

**SBCTC Common Messaging / Education Division / FALL 2020**

Topics	Highlights
<p><b>Legislative Update</b></p>	<p><b>Impact of HB #2158 Workforce Education Investment Act—dedicated revenue stream to support several initiatives supporting higher education in Washington State</b>. First legislative report due December 2020.</p> <p><b>Guided Pathways Funding:</b> \$32.1 million (\$2m for FY20; \$30.1 million for FY21) to implement Guided Pathways at all CTCs. \$100,000 already distributed to the 22 institutions who have not been part of the previous funding opportunities. Summer 2020 institutions were asked how they spent the funds for both Guided Pathways and Nursing Educator Salary funds—this information will populate the annual #2158 report due to the Legislature in December 2020.</p> <p><b>Career Launch Enrollments:</b> The first and second rounds of funding have been allocated, for a total of 213 FTE being utilized.</p> <p><b>Career Launch Equipment:</b> The biennial capital budget included \$5m for equipment to support Career Connect WA’s Career Launch Programs. All funds have been awarded as of October 2020.</p> <p><b>The SBCTC will be asking for the following policy considerations:</b> HB 1715: SBCTC &amp; BEdA have brought back the agency request bill HB 1715 with full support from OSPI. The bill revises state law RCW 28A.635.060 to remove grades and transcripts from being withheld due to unpaid fines in the K-12 system. This removes a critical barrier for Washingtonians with a K-12 fine on the books allowing them access to postsecondary education. HB2299: Creating prison to postsecondary education pathways. The bill eliminates the language of Associate Workforce Degrees and changes it to Post-Secondary Education.</p> <p><i>Please see attached the SBCTC’s information on the Operating and Capital budget requests for this year.</i></p>
<p><b>Guided Pathways (KWB)</b></p>	<p><b>HB2158 Reporting &amp; Accountability</b>                      We know in this season more than ever, colleges likely must focus on key high impact priority areas in order to make progress. We want to thank everyone who completed the Guided Pathways Priorities survey already- we are looking ahead to see how we can support your work in those areas. Thanks to everyone who partnered with their Vice Presidents of Instruction to coordinate the response. <u><i>It will inform what your college reports for the 2020-2021 HB2158 GP State report next summer.</i></u></p> <p><b>Guided Pathways Technology</b> - Sub Plans have been integrated with several ctcLink colleges in response to their request, and planning is underway with the project team to identify an integration plan with the next set of deployment groups.</p> <p>The <b>Guided Pathways technical assistance</b> model continues to evolve in the COVID context with ongoing development of a virtual learning agenda series and professional development offerings (See the <a href="#">SSC website</a>). In addition, three primary technical assistance areas are making progress:</p> <p><b>Coaching for All Colleges</b> The leadership team has been working to build coaching capacity throughout the spring and summer months, including recruiting, selecting, and training a new cohort of 30 coaches from across our Washington system, Oregon, California, and Colorado. We have expanded the coach leadership team who are supporting the onboarding of the new coaching cohort, through mentorship and thought partnership regarding effective mentorship and training. Coach assignments are in progress, and will be completed in consultation with each college. We aim to complete those assignments by November 15, 2020.</p> <p><b>Student Advisory Council</b> Over the summer, the leadership team has been working to develop a Student Advisory Council model that supports engagement across our state from historically</p>

	<p>underserved students. Please keep an eye out for more information to come, and consider how you may engage students from your campus in this council! The students will be compensated for their work, and will receive professional development opportunities as part of the council.</p> <p><b>Mathematics</b> The final report from the <a href="#">math landscape analysis</a> conducted by Dr. Laura Schueller has been published and shared with instructional leadership across the state. Of particular interest for Student Services, lessons regarding placement may be particularly relevant. Additional professional development has emerged in support of placement reform efforts, and will continue as a thread within the onboarding and access learning agenda thread. In addition, With the support of College Spark Washington, Dr. Schueller launched a co-requisite math community of practice. Nearly half of the colleges have elected to engage, and learnings that emerge based on initial implementation will be shared in future gatherings.</p>
<b>LPN to BSN</b>	<p>The committee meet in October 2020. To date the committee has considered two examples of what a current LPN -to-RN-to BSN would look like in terms of credits as a way to think about what would need to be in a lower division DTA/MRP. The committee would like to have the DTA plus upper division LPN-to-BSN program amount to 180 credits, which is required for applied baccalaureate degree. The committee has taken a look at two colleges in the sector that have developed potential pathways to consider. One program already has an LPN certificate with reduced credits and with integrated GURs that the RNs take in one year. The other program includes an LPN certificate, making it easier to transfer to either an associate in nursing DTA or LPN-to-BSN.</p>
<b>MRP/DTA Allied Health</b>	<p>The MRP/DTA in Allied Health conversation has ceased. The committee working on the project determined that there are already multiple health-related pathways for students to choose, which would lead to solid careers in industry. Further, colleges across the system are not aligned with courses required to develop an Allied Health pathway, and justification for doing the work is not deemed essential at this time.</p>
<b>Assessment, Teaching, and Learning</b>	<p>Jen Whetham organized and coordinated a stellar group of faculty/staff leaders from the system to host and present our first all-faculty, all-virtual Fall Faculty Institute (in lieu of our traditional annual in-person New Faculty Institute). The theme of the two-day event was Preparing Faculty to Lead with Racial Equity Teaching Online During COVID-19; the event was a solid success, with over 750 faculty participating over the two days. Plans are underway for a series of follow-up sessions in winter quarter, going into more depth on the major issues and strategies addressed in the Institute; more details (dates, cost, etc.) and registration information will be distributed through system groups and available on the ATL web page (<a href="https://www.sbctc.edu/colleges-staff/programs-services/assessment-teaching-learning/">https://www.sbctc.edu/colleges-staff/programs-services/assessment-teaching-learning/</a>) in late Fall Quarter 2020.</p> <p>The other major project getting underway in Fall 2020 is the Antiracist Writing Assessment Ecology project (AWAE), funded by a grant from College Spark Washington. The project will engage 28 BIPOC and white-identified faculty members from 7 English departments across the CTC system in building the specific artifacts to assess the course outcomes developed and approved as part of the foundational work on English Composition (Engl&amp; 101) done by system faculty over the past few years. A significant element of the project is to design and implement a grant that is antiracist not just in name but in design and practice, making explicit a set of guiding principles that undergird our decisions about the work. The pandemic has slowed down the progress on this project somewhat but English departments across the state have been invited to participate and the project leadership team is currently (Fall 2020) hosting information/Q&amp;A sessions for colleges considering whether or not to get involved.</p> <p>For more information about either of these efforts see the ATL web page noted above or contact Jen Whetham (<a href="mailto:jwhetham@sbctc.edu">jwhetham@sbctc.edu</a>).</p>
<b>Bridge to College Grant</b>	<p>Now in its sixth full year of operation, the Bridge to College project, led by SBCTC in partnership with OSPI, is offering high school transition courses (Bridge to College Math and Bridge to College English) being in almost 200 districts across the state by approximately 500 teachers, despite the continuing challenges of remote learning with the ongoing pandemic. Students receiving a B or better in the courses remain eligible for placement into college-level courses across the CTC system. Evaluation results to date have been consistently positive; for more information see the Bridge to College web page</p>

	( <a href="https://www.sbctc.edu/about/agency/initiatives-projects/bridge-to-college.aspx">https://www.sbctc.edu/about/agency/initiatives-projects/bridge-to-college.aspx</a> ) or contact Bill Moore (bmoore@sbctc.edu).
<b>The Launch Years Project</b>	The 2020-21 emphasis of the Launch Years project, a multi-year, multi-state (WA, GA, TX) initiative focused on re-thinking high school math pathways to connect effectively to postsecondary math pathways, is on supporting the regional K-16 partnership in Spokane in implementing and assessing a revamped version of the Bridge to College Math transition course. The pilot version of the course places greater emphasis on statistical reasoning than the original course and infuses a stronger focus on social-emotional learning throughout the course. In addition to supporting this regional work, the statewide steering committee will reconvene in late fall for the first time since the pandemic to review the national Launch Years recommendations as well as the progress on the state-level work across all three states. For more information see <a href="https://www.utdanacenter.org/our-work/k-12-education/launch-years">https://www.utdanacenter.org/our-work/k-12-education/launch-years</a> or contact Bill Moore at SBCTC (bmoore@sbctc.edu).
<b>Career Connect Washington</b>	The Career Launch Endorsement Review (CLER) process is live and accepting endorsement applications. Additional details on Career Launch Endorsement and available funding opportunities can be found at <a href="https://www.sbctc.edu/career-launch">https://www.sbctc.edu/career-launch</a> . CLER applications are reviewed once a month. This endorsement opens up two other funding streams to colleges—FTE Enrollment Growth and Equipment for Career Launch endorsed programs. To date, twenty six college programs have been endorsed from Bates, Big Bend, Centralia, Clark, Clover Park, Columbia Basin, Edmonds, Everett, Lake Washington, Renton, Shoreline, Skagit Valley, Spokane, and Wenatchee Valley.
<b>Leadership Development Review Work Group</b>	The SBCTC convened a work group to examine leadership development opportunities in the system—to review Washington Executive Leadership Academy (WELA) and CTC LDA. Recommendations were presented to WACTC in late Winter Quarter, just as COVID 19 hit, so they are on hold until a future time.
<b>WACTC Equity Committee &amp; related updates</b>	<p>The presidents approved the formation of a new committee to their committee structure bylaws this past year. They added the Equity Committee and will be working on the recommendations of the Equity Policy Audit committees that were developed under the Critical Issues Committee the prior year.</p> <p>Also, the Chief Diversity and Equity Officers were approved as a formal commission by WACTC this summer. The commission is in the process of changing its name—to Diversity and Equity Officers.</p> <p>SBCTC Executive Director, Jan Yoshiwara, introduced an Equity, Diversity, and Inclusion Director position for the agency. Former SBCTC Student Services Policy Associate, Ha Nguyen, was named director in October.</p>
<b>Strategic Enrollment Management</b>	Some of you will remember our annual Best Practices Exchange, where colleges shared innovative and effective student success efforts in connection with our system’s foundational Achieving the Dream work. Now we have its virtual equivalent, inspired by the work of the WACTC Strategic Enrollment Taskforce (2017-2019). The Exchange is organized around the four main sections of the Strategic Enrollment Taskforce report: K-12 alignment, adult re-engagement, getting students on the path, and keeping students on the path. A fifth area – Pandemic Response – has been added. A webinar series is being planned on each of these themes during winter term. Please submit by November 30 for best consideration for inclusion in the first webinar. The Promising Practices Exchange will only be successful with your active participation. Please visit the site soon and share what you are doing that is achieving positive results for students! It can now be found at the SBCTC Strategic Enrollment webpage: <a href="https://www.sbctc.edu/about/task-forces-work-groups/strategic-enrollment/promising-practices.aspx">https://www.sbctc.edu/about/task-forces-work-groups/strategic-enrollment/promising-practices.aspx</a>

<p><b>Dual Credit</b></p>	<p><b>OSPI Dual Credit and Post-Secondary Guidance:</b> OSPI issued guidance in August to assist school districts in planning and responding to the challenges of the 2020–21 school year, specific to closing equity gaps in dual credit access and success and postsecondary transitions. This was a collaborative effort and involved many agencies, including SBCTC, Washington Student Achievement Council (WSAC), Council of Presidents (COP), Independent Colleges of Washington (ICW) and numerous community-based organizations.  <a href="https://www.k12.wa.us/sites/default/files/public/workgroups/Reopening-Washington-Schools-2020-Dual-Credit-Postsecondary-Transitions.pdf">https://www.k12.wa.us/sites/default/files/public/workgroups/Reopening-Washington-Schools-2020-Dual-Credit-Postsecondary-Transitions.pdf</a>.</p> <p><b>DAI and Outreach Workgroup:</b> SBCTC recently formed and outreach and recruitment group to combine efforts aimed at connecting those who have outreach and recruitment responsibilities throughout Washington’s CTC system. This group, and subsequent structure and goals, is an outcome of the partnerships developed from the Direct Admissions Initiative (DAI) task force. The group met October 6 to discuss systemwide efforts in financial aid completion. The group will be surveyed on hot topics to shape the work. Meetings are every first Wednesday of the month from 1pm-3pm via zoom. SBCTC’s Jamie Traugott and Kristi Wellington Baker serve in a coordinating role with this group.  <a href="https://www.sbctc.edu/calendar.aspx?trumbaEmbed=eventid%3D147153795%26view%3Devent%26-childview%3D">https://www.sbctc.edu/calendar.aspx?trumbaEmbed=eventid%3D147153795%26view%3Devent%26-childview%3D</a></p> <p><b>Washington Dual Credit Summit: Strengthening Programs and Addressing Equity:</b> FREE Virtual Series Every Wednesday, September 30–November 18, 2020 12:00-1:00pm Across the categories of Systemic Change and Policy; Data, Measurement and Research; and Partnerships; this virtual series is designed to:</p> <ul style="list-style-type: none"> <li>• Provide a framework to plan dual credit strategies with and for local communities.</li> <li>• Address emerging issues and lessons learned from the COVID-19 educational response and impact to inform current and future dual credit/enrollment redesign.</li> <li>• Create a shared learning community as a foundation for Washington education stakeholders to influence current and future engagement in dual credit/enrollment.</li> </ul> <p><a href="https://zoom.us/webinar/register/WN_5JXf6q9mROKxuGByGHxEnw">https://zoom.us/webinar/register/WN_5JXf6q9mROKxuGByGHxEnw</a></p> <p><b>Dual Credit Think Tank:</b> this is a small group of representatives from our system consisting of Vice Presidents of Instruction, Vice Presidents of Student Services, and agency staff that are being brought together to work on increasing participation in dual credit programs from underrepresented student populations; and to raise awareness of dual credit options throughout the state. The end goal is to create a statewide awareness campaign, and a locally adoptable tool kit by community and technical colleges by Spring 2021.</p> <p><b>WSAC’s Dual Credit Task Force:</b> The Washington Student Achievement Council is convening a dual credit task force consisting of representatives from higher education sectors, public instruction, and students/families to examine barriers to greater participation in dual credit opportunities in the state. This taskforce has a 2 year work plan and will publish recommendations at the conclusion of the task force.</p> <p><b>Cross Sector Statewide Admissions Discussion:</b> Recently, representatives from the three higher education sectors in the state were brought together to explore possibilities of a statewide admissions program. Issues were raised about communications, data sharing, and individual admissions processes.</p> <p><b>Perkins Special Project on CTE Dual Credit:</b> Spearheaded by Rachel Andre at the Seattle College District, a proposal was submitted to hire a consultant to research CTE Dual Credit practices throughout the state, convene a 12- to 14-person advisory committee including SBCTC and OSPI, develop a handbook and training resources, and make policy recommendations to SBCTC and OSPI. Representatives from SBCTC and OSPI are currently working with the Seattle College District to develop the RFP for the CTE Dual Credit consultant with a goal of selecting and hiring the consultant before the end of the calendar year.</p>
<p><b>Financial Aid Train-the-</b></p>	<p>In collaboration with the Washington Student Achievement Council (WSAC), the Council of Presidents, and the Independent Colleges of Washington, our sector lead a financial aid “train-the-trainer” initiative</p>



<b>Trainer Initiative</b>	<p>that put tools in the hands of college student services staff to extend financial aid application assistance into their communities. Seven workshops were conducted around the state during the week of January. Expansion of this work will continue this year in hopes of expanding awareness of college affordability.</p>
<b>Workforce Education</b>	<p><b><u>Credentials of Value Institute (COVI)</u></b>  With generous support from Education Strategy Group supported by Lumina Foundation, SBCTC Workforce Education in collaboration with our partners at OSPI, ESD, WSAC, and the WTB recently concluded a one-year cohort-based, cross-sector initiative with six leading states – Florida, Kentucky, Massachusetts, North Carolina, Ohio, and Washington- committed to pushing themselves and the field to rigorously and reliably identify non-degree credentials linked to in-demand, high-wage occupations, and increasing the number of learners who earn them. While much work remains after the conclusion of the Institute, we are hopeful that it will position Washington well as it works through strategic alignment between ESSA, Perkins, and WIOA, as well as potential revisions to the HEA. This work continues in under joint leadership with our partners at OSPI with a focus on creating a transparent process for generating an Industry Recognized Credential (IRC) list useable with the state’s new graduation pathways in the secondary sector. We also hope to achieve alignment in this work between the secondary and postsecondary sectors.</p> <p><b><u>Professional/Technical Program Restart Grant</u></b>  In October, Workforce Education released the application for \$5M in Professional/Technical Program Restart funding, a CARES Act investment associated with the Governor’s Emergency Education Relief (GEER) fund. Through this grant program, colleges may apply for up to \$200,000 to support the reestablishment of professional and technical programs that were disrupted due to COVID-19 and to provide alternative and innovative methods of ensuring that career pathways are available to aid economic recovery in the state of Washington. Applications are due October 30 and should be reviewed and approved by early-December. More information is available at: <a href="https://www.sbctc.edu/colleges-staff/grants/professional-technical-program-restart-grant.aspx">https://www.sbctc.edu/colleges-staff/grants/professional-technical-program-restart-grant.aspx</a>.</p> <p><b><u>Workforce Education Council</u></b>  The fall Workforce Education Council meeting went virtual in 2020, with three two-hour sessions being held on October 20 and 27 and November 3. Of note are the inclusion of affinity groups on the Perkins CLNA, CTE Dual Credit, the Professional/Technical Restart grant, COVID-19 response, and the transition of the student support team from Workforce Education to the Student Services department at SBCTC. In addition, the WEC Executive Committee has revamped the Council’s committee structure, which now includes 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 will contribute to a Perkins Special Project dedicated to updating professional/technical faculty and staff skills standards. This work will be spearheaded by the Center of Excellence for Careers in Education, and will also concentrate heavily on incorporating a DEI element into the existing standards.</p> <p><b><u>Apprenticeship Funding Taskforce</u></b>  SBCTC will reconvene later this fall/winter college and apprenticeship partners workgroup to review and update existing apprenticeship-funding model guidance provided to our colleges and apprenticeship training partners. Our goal is to create a process that is equitable, creates a workable tool for our colleges and partners, and supports growth of registered apprenticeships across the state. It is our intent to have a short-term solution in place that sustains and expands registered apprenticeship that is incorporated into the Apprenticeship Fee Guidance Letter colleges receive from SBCTC. We also hope to have a more comprehensive long-term solution to present to our system and partners for consideration by the end of the fiscal year.</p>
<b>Basic Education for Adults (BEA)</b>	<p><b><u>State and Federal Ability to Benefit</u></b>  <u>The Ability to Benefit option for state (Washington College Grant) and federal financial aid (Pell) provides eligible students without a high school credential access to the funding they need to participate in Title IV eligible career pathway programming. Students may be determined eligible for Ability to Benefit if, in addition to being enrolled in an eligible Title IV career pathway program, they:</u></p> <ul style="list-style-type: none"> <li>○ <u>“Take an independently administered examination and...achieve a score, specified by the Secretary, demonstrating that such student can benefit from the education or training being offered.”</u></li> </ul>

	<ul style="list-style-type: none"> <li>○ <u>Achieve “satisfactory completion of 6 credit hours or the equivalent coursework that are applicable toward a degree or certificate offered by the institution of higher education.” (HEA Sec. 484(d)</u></li> <li>○ <u>Co-enroll in I-BEST and HS+ as our state-approved “option 3.”</u></li> </ul> <p><b><u>High School+ Course Review and Revision</u></b></p> <p>The revision of 7 of the 10 HS+ courses begun in December 2019, with a small group of faculty, is now complete. The developers accomplished the goal to revise the courses with an equity lens and make them more inclusive and representative of the students served. All the revised courses are available through the Open WA hub and Canvas Commons. BEdA staff held two information sessions on the updated HS+ curriculum allowing faculty to learn about the curriculum, its development, and how to incorporate it into their courses.</p> <p><b><u>Concerning Access to Higher Education Bill:</u></b> SBCTC &amp; BEdA have brought back the agency request bill with collaborative support from OSPI. The bill revises state law RCW 28A.635.060 to remove grades and transcripts from being withheld due to unpaid fines in the K-12 system. This removes a critical barrier for Washingtonians with a K-12 fine on the books allowing them access to their educational records and postsecondary education.</p> <p><b><u>Equity:</u></b> “ABC’s of Equity, Diversity, and Inclusion”: This training is designed for individuals who are beginning their journey with EDI, who have questions they may be afraid to ask and who may not see the connection between equity efforts and their specific role. In addition to building an EDI vocabulary, participants will explore concepts that include power, privilege and inequity, microaggressions, and courageous conversations within a context that centers Basic Education for Adults programming and students. Participants will also have the opportunity to explore and share their campus and program efforts surround EDI and learn more about what SBCTC is doing to advance equity and close equity gaps for all students, with a particular emphasis on students in Basic Education for Adults programs. The six-week training is available to faculty, staff and administrators both fall and winter quarter.</p>
<p><b>College in the Prisons (Corrections Education)</b></p>	<p>Will pursue this legislation again this session: HB2299 – Creating prison to postsecondary education pathways. The bill eliminates the language of Associate Workforce Degrees and changes it to Post-Secondary Education. The bill also opens DOC partnerships to any accredited college/university and explores the use of the Internet for the purposes of furthering post-secondary education degree opportunities. The bill requires a joint (SBCTC, DOC, WSAC, reentry council) annual report to appropriate legislative committees and expands eligibility to post-secondary education to incarcerated individuals with up to 10 year remaining on sentence (currently eligibility is capped at 7 years from release). The bill requires a study from WSIPP to examine the effects of enrollment in the post-secondary education system during incarceration and post release. It would require that unofficial transcripts be provided to students at their time of release, facility transfer, and/or completion of post-secondary degree. DOC will be required to assess for student accommodation needs. We will also look to provide the use of secured internet for the purposes of furthering post-secondary education degree opportunities.</p>
<p><b>Climate Change Conversation</b></p>	<p>A small group of vice presidents continue to work on the climate change discussion. The group finalized a “one pager” outlining the scope of work the group would like to pursue and a timeline for the next two year (see attached). The survey developed in collaboration with Curriculum of the Bio-Region was administered to the Vice Presidents of Instruction in mid-January to take stock of current climate curricular practices. Planning is on hold until after November. Plans to reconvene the group are set for January 2021.</p>
<p><b>MISC.</b></p>	<p>There is a growing interest in the development of a statewide convening of colleges, programs, and higher education faculty for undergraduate research. A small work group has been addressing some of the initial questions and putting together a way forward for a “CURE” (Center for Undergraduate Research).</p>
<p><b>Personnel</b></p>	<p>Contracts and Grants Specialist, Dylan Jilek, Fiscal Department  Program Assistant, Education Division Grants, Kari Kaufman  Program Administrator, Basic Education for Adults, Marcus Antonio Gunn  Policy Associate, Student Services, Jamie Traugott  Director, Basic Education for Adults, Will Durden  Director, Workforce Education, Marie Bruin</p>