work to increase financial aid application (FAFSA and WASFA) filing rates across the state. We also conducted a series of strategy sessions with our key stakeholders to help us chart a path forward in our third year. A focus this coming year is on engaging community-based organizations in our work, beginning with those that serve communities of color and other under-represented groups. We are indebted to our steering group members who continue in a leadership role, representing **SBCTC, WSAC, COP, ICW, Wenatchee Valley College, Green River College, North Seattle College, and University of Washington**.  For more information please visit the website[,](https://wsac.wa.gov/aim-higher) <https://wsac.wa.gov/aim-higher-training>.  **Council of Unions and Student Programs (CUSP) Student Leadership Academy**  On September 7th through the 9th CUSP hosted the Student Leadership Conference. This year they featured workshops focusing on Racial Equity with Kristo Gobin, Civic Engagement basics and legislative affairs with Mari Acob-Nash, and Arlen Harris, and the Student Leadership Project with Jason Lavasseur. Students were able to engage with the presenters and apply their workshop knowledge about racial equity, legislative processes and leadership development into their agendas for the upcoming year. |
| **Student Success & Strategic Initiatives** | **2021-22 Priorities**   1. **Access & Retention**    1. Interdisciplinary Team Engagement > Placement & Intake Advising Process Inquiry & Action Professional Development    2. Student Engagement > Integrate student fellows into examining transparency & effectiveness of program maps and entry processes in the student journey    3. Student Engagement > Integrate student fellows into examination of holistic individualized educational planning practices 2. **Educational Equity**    1. Student Engagement > Guided Pathways IDEAL Fellowship - Diverse students engage in seminars and project based learning examining college policies and processes    2. Faculty Engagement > Building an anti-racist classroom & assessment culture through anti-racist assessment praxis professional development    3. Data Analysis > Collaboration with Research & Planning Commission and SBCTC Policy Research team – Build data collection models in key areas 3. **Improve Completions** 4. Faculty Engagement > Co-Requisite Mathematics Community of Practice 5. Faculty Engagement > English 101 Assessment redesign professional development 6. Cross-departmental Engagement > Placement Process Inquiry & Action Professional Development   **Legislative Update**   1. **Aligned Accountability** - Our team is working with the SBCTC DEI office to align the Guided Pathways requirements and the equity plan requirements in the SSB5194 legislation. 2. **HB2158 Report Results** - Thanks to everyone who submitted their responses- results will be drafted as part of the report sent to the WIOA oversight board in December. 3. **2021-23 Proviso** provided 1.5 mil for English 101 Anti-Racist Curriculum Review - see additional details on the project plan below   **Learning Agenda and Technical Assistance**   1. **Guided Pathways Coaching** 2. *Training* - Coaches have been engaged in training over the last 4 months in partnership with Achieving the Dream and the National Equity Project and will continue professional development with these entities over the course of the year 3. *College Assignments* - Coach Teams have been assigned and are in the process of scheduling College Fall visits 4. **Learning Communities** 5. *Ethnographies of Work* - a cohort of 5 colleges are engaged in pilot planning to integrate ethnographies of work models into their curriculum and classrooms. This is designed to support the structured exploratory experiences of students at those colleges. 6. *Co-Requisite Mathematics* - This learning community continues to work on the implementation and scaling of co-requisite math models. Winter, 2022 additional colleges will be invited to participate. 7. *Placement Practices* - This learning community will expand and build on the work from the GP Early Adopter Cohort colleges launched in 2020-21. 8. *Anti-Racist Writing Assessment Ecologies (AWAE)* The Anti-Racist Writing Assessment Ecologies (AWAE) project, generously funded by College Spark Washington,  continues with initial cohort of 7 colleges and 28 faculty through December, 2021. Each multi-racial college team has created a map of their current assessment ecology, identified an antiracist problem, and designed a plan to change their ecology to be more antiracist. Over fall quarter, each team will implement its plan. We hope to continue the work with additional philanthropic support. 9. *Anti-Racist English 101 Curriculum review (ARC)*, funded by the legislature, will begin Winter quarter 2022. Our leadership team will announce and accept applications from interested faculty this fall: we have created space for every college to have at least two faculty participate. The focus of this work will be on supporting faculty to implement labor-based grading with support from Asao Inoue, the leading scholar in anti-racist writing assessment praxis. 10. **Guided Pathways IDEAL Student Fellowship** 11. Cohort 1 - SSC hired 4 Senior fellows from Cohort 1 to support Cohort 2 and to  draft a plan for project implementation at the college level 12. Cohort 2 - Presented their projects and recommendations 13. Cohort 3 - Applications will be opening this fall for a winter quarter fellowship launch- more to come! 14. Fellowship Evaluation - CCRI will be conducting a qualitative evaluation of the GP IDEAL Fellowship focused on individual and institutional change 15. **Alumni Network Project** 16. In partnership with EMSI-BG, the SSC has launched a system wide CTC alumni network project with the following objectives: 17. Development of a robust alumni career network providing historically underserved students access to career support that perpetuates inequities in labor market outcomes and access to career opportunities. 18. Support state and college communications designed to express the relationship between CTC students’ trajectory into industry and the local and regional economic impact those investments have generated. 19. System data and individual college portal access is expected early 2022. 20. **Research & Planning Collaboration** 21. *Guided Pathways Work plan data collection -* Design data collection models that can be applied at all colleges are under development in collaboration with the Research and Planning Commission. Areas of data collection are prioritized based on the colleges priorities. 22. **Teaching & Learning Support** 23. *WA course checklist* - The Washington Course Design Checklist is an optional quality assurance tool.   The purpose of this checklist is not to prescribe how one should teach, it’s simply about maximizing the essential course design elements that contribute to the success of online, hybrid, and hy-flex students in our state. 24. *Canvas 101* - A 3-week, asynchronous, online course designed for faculty and staff who are just getting started using Canvas. Participants will be introduced to the basic instructional features in Canvas such as Assignments, Discussions, Quizzes, Content Pages, Modules, Gradebook, and much more. Please see the [**course registration page**](https://www.sbctc.edu/colleges-staff/programs-services/educational-technology-open-education/training-registration.aspx) for upcoming training dates. 25. *Guided Pathways Excellent Practices Review Guides* – Guidance for reviewing planning and implementation of various areas of Guided Pathways practices are under development. These will be iterative, and built on the Advising, Placement, Math Pathways, and Faculty & Staff Engagement rubrics used in prior learning events.   **Guided Pathways Learning Agenda Key Dates**   * Please see the [**SSC calendar of events**](https://www.sbctc.edu/colleges-staff/programs-services/student-success-center/)  for registration and additional information. * *Fall Faculty Institute*  was a success with over 300 faculty participants engaged in deep learning designed to facilitate connections between their daily classroom practices and the SBCTC vision statement. Sessions focused on anti-racist practices in assessment, teaching, and learning and centered the voices, wisdom, and expertise of our BIPOC faculty and students.   **2021**   * Sept 8-9  Fall Faculty Institute * Sept 13-15  Placement Webinar series * Oct 13  Co-requisite Math LC\* * Nov 8-10  Guided Pathways Fall SSI   **2022**   * Jan 19  Co-requisite Math convening * Jan 27-28  GP Cohort Retreat\* * April 13  Guided Pathways Spring SSI * April 20  Co-Requisite Math convening   *\*Cohort participants only* |
| **Workforce Education** | **Workforce Education Council (WEC)**  The Workforce Education Council continues to meet in a virtual environment and is nearing completion for this year's work plan.  WEC continues to consider system strategy and potential policy recommendations through the Council’s work committees, which now include four standing work groups – Pathways (Access and Equitable Enrollment), Student Success (Persistence and Completion), Economic Recovery (Future of Workforce), and Professional Development. A fifth group, approved as a Perkins Special Project, is dedicated to updating professional/technical faculty and staff skills standards to incorporate DEI Proficiencies. The WEC Executive Committee just completed their summer retreat, which resulted in the development of the annual work plan for consideration by the Instruction Commission, and the endorsement of several new and continuing Perkins leadership projects;   * Faculty Boot camp * Dean’s Academy * State Student Leadership-Phi Beta Lambda and WPAS * Implicit Bias Training * Skills USA * WA Dual Credit Project * Professional Technical Skills Standards update-DEI * Outdoor Education-ECE Course development * DECA * Veterans Industry Education (VIE) 25WEC is also considering updating the system [environmental scanning document](https://www.sbctc.edu/resources/documents/colleges-staff/commissions-councils/wec/environmental_scanning_trend_doc.pdf) to highlight major changes and trends as it relates to the economy, technology, demographics, educational competition, and the labor force. Previously this document has helped to inform system priority, funding needs, and potential policy recommendations.   **Job Skills Program and Customized Training Program**  We are currently facilitating the second round of JSP applications for new projects, since receiving an additional $10 million dollars for the biennium. Eligibility for participating businesses must follow JSP Guidelines and design a project that can be both impactful in local economic growth or recovery, and be completed by June 30, 2022. The first round resulted in thirty-one newly funded projects ($3,260,199), and round two includes twenty-two additional proposals ($2,009,386.38). Projects continue to support aerospace, manufacturing (cabinets, electric planes, dairy, aluminum building products), LEAN business practices, and food processing. This is a very popular program and we expect it to continue to be a in demand resource supporting local economic recovery.  The State’s Workforce Training and Education Coordinating Board has recently approved an additional recommendation for a 2022 legislative request that will provide an additional $10.2 million, which if approved would bring total funding to $25 million for the biennium.  If funded, this would continue our support and focus on Washington’s talent development system to radically amp up engagement with employers and co-create a stronger “talent pipeline” to dynamically upskill and re-skill workers for long-term economic competitiveness, particularly through increasing investments in customized training. The additional request would additionally provide for 2 FTE at SBCTC to assist in facilitating this aim.  **WACTC and Centers of Excellence Workgroup**  In June 2021, we presented several new operational recommendations to WACTC for their approval and implementation by the Centers of Excellence.  These recommendations were a result of a joint workgroup composed of members of the WACTC Educational Services Workgroup, Vice Presidents of Instruction, COE Executive team, and SBCTC staff) convened to address questions and concerns raised by the WACTC Critical Issues Committee. The recommendations adopted include the development of a system summary of the Center’s annual work plans, increased focus on alignment with system priorities, system efficacy measures, and the inclusion of a quarterly reporting mechanism to support system communication and feedback with the Centers of Excellence. A second phase of this work will begin in late September to create the accountability measures and identify specific outcomes to be included in quarterly review discussions.  **Program Approval Process (PAR) and Program Inventory database**  In 2016-17, a workgroup from the Workforce Education Council and SBCTC workforce staff worked together to develop and recommend a revised process for the approval of professional technical programs for the colleges. The recommendation was, in great part, dependent also on the joint launch of a new program database.  Staffing and other workload impacts prevented the completion of approval and launch of the proposal. In the fall of 2020, the database began to show integrity issues that reprioritized the need for a new platform to be immediate.  In January, 2021, Workforce staff began work with other agency teams to launch the revised Program Approval Request (PAR) process (2018 recommendations) and assist in the development of a new data platform. We’re excited to report that the first phase of transitioning program data has occurred. We continue to work with SBCTC staff to move program data to a more secure server as well as improve program code data alignment with ctc-Link.  We’ve also launched a new email address for all PAR requests to improve tracking and processing efficiency, and will be updating PAR operational detail to include a revised objection timeline, clarified new program request justification data, updated program closure processes, and revised language to align with updated NWCCU requirements.  **Worker Retraining**  The Worker retraining program has most recently begun to see some increased enrollment activity supporting the state’s dislocated workers. As colleges continue to invest in programs to help meet the need of displaced workers, the redistribution policy was transitionally suspended for FY22. As a result, no college was subject to a mandatory reduction, but instead was offered the opportunity to voluntarily return or request adjustment to their annual student FTES through a funding survey. The survey identified a requested need for 276 FTES, and 113 FTE were made available. Several factors including history, anticipated demand, and enrollment trends were considered and awards were scaled and distributed based on the funds available.  **Allied Health & Health Sciences**  Workforce Education staff continues providing guidance to new and ongoing initiatives in allied health and health sciences, including:   * LPN Apprenticeships: NA-C to LPN pathway development, as provided by the 2021 Legislature, led by the Washington Dept. of Health (DOH). * Behavioral Health and SUPD workforce development, as facilitated through the Behavioral Health Work Group, staffed by the Workforce Education and Training Coordinating Board (WTB). * Long-Term Care workforce development, as facilitated by a number of agencies, including DSHS-ALTSA, DOH, and WTB. * Dental hygiene and assistant workforce expansion, as initiated by the Washington State Dental Association and Delta Dental of Washington.   Routine updates about these initiatives are provided during monthly meetings of allied health and health sciences deans and program directors, convened by the Allied Health Center of Excellence. To be added to the invitation list for these meetings, please contact Connie Jensen at: [cjensen@yvcc.edu](mailto:cjensen@yvcc.edu).  **Career Launch Equipment and Student FTE**  Two Career Connect Washington funding opportunities will be available late September. Both the Career Launch Enrollment Growth and Career Launch Equipment applications will be opened on September 23; both have an application deadline of October 21st. Career Launch Enrollment Growth is a competitive funding opportunity which provides $1 million for new or expanded enrollments within Career Launch endorsed programs in the Washington Community and Technical College System. Eligible Career Launch endorsed programs are credit bearing programs that have received a Career Launch endorsement from the Career Connected Learning Cross-Agency Work Group’s Career Launch Endorsement Review Team. Career Launch Equipment is a competitive funding opportunity which provides $5 million for the purchase and installation of capital equipment that supports expanded enrollment capacity within eligible Career Launch endorsed programs exclusively to the colleges in the system.  **High Demand**  The legislature provided $2 million for the biennium to increase enrollment in high demand fields. The High Demand competitive funding opportunity will provide new or expanded enrollments in training programs that lead to employment in high demand fields. Applications for High Demand funds will be available on November 10th, with a deadline of December 22nd. More information about High Demand funds will be announced to the system in the next few weeks. |
| **Basic Education for Adults (BEdA)** | **Council for Basic Skills (CBS)**  The Council for Basic Skills (CBS) executive committee has engaged this summer to update the council by-laws and to develop a new work plan that is meaningful to membership, aligned with the state goals, achievable, and grounded in racial equity.  The work of the council will be executed by the committees (Equity and Inclusion; Guided Pathways; Innovation; Community Outreach, Recruitment, & Retention; and Program Integration and Development) as well as a newly formed ctcLink workgroup.  **Professional Development**  The 2021-2022 BEdA Professional Development offerings have begun for the year in earnest with online events and orientations to support faculty, staff, navigators, and administrators as they prepare for fall quarter.  All professional development offerings for the year will be offered virtually, with asynchronous canvas options and synchronous options using Zoom, WebEx, and other online connections tools.  All who serve BEdA students have access to innovative content that aligns with the BEdA state goals, reinforces the effectiveness of our data driven and proven special programs and initiatives, seeks to advance racial equity, and provides space for connection and critical reflection. Further, we aim to collaborate across the education division to ensure a consistent message for the field.  Fall professional development events include BEdA collaborations with Student Services, the Student Success Center, and Research. A sampling of fall events include:   * BEdA New Faculty Orientation * BEdA New Administrator Orientation * Navigating Through Series (Financial Literacy and Aid, Guided Pathways, Courageous Conversations, and Gender Sensitivity) * Integrating College & /Career Readiness Standards * ABC’s of Equity, Diversity and Inclusion * Innovating Employability Skills in BEdA * Unpacking Our Data: Introduction to Disaggregation * Understanding and Interrupting Microaggressions * Positive Mental Health: Self-care in a Collaborative Environment   We are particularly inspired by the work of the BIPOC faculty developing and leading a community of practice and care for the BIPOC faculty in BEdA who teach English. The work of this group is advised by Dr. Suhanthie Motha, Associate Professor Department of English at University of Washington.  Inspired by Dr. Mothas seminal work Race, Empire, and English Language Teaching: Creating Responsible and Ethical Anti-Racist Practice, this community will foster a critical space to explore concepts and practices related to the disruption of colonization in the field while building community in the work of anticolonial transformation as we reimagine teaching and learning for English language learners.  **Adult Education Advisory Council (AEAC)**  The Adult Education Advisory Council (AEAC) will continue to meet virtually in 2021-2022, with the potential of an in person retreat. This council will pursue the goals of their work plan through three committees that will focus on digital equity, caseload funding for BEdA students, and establishing an equity baseline for BEdA programs.  The AEAC has a number of open positions, your support in spreading the word is appreciated. Position requirements are:   * Labor Representative * Library Program * Community Based Organization   **Marketing**  BEdA is collaborating with the Communications department on an initiative with Interact Marketing to develop a marketing plan and advertising toolkit for use across the field. This initiative has been supported by providers across the state who surveyed their current students to understand barriers to completing a high school diploma or GED® and identify key messaging themes to encourage further education. A select group of deans and directors have also participated in phone interviews and a focus group to provide additional feedback and direction for the initiative. The marketing plan and advertising toolkit will be available to providers in time for use for winter 2022. |
| **Assessment, Teaching and Learning** | The Fall Faculty Institute was a success with over 300 faculty participants engaged in deep learning about connecting their learning in anti-racist practices to their daily classroom practices in assessment, teaching, and learning.  Anti-Racist Writing Assessment Ecologies (AWAE) (College Spark Grant funded) project continues with initial college cohort of faculty through December, 2021, with a hope for additional philanthropic support to continue that work for an additional year.  Anti-Racist English 101 Curriculum review (ARC) funded by the legislature will open an application for faculty participants this fall, with planning scheduled for Winter- Spring, 2022. We will be encouraging every college to have at least two faculty participate. The focus of this work will be on development of labor based grading practices with support from Asao Inoue, Leading Scholar in anti-racist writing assessment praxis. |
| **Accessibility** | * [New “Accessibility Center” webpage](https://www.sbctc.edu/about/accessibility/default.aspx) on SBCTC website. This space will include important updates, resources, events and training opportunities. * [Upcoming webinar: “How to Read a VPAT”](https://www.sbctc.edu/calendar.aspx?trumbaEmbed=view%3Devent%26eventid%3D155429822) with Terrill Thompson, manager of UW IT Accessibility Team. Event is intended for procurement and IT Accessibility staff. Registration limited to 50. * Remaining [ctcLink Accessibility Open Forum Sessions](https://www.sbctc.edu/colleges-staff/it-support/erp-support/accessibility-forum.aspx) for 2021: Sept. 14th Oct. 12th, Nov. 9th, 2021, and Dec. 14th, 2021 * Relaunch: [The AtCoord e-list](https://lists.ctc.edu/mailman/listinfo/atcoord_lists.ctc.edu) is shaking its dust off and waking back up! This email list is intended for Policy 188 Coordinators and Accessible IT staff to provide a community of support and best practices. * IT Accessibility Policy Associate, Monica Olsson, slated to attend Disability Support Services Council fall meetings as liaison. * Work with [CATO](https://www.sbctc.edu/about/task-forces-work-groups/stac/cato/default.aspx) in identifying its work priorities and goals for the upcoming 2021-22 school year. * Continue to identify and develop IT accessibility resources and training opportunities for SBCTC staff and the CTC system. |
| **Dual Credit Taskforce** | SBCTC staff continue their involvement in the Dual Credit Taskforce (DCTF) being led by the Washington Student Achievement Council (WSAC). This taskforce is comprised of representatives from the higher education sectors, K-12, business/industry leaders, and community-based organizations. The overarching goals of the taskforce are to identify barriers preventing students from participating in dual credit, and to make recommendations for statewide policies by 2023. Two areas still in need of further attention is the creation of a robust career/technical education dual credit program and the faculty credentials for participation in College in the High School programs.  One component from the DCTF work has been included in WSAC’s series of proposals that will be submitted to the Governor’s office for consideration in his budget proposal. This is to fully fund College in the High School so that all students economically disadvantaged can participate in the program tuition free.  To view all proposals please visit <https://wsac.wa.gov/sites/default/files/2021-08-23-0121-Proposals.pdf>. |
| **Running Start Summer Pilot** | House Bill 2864 (2020). The Running Start Summer pilot launched summer 2021 at Yakima Valley College, Skagit Valley College, and South Puget Sound Community College. OSPI, in collaboration with SBCTC will be collecting data on the effectiveness of the pilot and submitting a report to the legislature this November. The pilot was limited to five credits per summer session for incoming 11th and 12th grade students and seniors who were one class short of receiving their AA. |
| **Running Start-Engaging Students of Color** | SBCTC has developed a statewide communication plan to reach out to BIPOC students regarding information about Running Start in hopes to improve overall participation. A pilot began in mid-June reaching out to communities and schools districts in the service areas of Renton Technical College, Highline College, Green River College, and Columbia Basin College. Outreach has been focused on middle school and high school students, families, and counselors. |
| **College in the High School Review Cycle** | College in the High School (CiHS) 2021 Review cycle has been completed. Any additional evidence needed for approval for continued program implementation is due October 15, 2021 to The Standards Review Report and Process Committee. |
| **Educational Technology & Open Education** | Search is underway for a new director of Educational Resources and Innovation.  Federal Grant for Open Education Resources for creating resources for professional/technical programs started September 1, under Dr. Boyoung Chae’s leadership. Monique Belair is joining her as the program manager for the grant. |
| **Transfer Education** | **Undergraduate Research**  The National Science Foundation (NSF) awarded Bellevue College (the lead institution) $300,000 for a new project entitled Institutionalizing Undergraduate Research to Advance Systemic Change and Equity at Washington Community Colleges. The funding will be used system-wide to improve undergraduate STEM education. The grant award period is October 1, 2021-September 30, 2023. Project lead personnel include Dr. Gita Bangera, Bellevue College; Dr. Wendy Rockhill, Seattle Colleges; Irene Shaver, Bellevue College, and Dr. Jamilyn Penn, State Board for Community and Technical Colleges (SBCTC). Detailed information about the undergraduate research project and how interested community and technical colleges may participate in grant-related activities will soon be distributed broadly to all community and technical colleges.  **LPN-to-BSN**  The LPN-to-BSN workgroup met on August 24, 2021. The workgroup continues to make progress towards building a viable and equitable pathway for students who want to earn a bachelor degree in nursing. The committee focused attention on which of two options is the best model for developing a Direct Transfer Agreement (DTA) pathway to the BSN. The goal of the workgroup is to identify which of the two options offers the most flexibility for diverse student populations and provides the most seamless transition of credits, while also ensuring that students are learning the foundational skills essential to pass the NCLEX and to be safe and efficient in the nursing workforce. The workgroup will begin to round out the conversation at the next meeting, which is scheduled for September 29, 2021. The goal at that meeting will be to select the best program option and to prepare information for presentation to broader stakeholder groups.  **Bachelor Degree Programs**  SBCTC expects continued growth with all bachelor programs, which includes the Bachelor of Applied Science (BAS), Bachelor of Nursing (BSN), Bachelor of Applied Technology (BAT), and the new Bachelor of Science in Computer Science (BS in CS) degrees. When compared with spring quarter 2020, spring quarter 2021 enrollments were up for applied baccalaureates:  4,341 FTES, up 9 percent, (368 FTES). This is exciting news for the system, as it reflects great growth for colleges and outstanding educational opportunities for students. With regard to the new Bachelor of Science in Computer Science SBCTC staff continue to work closely with the Bachelor of Science in Computer Science Steering Committee and industry partners to develop the structure of the new degree pathway. Thirty-Three community and technical colleges are eligible to offer the new degree and may apply to do so as early as December 1, 2021.  In July 2021, SBCTC surveyed eligible colleges to determine interest in applying to offer the Bachelor of Science in Computer Science. Twenty colleges responded to the survey and sixteen colleges indicated an interest in offering the degree. Of the sixteen interested colleges, four would prefer to apply as independent colleges and twelve would prefer to apply as part of a consortium. SBCTC staff and the Bachelor of Science in Computer Science Steering Committee are working to outline the infrastructure of the colleges’ preferences, of which the consortium model will require the most strategic planning. Outlining the application process to offer the Bachelor of Science in Computer Science is another strategy that SBCTC staff and the steering committee have determined.  **Updated Statement of Need Application**  HB 5401, which permits community and technical colleges to offer the Bachelor of Science in Computer Science, specifically indicates that colleges offering the BS in CS should have a keen focus on establishing educational opportunities for all students, but especially for students of color and low-income students. The application process for all bachelor programs, including the new Bachelor of Science in Computer Science, will be the same. Colleges will submit the following: Notice of Intent, Statement of Need, and proposal. The Statement of Need application process has been updated from six to seven criteria. Criteria 7 on the Statement of Need application will require colleges to create an implementation plan to recruit and support students of color and low-income students into any bachelor degree program. Moving forward, colleges submitting bachelor program applications will be asked to use the updated Statement of Need application. The application for bachelor program proposals will also be updated soon.  **Updated Resources**  On the SBCTC bachelor degree programs page, colleges will find some new and useful resources, which include the following:   * Statement of Need Template-required to used by all colleges submitting Statements of Need * Style Guide for use with the template * New Statement of Need and Proposal Examples   If colleges have questions about any of these resources, please contact Jamilyn Penn, [jpenn@sbctc.edu](mailto:jpenn@sbctc.edu).  **Joint Transfer Council (JTC)**  Joint Transfer Council had a summer meeting, which convened on August 23, 2021. Newly appointed co-chairs Matt Campbell, Pierce College and Gail Mackin, Central Washington University led the meeting. The conversation was rich and covered multiple topics to include the following:  Transfer roles and responsibilities-JTC discussed agency roles and responsibilities and discussed strategies for how to move forward with collaborative work when agencies are reluctant or unwilling to participate, whether legislated or otherwise.  Update from Washington Student Achievement Council (WSAC)-WSAC discussed WSAC/SHEEO/Gardner Taskforce responsibilities, collaboration with JTC, and the College and Career Compass resource.  Potential for MRP in Psychology-This conversation was introduced by Independent Colleges of Washington (ICW). ICW stated that the Teagle grant, which would provide a pathway for students that have graduated with a DTA degree, but not pursued a bachelor’s degree, could ultimately be the model for future degree pathways like an MRP in Psychology and other humanities degrees.  JTC and Diversity, Equity, and Inclusion (DEI)-JTC members agree that the council needs to have a more racially diverse membership. Members discussed the impact of power, privilege, and positionality and how these forces currently dictate who attends JTC and has the opportunity to vote on behalf of higher education sectors. At the spring meeting, JTC asked a small committee to research, discuss options, and report back findings of ideas of how best to move towards a racially diverse membership. The small committee shared several ideas, which are under consideration.    Pandemic Recovery and Discussion around Transfer-JTC discussed the pandemic and how higher education has been impacted from enrollment to staffing issues.  JTC discussed planning for the 2021-2022 year and outlined future agenda items. The JTC fall meeting is scheduled for November 15, 2021 9:00-3:00 at Centralia College (In-person and hybrid).  **Community College Baccalaureate Association (CCBA) Conference**  The CCBA conference will be held in Tucson, Arizona February 16-18, 2022. The focus of the conference is Promising Practices for Access & Equity. [Registration](https://www.accbd.org/2022-conference/) is open. |
| **Career Connect Washington -Career Launch Endorsement Review** | **The Career Launch Endorsement Review**  The Career Launch Endorsement Review (CLER) process continues to accept endorsement applications. Additional details on Career Launch Endorsement can be found at<https://www.sbctc.edu/career-launch>. CLER applications are reviewed once a month. To date, 53 college programs, including three BAS programs, have been endorsed from Bates, Bellevue Big Bend, Cascadia, Centralia, Clark, Clover Park, Columbia Basin, Edmonds, Everett, Lake Washington, North Seattle, Renton, Shoreline, Skagit Valley, Spokane, Wenatchee Valley, and Whatcom. Clark leads with 12 endorsed programs, followed closely by Columbia Basin with eight.  The following programs have been endorsed at another secondary or post-secondary institution and do not require a full application. If you are seeking an endorsement on any of the programs listed below, please complete and submit the appropriate abbreviated application:   * [Agriculture programs](https://www.sbctc.edu/resources/documents/career-launch/abbreviated-applications/like-program-agriculture.pdf) * [Automotive programs](https://www.sbctc.edu/resources/documents/career-launch/abbreviated-applications/like-program-automotive.pdf) * [Business/Medical Office programs](https://www.sbctc.edu/resources/documents/career-launch/abbreviated-applications/like-program-business-medical.pdf) * [Culinary programs](https://www.sbctc.edu/resources/documents/career-launch/abbreviated-applications/like-program-culinary.pdf) * [Diesel programs](https://www.sbctc.edu/resources/documents/career-launch/abbreviated-applications/like-program-diesel.pdf) * [Engineering programs](https://www.sbctc.edu/resources/documents/career-launch/abbreviated-applications/like-program-engineering.pdf) * [Information Technology programs (including cybersecurity)](https://www.sbctc.edu/resources/documents/career-launch/abbreviated-applications/like-program-it.pdf) * [Maritime programs](https://www.sbctc.edu/resources/documents/career-launch/abbreviated-applications/like-program-maritime.pdf) * [Nursing Assistant programs](https://www.sbctc.edu/resources/documents/career-launch/abbreviated-applications/like-program-nursing.pdf)   Career Launch funding for capital equipment and/or enrollment growth is now available totaling $9 million and exclusively for our system colleges was included in the 2021-23 biennial Operating Budget. Grant application details will be forthcoming. |
| **Personnel** | *Please join me in welcoming the following staff to the Education Division team:*  Monique Belair new position as the Program Manager for the Department of Education Grant for Open Education Resources.  Mandie Tix program specialist II, Basic Education for Adults (BEdA) Department. |
| **MISC** | **Student Services Policy Associate** interviews are scheduled for mid September.  **Director of Educational Resources and Innovation director** position final interviews will be held at the end of September.  **Policy Associate positions for the Workforce Education Department** are being advertised this month. |