

**SBCTC Common Messaging
Education Division Winter 2021**

Topics	Highlights
Student Services & Student Supports	<p>Legislative Session Interns : Sydney Sharp is a student at Skagit Valley College pursuing a dual major in Physics and Bioengineering. In her time at Skagit Valley College, she has grown to love math and chemistry which inspired her decision to pursue a career as a Biomedical Engineer. Sydney tutor's college level STEM courses and is a member of Phi Theta Kappa Honor Society, where she serves as the President of her chapter and of the Greater Northwest Region. Sydney is originally from south Louisiana and moved to Anacortes, Washington in 2011. Her ethnicity is Cajun French and she loves sharing her Cajun culture with other people, especially through cooking.</p> <p>Da'Mea Birdsong is a first-generation junior at Whatcom Community College majoring in Political Science with a direct transfer degree. Da'Mea intends to transfer to Western Washington University to pursue a BA in political science and take courses for Pre-law. At 17, Da'Mea rallied peers in East King County to participate in the March for Our Lives and to register to vote, organizing assemblies and guest speakers at ten schools to start the conversation about gun control. At Whatcom, Da'Mea created a weekly seminar called Workshop.About.Politics (W.A.P) to keep the campus engaged and informed on in-depth politics in an aim to weaponize the power that American citizens have in our democracy. Currently, Da'Mea interns for the Washington State Board for Community and Technical Colleges, speaking up and representing college students at the legislative level. Da'Mea's goal is to be a congresswoman who unites broken communities, specifically low-income, minority communities, through reversing gentrification.</p> <p>WorkFirst Update The WorkFirst Delivery Agreement (WFDA) grant Take Back Policy, as a part of the WorkFirst Funding Policies, was recently implemented. In FY18, newly approved WorkFirst Delivery Agreement Funding Policies were put into effect. The intention of the Funding Policies was to ensure funds are redistributed in our system throughout the year to meet student needs and prevent unspent funding at the end of the fiscal year. WorkFirst Delivery Agreement funds are awarded based on expected program need and past performance. The Funding Policies include financial support tools. The support tools built into the Funding Policies assist colleges in fully expanding grant funds or returning funds to meet system needs. SBCTC staff are also always available to provide support with budget management and expenditure planning. WorkFirst Funding Policies description can be found in the FY21 WFDA grant guidelines. We hope the suspension of this policy will enhance stability as we navigate this current environment together and we ask that all colleges evaluate their funding needs and return funds to redistribute where possible to support student needs.</p> <p>New Student Services Policy Associate Yokiko Hayashi-Sagui new student services policy associate. Yokiko comes to us from the Washington Student Achievement Council. She has worked in advising, admissions, and financial aid access up and down the west coast. She began working in higher education in 2009. Over the past decade, she has dedicated her work to advocating for students with a focus on equity, racial, and social justice. Her passion is to ensure that students of color, first-generation, and LGBTQ+ have equitable access to get into and through their postsecondary education. Her policy work will be in Multicultural Student Services, Financial Aid, Student Activities, and Veteran Student Services. Yokiko earned her Bachelor of Arts and Master of Public Administration degrees from the Evergreen State College and is currently working on her Educational Leadership Doctoral degree at the University of Washington – Tacoma.</p>

Guided Pathways	<p>IDEAL Fellowship</p> <p>In December, the application was released for the first Guided Pathways IDEAL Fellowship. Applications closed January 15, with 558 applications. Thanks to the generous support of College Spark Washington, 35 students will make up the 2021 cohort. Students will be notified by January 31, with the first fellowship seminar occurring February 5, 2021. The goal of the Guided Pathways Initiative in Diversity, Equity, and Anti-racism Leadership (IDEAL) Fellowship is to encourage, empower and equip IDEAL student activists to advocate for justice, not just in the classroom, but also at the policy and procedural level. Fellows will be building their understanding of what equity can look like in the community college system, as well as society writ large. They will examine how community colleges can disrupt macrostructural inequity through design principles that affect practices, processes, and policies. Students will spend time analyzing literature on educational equity and justice, and they will become skilled in applying their knowledge to real life situations. By the end of the program, IDEAL Fellows will have the opportunity to present to their respective colleges (as well as at a convening) regarding ways for their campus to become equity-advancing based on their project and learning.</p> <p>Guided Pathways Coaches</p> <p>Guided Pathways coaches have now completed nearly all initial meetings with colleges. Those early sessions provided an opportunity for college leaders to connect with their coach team, and begin to consider what they hoped to accomplish over the coming academic year. Spring virtual site visit scheduling is now underway, and can be a single 6-hour visit or broken up into 1-3 shorter visits depending on the college's needs. Coaches continue to receive additional professional development and mentoring by experienced coaches including an upcoming Coaching for Equity training this spring.</p> <p>Guided Pathways work plan templates will be released no later than March 15, 2021, and will be due May 15, 2021.</p> <p>2020-2021 Guided Pathways Learning Agenda Events</p> <p>* denotes cohort college only attendees</p> <ul style="list-style-type: none"> ● Jan. 19th, 2021 9:00-1:00 pm Aspen/JFF Webinar Part 1* ● Jan. 21st, 2021 9:00-Noon Placement Series 2 with Dr. Laura Schueller, Dr. Kopko & Dr. Edgcombe* ● Jan. 21st, 2021 9:00-10:30 pm Ethnographies of Work, Session #1/ 3 with Dr. Nancy Hoffman and Dr. Mary Gatta* ● Jan. 21st, 2021 1:00-4:00 pm Designing an Equity Infused FYE Course with Christine Harrington P. 1* ● Jan. 22nd, 2021 9:00-12:30 pm Designing an Equity Infused FYE Course with Christine Harrington P.2* ● Feb. 2nd, 2021 9:00-1:00 pm Aspen/JFF Webinar Part 2* ● Feb. 9th, 2021 9:00 – 10:30 am Ethnographies of Work, Session p.2 with Guttman & Bunker Hill Community Colleges Faculty* ● Feb. 10th, 2021 9:00-11:00 am Equity tools opening session with NCII and supported by JFF ● March 2nd, 2021 9:00-10:30 am Ethnographies of Work, Session p.3 with Guttman & Bunker Hill Community Colleges Faculty* ● April 7th, 2021 9:00-12:00 pm Designing an Equity Infused FYE course with Christine Harrington P. 3* ● May 12th, 2021 9:00-12:00 pm Designing an Equity Infused FYE course with Christine Harrington P. 4*
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Workforce Education	<p>Professional/Technical Program Restart Grant</p> <p>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 could 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. Grant awards were recommended by a six-person, inter-agency review committee and announced in January, 2021. Requests exceeded the funds available by just over \$1 million dollars. The 31 awarded colleges received an average of 82.7% of their requests intending to cover a wide variety of professional technical industry areas.</p> <p>Workforce Education Council (WEC)</p> <p>The Workforce Education Council continues to meet in a virtual environment and is making great headway with the assignments included in this year's work plan. In 2021, they are meeting in February and March over three two-hour sessions. Of note are the continued inclusion of affinity groups on the labor market needs, Perkins CLNA, Apprenticeship program expansion, Program Approval Request (PAR) Process, CTE Dual Credit, and COVID-19 response.</p> <p>In addition, the WEC Executive Committee continues to consider system strategy and potential policy through the Council’s work committees, 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 to better incorporate DEI Proficiencies. This work will be spearheaded by the Center of Excellence for Careers in Education.</p> <p>Job Skills Program and Customized Training Program:</p> <p>For the Job Skills Program (JSP), all seven quarterly funding rounds have been awarded. At the end of Round 7, and after the return of funds for canceled training, we had a balance available. We announced the availability of funds to current projects (increases), and for new projects, as a Special Funding Round. Eligibility for participating businesses must follow JSP Guidelines and design a project that can be both impactful in their economic recovery, and be completed by June 30, 2021. The intent is to award all projects possible. To date we have received about 10 requests and are working to complete all of these allocations. Once the current eligible projects are awarded we will still have a balance of \$577,435 available for additional projects. It should also be noted that the Governor's budget recommended an increase of \$10M for the next Biennium.</p> <p>For the Customized Training Program (CTP) the award of new contracts has slowed down due to the pending expiration of the B&O Tax Credit available to participating businesses. SHB 1033, being considered in this current session, would provide an extension of this tax credit.</p> <p>Worker Retraining (WRT)</p> <p>Worker Retraining administrators and coordinators across the system continue to meet (virtually) each month to discuss evolving recruitment, enrollment and retention strategies; external agency partnerships, programs and policy changes; and other emerging topics. Fall 2020 WRT system enrollment was down 4% compared to Fall 2019, with significant variability across campuses, some experiencing as much as a 90% enrollment increase, others down 39% compared to last fall. In response to large industry layoffs in Snohomish, King and Pierce counties, a multi-college WRT recruitment effort has been establishing and showing growing success in reaching dislocated workers across these counties. Events are held monthly, and provide a virtual overview of WRT, college-specific breakout rooms, and community resources for dislocated workers. January’s event reached 98,000 dislocated workers via email, with over 500 registrants for the live virtual event.</p> <p>Workforce Development Funds for FY22</p> <p>Workforce Development Funds will provide non-competitive funding to each community and technical</p>
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colleges in FY22. In recognition of the strain the pandemic has put on professional/technical program resources and operations, SBCTC is making state Workforce Development Funds available to all colleges in FY22 to alleviate budgetary deficits caused or exacerbated by COVID-19. This is a one-time change to how Workforce Development Funds are administered. These funds are highly flexible; allowable uses include but are not limited to capital outlays for instructional equipment, curriculum development, supporting partnerships among employers, training providers and workers, and other costs associated with instruction. The funds do not have FTES attached, nor any FTE growth requirements. These funds will be equally-apportioned and allocated directly to districts and colleges in allocation #1, pending that the passage of the state 2021-23 biennial budget provides for these funds. There will not be any Online Grant Management System (OGMS) application for these funds.

HEET Special Projects

The Hospital Employee Education and Training Program (HEET) supports the alignment of training programs with current industry practice and employer's recruitment needs. In January, SBCTC made a call to the colleges for concept papers for a one-time special projects opportunity in order to award the remaining balance of \$423,400 in FY 21 HEET funds. Colleges submitted proposals totaling over \$1.5 million. Ten of the proposals were fully- or partially-funded. Projects will conclude by June 30, 2021. This funding is in response to emergent workforce needs of our healthcare system. Projects address one or more of the following priorities:

1. LPN to BSN pathway development
2. Training for faculty on the use of simulation hardware/software used in nursing or closely-related allied health programs
3. Procurement and installation of simulation equipment and/or related software applications that are necessary in order to maintain or increase instructional capacity in nursing or closely-related allied health programs
4. Curriculum development addressing caregiver mental health and self-care for nursing programs, including the development of tools that support the incorporation of such curriculum into currently-approved nursing programs
5. Increasing diversity of nursing students and faculty, through both recruitment and retention practices
6. Expansion of clinical placements for nursing students

Apprenticeship Funding Taskforce

SBCTC did reconvene the full task force composed of colleges, Apprenticeship Training Coordinators, Labor & Industry staff, and the State Labor Council in January to review and provide updates on the existing apprenticeship-funding model guidance issued annually to our colleges. Our focus was to clarify the resources currently available to our colleges via the annual allocation (note: there are no earmarked funds other than those for Aerospace Joint Apprenticeship Council contract and FTE supports) and discuss how we might better articulate that detail. Once the annual value is determined for contracting, a secondary goal is to begin discussion on whether there remains a resource gap for colleges and stakeholders necessary to support the continuation or possible expansion of apprenticeship programs. The updated value model has been completed and will be reviewed at an internal stakeholder group for at least 3 colleges in late February including Presidents, Vice Presidents, and apprenticeship staff. We anticipate final recommendation and approval before the end of fiscal year.

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

	<p>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 reconsider the launch and assist in the development of a new data platform. An interim solution is underway while the deep work necessary is completed to determine system requirements for a new tool. A workgroup is being put together within the Workforce Education Council (WEC). Once WEC has completed their review, it will continue to other councils and commissions. As we consider our options, we are working collaboratively with other approval reliant programs such as BAS, Career Launch, apprenticeship, and more. The work is still in the fact-finding stage and we anticipate providing a more comprehensive update this spring.</p> <p>WACTC and Centers of Excellence Workgroup In November 2020, the Centers of Excellence (COE's) made inquiry, in partnership with the SBCTC Policy and Program Staff, on the use of a Memorandum of Understanding (MOU) to help establish common operational policies among the 11 Centers and their host Community & Technical College. The WACTC Critical Issues Committee reviewed the MOU and suggested the content elements be considered for inclusion in the SBCTC Policy Manual rather than a local MOU agreement. Further discussion included some additional operational and performance monitoring questions. In order to best address all questions we recommended a joint workgroup (members of the WACTC Educational Services Workgroup, COE Executive team, and SBCTC staff) be established to collectively address topics and consider recommendations. A charter document draft, describing the intended scope of work, will be presented to the Educational Services Workgroup February 25th for further consideration.</p> <p>National Governors Association (NGA) Grant The State Board has joined in an application to the National Governors Association (NGA) to support the collective impact work that has been part of recent Workforce Board discussions. If approved, Washington will be one of several state teams supporting one another with insight and policy development focused on economic recovery. The Workforce Board will coordinate, and centers on identifying and planning for the use of a common metric for family-sustaining wage goals for job-seekers across workforce and economic development, social services, and community and technical colleges. The tools being considered will recognize the variation in financial needs for each of our 39 counties, and may also support career counseling and service planning resources. It is our intent to also assist to identify high-demand, high-wage jobs that can be targeted, and to develop a range of pathways to ensure equitable and inclusive access and economic success. The application was submitted January 13th, we will provide updated details once it is approved and underway.</p>
<p>Basic Education for Adults (BEaA)</p>	<p>ELA & I-DEA We continue to provide training and support to BEaA funded providers during remote instruction. Providers have been encouraged to use and access the openly licensed I-DEA curriculum which has been packaged for remote instruction to ease the burden of creating instructional materials with the move to online instruction, and training sessions have been provided to facilitate the use of the I-DEA curriculum during these unprecedented times. Providers who were already using I-DEA have continued to do so.</p> <p>Educational Technology BEaA continues to provide information on training opportunities through Educational Technology to funded providers. And, assistance is provided on using the existing curriculum when requested.</p> <p>Federal Advocacy BEaA and Workforce Education staff conducted virtual congressional hill visits with our U.S. Senators and Congresspersons as part of the National Skills Coalition's yearly skills advocacy work. We are in the process of planning follow-up visits to continue to advocate for our students on key legislative priorities including economic recovery, retraining and upskilling investments, and Apprenticeship/pre-apprenticeship.</p>

State and Federal Ability to Benefit

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: o “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.” o 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) o Co-enroll in I-BEST and HS+ as our state-approved “option 3.”

Legislation: Substitute House Bill 1176:

This is agency request legislation that would remove grades and transcripts from the items K-12 school districts can withhold for unpaid fines and fees. This is similar to Senate Bill 2513 which passed last session preventing colleges from withholding student records for unpaid fines and fees.

Engrossed House Bill 1121:

This is request legislation from the State Board of Education (SBE). This would allow SBE to establish a permanent emergency waiver program for high school credits, similar to the waiver program authorized by the legislature for the class of 2020 last session. The waiver program would allow school districts meeting the statutory definition of emergency in their service area to assist students on track to graduate in applying for emergency waivers of high school credit and graduation pathway requirements. The emergency waiver program would be available to all colleges providing high school diplomas.

High School+ Culturally Responsive Courses:

The culturally responsive courses focus on the goal to produce curriculum through 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. The original HS+ OER courses will remain available for download through Spring Quarter 2021.

“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 surrounding 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 during winter quarter.

“Equity Minded Leadership Development”:

This training is for all faculty and staff in who serve students in Basic Education for Adults (BEdA) programs to explore what it means to develop and apply an equity minded approach to their work. Leadership requires no formal role or title, there are opportunities for all of us to claim our roles as leaders on campuses and in our communities to advance equity for current and transitioning BEdA students. This training will provide tools and resources to support individuals in their quest to ensure their leadership practices are grounded in equity. Training topics will include the review of various equity mindset models, campus and system efforts to impact outcomes for BEdA students, race consciousness, using data to identify trends and gaps, system and institutional awareness, and continuous learning and improvement.

Teaching The Skills That Matter:

In March, four faculty members representing Highline College, Whatcom Community College, Columbia

	<p>Basin College, and Clark College (Larch) will present to a national audience on their experience using the Teaching the Skills That Matter (TSTM) framework in their classrooms. BEdA is excited to work with these faculty to develop a community of practice for the 2021-2022 professional development series.</p> <p>Adult Education Advisory Council (AEAC): On behalf of AEAC, SBCTC commissioned a market research study to gather information on messaging for BEdA programs and financial aid for students without a high school credential. EMC research and Sunshine Communications reported to AEAC and CBS in December, SBCTC continues to use the report to help colleges and community-based organizations implement tested language in their recruitment practices.</p>
College in the Prisons (Corrections Education)	<p>Will pursue this legislation again this session: HB1044 – 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. Bill requires DOC to provide disability and traumatic brain injury assessments for student accommodation services to participate in educational opportunities.</p>
K12 Partnerships	<p>The current year (2020-21) is the sixth full year of implementation for the Bridge to College courses in math and English, with 419 teachers in 202 high schools (121 school districts) across the state offering one or both of the courses. There is a system-wide placement agreement for students receiving a B or better in these courses; for Fall 2021, the Bridge to College <u>Math</u> agreement has been suspended due to challenges related to the pandemic. Colleges are strongly encouraged to honor the agreement but it is a local decision for placement in the 2021-22 academic year. For more information see the Bridge to College web page (https://www.sbctc.edu/about/agency/initiatives-projects/bridge-to-college.aspx) or contact Bill Moore (bmoore@sbctc.edu).</p> <p>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), has convened the Spokane area task force to focus on key K-16 issues in the region related to math pathways and achievement. In addition to supporting this regional work, in spring/summer 2021 the statewide Launch Years effort will be convening math faculty from high schools and higher education institutions (CTCs and BIs) to clarify a “modernized” Algebra 2 course and consider the impact of such a course on student preparation for college-level math pathways. For more information see https://www.utdanacenter.org/our-work/k-12-education/launch-years or contact Bill Moore at SBCTC (bmoore@sbctc.edu).</p>
Legislative Update	<p>House Bill 1009 expands student health plan coverage to include termination of pregnancy if plans include coverage for maternity services.</p> <p>House Bill 1016 makes “Juneteenth” (June 19th) a legal state holiday, a day of remembrance for the day African slaves learned of their freedom.</p> <p>House Bill 1028 provides additional evaluation/assessment criteria for PESB approved teacher education programs.</p> <p>House Bill 1166 expands pilot program serving homeless students and former foster youth from four to eight community and technical colleges and from two to four 4-year institutions.</p> <p>House Bill 1182 establishes a coordinated crisis hotline center and crisis services system.</p> <p>House Bill 1368 and Companion Senate Bill 5344 would provide student aid to those not covered by CARES/HEER funds.</p> <p>House Bill 1425 adds Industry Recognized Certificates to the Washington State Opportunity Scholarship list of eligible programs.</p> <p>House Bill 2864 (2020). The Running Start Summer pilot will begin Summer 2021. Due to limited</p>

	<p>funding and legislative constraints, only 3 out of 19 colleges were selected, they include: Yakima Valley College, Skagit Valley College, and South Puget Sound Community College. During the next few months the Office of Superintendent for Public Instruction (OSPI) and SBCTC will be working closely with the selected colleges and participating high schools to ensure a successful implementation for summer. The pilot is limited to 5 credits per summer session for incoming 11th and 12th grade students in Summer 2021 and Summer 2022. Additionally, seniors who are one class short of receiving their AA may take 5 credits as well.</p> <p>Senate Bill 5023 changes income/copayment eligibility for working connections child care program, exempting certain federal benefits from the calculation for students receiving pandemic unemployment and/or lost wages benefits.</p> <p>Senate Bill 5070 provides access to menstrual hygiene products at no cost to students in all gender-neutral and female bathrooms at all k12 (grades 6 through 12), community and technical colleges, and 4-year institutions.</p> <p>Senate Bill 5194 creates a multitiered goal across SBCTC campuses to increase access and retention for students with a focus on Diversity, Equity and Inclusion. This will expand on financial aid (including stipends), advising ratios, childcare services, academic and basic skills programs as well as mentoring for College Bound, Washington College Grant and Pell Grant eligible students. Campuses will provide support to students of color in accessing and completing their education through programming and advising.</p> <p>Senate Bill 5209 companion bill to HB 1182.</p> <p>Senate Bill 5215 adjusts maximum Washington College Grant amount for private, non-profit higher education institutions.</p> <p>Senate Bill 5227 establishes diversity, equity, and inclusion/anti-racism professional development training for all faculty, staff, and students at every higher education institution.</p> <p>Senate Bill 5401 grants State Board authority to approve a bachelor of science degree in computer science at our 34 community and technical colleges.</p> <p>Federal Updates:</p> <p>HR 133: Expanding Access to SNAP - The Coronavirus Aid, Relief, and Economic Security Act implements the following provision for impacted students: Eligibility for Supplemental Nutrition Assistance Program (SNAP) benefits shall not be limited for a student who –</p> <ol style="list-style-type: none"> 1. Is enrolled at least half-time in an institution of higher education; and 2. Is eligible to participate in a State or federally funded work study program during the regular school year as determined by the institution of higher education; or 3. In the current academic year, has an expected family contribution (EFC) of \$0 as determined in accordance with part F of the title IV of the Higher Education Act of 1955. <p>The eligibility standards authorized in HR 133 shall be in effect for initial applications for SNAP until 30 days after the COVID-19 public health emergency is lifted. The state board is partnering with the Washington Student Achievement Council (WSAC) to provide common messaging to college staff in an effort to increase access and awareness to students who are facing food insecurities.</p>
<p>Dual Credit Update</p>	<p>To offset the widening equity gap that the COVID 19 pandemic has created, SBCTC staff have been reaching out to community and technical colleges, community partners, and high school administrators to discuss the current gaps in Running Start enrollment for students of color and low-income students. The goal of this work is to develop a statewide approach to improve equitable participation in the Running Start program and to implement innovative outreach strategies to better engage our historically underrepresented communities. Surveys were sent to key stakeholders with the request for participants to identify key barriers, as well as, ideas on targeted and effective messaging strategies to both students and families. In addition to surveys, focus groups were held to better understand the barriers that are preventing equitable access into the Running Start Program.</p> <p>The SBCTC Dual Credit Think Tank, comprised of college and SBCTC staff, reviewed the survey outcomes and the feedback from the focus groups. Based on their review, the think tank made the following</p>

	<p>recommendations:</p> <ul style="list-style-type: none"> ● Partner with OSPI to restructure the Running Start Enrollment Verification form to be more accessible in an easy to use online format for students, families, counselors, and Running Start staff. ● Develop a statewide plan to better engage our community partners to help with Running Start information sharing that will also include marketing materials to ensure accurate and consistent information. ● Partner with the Office of Superintendent for Public Instruction to improve students accessing lunches and other support services as it relates to their free and reduced-price lunch status. ● Develop statewide communication plan to better reach students and families that will also include 7th, 8th, 9th grade students. ● Address the funding model to neutralize the tension between school districts and colleges. ● Create a template/best practices document to encourage alignment with high school and college scheduling to be student centered and encouraging of providing all options for students. <p>Implementing these recommendations is underway and outlined in the Running Start Communications Plan spearheaded by the SBCTC Public Information Office.</p> <p>Also, members of the SBCTC staff are involved in the Dual Credit Taskforce being led by the Washington Student Achievement Council. 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. Much of the local work being done in the SBCTC system (noted above) supports the direction of this taskforce. One area still in need of further attention is the creation of robust career/technical education dual credit program. A pilot is underway in the Seattle District through a Perkins leadership grant that is focused on creating such a program for the state.</p>
Educational Technology & Open Education	<p>The EdTech Commons website will launch in February. This site will be a repository of information about educational technologies currently used in our system. The Commons will</p> <ul style="list-style-type: none"> ● Aid procurement efforts by providing detailed product information gathered from vendors, certification organizations, and previous users; ● Promote common standards based procurements with specific attention to equity, privacy, and accessibility; ● Capture and circulate crowdsourced user experience information to assist colleges in their technology decision making; ● Promote transparency around costs and contract terms for system and local contracts to help colleges achieve equitable outcomes when negotiating with vendors. <p>Basic development on EdTech Commons is complete and new features will be added over time. Currently the team is collecting initial product information from recent procurements.</p>
Transfer Education	<p>Joint Transfer Council (JTC)</p> <p>LPN to BSN: The LPN Academic Progression Work Group met on February 10, 2021. Key stakeholders discussed current LPN prerequisites and LPN Nursing credits with the intent to determine the feasibility of decreasing overall credits. Reduction of credits for LPN certification is a primary step towards outlining an LPN-to-BSN DTA. To date, the workgroup has discussed the following:</p> <ol style="list-style-type: none"> 1. Development of an LPN-to-BSN DTA comprised of 180 credits or less 2. Core program requirements (i.e. program credits, including core lower-division or LPN credits/coursework and core upper-division or LPN credits/coursework) 3. LPN practitioner's direct feedback about credit limit could and student preparedness and safety for working in industry

4. Mapping a clear pathway that is reasonable and equitable for all students
5. The ICRC Handbook Committee provided extensive updates to the ICRC Handbook, and the resource is posted for use.
6. Teagle Grant-Saint Martin's University is collaborating with Joint Transfer Council (JTC) to gather information for the Teagle grant. The Teagle grant would create an MRP pathway for transfer students. This MRP pathway would give transfer students the opportunity to enroll in social science programs (i. e., psychology, sociology, etc.) at four-year private institutions across the state. The grant is scheduled to be submitted in March 2021.

Hospital Employee Education and Training (HEET) Special Projects funds (FY21)

HEET Special Projects funds (FY21) have been allocated to Green River College and Wenatchee Valley Colleges to advance development of LPN to BSN pathways. The review team selected the two colleges because each takes a different approach to program development, and the colleges have different regional needs. The special projects have been funded through June 30, 2021.

Inter-institutional Committee on Academic Program Planning (ICAAP)

When colleges submit BAS Statements of Need or BAS proposals to SBCTC, the information is submitted to the Council of Presidents (COP). In turn, COP posts the information to the ICAAP grid. The timeframe for SBCTC to report to the ICAAP grid has changed. Instead of reporting updates for the grid each month, SBCTC will now report updates for the ICAPP grid 6 times per year in the following months: January, March, May, July, August, and November. COP and SBCTC agreed on this change to lessen the focus on submission of information and to increase collegial conversation between colleges during the program development process.

- [ICAAP Program Planning Process](#)
- [ICAAP FAQ](#)

BAS

- Recent enrollment data reflects that BAS student headcount increased in all race and ethnicity categories with the largest percentage increase being Hispanic/Latino at 36 percent (577 in fall 2019-20 to 785 in fall 2020-21). Given the overall declines and concerns about historically underserved students, this is a positive and encouraging pattern to see.
- Change in the BAS in the Proposal Process- The BAS program proposal process has changed. The Notice of Intent is no longer required, as SBCTC is no longer required to report information that sector colleges intend to develop to the ICAAP grid. Colleges who want to discuss intent to develop programs are encouraged to talk with the Director of Transfer Education, Jamilyn Penn. The revised [BAS Degree Approval Process](#) is comprised of the following stages: Idea Stage, Statement of Need Stage, Proposal Stage, Waiting for External Review. Specifics of each stage are outlined. Under the revised BAS Degree Approval Process, the Statement of Need is the first document that will be posted on the ICAAP Grid for 30-day review. Colleges are still required to follow the [2021-2022 Implementation Planning Timeline](#).
- BAS Certificate Policy-There is an updated BAS certificate policy. The updated policy reflects RCW language that gives SBCTC authority to approve BAS certificates, outlines requirements/criteria for BAS certificates, and updates coding requirements for Legacy and etcLink systems.
- Summer Kenesson, Policy Associate is working on developing BAS-specific data dashboards. To determine what type of data would be beneficial for colleges, Summer asked BLC, ATC, and WEC membership to fill out a survey. The survey was distributed during the first week of February 2021. Survey responses will be used for future data dashboard development.

Continued BAS Conversation

Baccalaureate Leadership Council (BLC) brought a transfer proposal to IC for review and approval. The focus of the proposal is to determine how sector colleges will receive general education credits from

	<p>students who already have a bachelor degrees from an accredited institution and who now want to pursue a BAS degree. There is continued discussion regarding this proposal, as SBCTC determines if this is should be a state policy or locally determined.</p> <p>Engineering Major Related Programs (MRP) Instruction Commission (IC) approved revision of a minor typo on the Engineering MRP.</p> <p>Undergraduate Research Grant National Science Foundation Proposal for Undergraduate Research-SBCTC has collaborated with Bellevue College and other community colleges in Washington State in their efforts to expand educational equity by building a network of colleges promoting undergraduate research. The NSF grant was submitted February 2, 2021, and a response is expected by August 2021.</p> <p>Academic Credit for Prior Learning (ACPL) Highline College and St Martin's University did some initial data exploration to understand who ACPL-receiving students are by demographics. Spring-boarding from the CAEL/WICHE research ("PLA Boost"), Highline took it a step further and examined completions for ACPL-receiving students, including by demographics, program, veteran status, etc. Each college has noticed a "boost" effect on completions for ACPL-receiving students across demographics, similar to the national research, which they reported out to the ACPL workgroup.</p> <p>Transfer Data SBCTC is looking at how to use the National Student Clearinghouse data to provide accurate transfer data. The Instruction Commission (IC) has asked the SBCTC data division to provide regular updates associated with this work.</p> <p>Community College Baccalaureate Association Annual Conference (virtual)</p> <ul style="list-style-type: none"> Register for the CCBA Pathways to Equity 2021-Virtual Conference Tuesdays and Wednesdays, March 16-24, 2021; Noon-4:30 EST; 9:00-1:30 PST
Career Connect Washington - Career Launch Endorsement Review	<p>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, thirty-five 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, Renton, Shoreline, Skagit Valley, Spokane, Wenatchee Valley, and Whatcom.</p>
MISC	<p>Accessibility Policy Associate search is underway. Interviews are scheduled for mid-March. Climate Curriculum Conversation is regrouping after a COVID impacted hiatus.</p>
Personnel	<p><i>Please join me in welcoming the following staff to the Education Division team:</i></p> <p>Bill Belden, Policy Associate, Workforce Education Denise Costello, Policy Associate, Fiscal Management Yokiko Hayashi-Saguil, Policy Associate, Student Services Katelynn Orellana, Program Coordinator, Student Services</p>