**SBCTC Common Messaging Education Division Spring 2021**

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| **Topics** | **Highlights** |
| **Student Services & Support** | **Staffing Updates**  **Katelynn Orellana, Integrations Coordinator, Student Support Programs**  Kate joined SBCTC this March. She supports colleges and SBCTC with integration of Student Supports Programs within Student Services, and assists with Basic Food Employment and Training (BFET), WorkFirst and other programs.  **Kathi Medcalf, Program Administrator (BFET), Student Support Programs**  Kathi joined SBCTC in 2019. She provides day-to-day administration of the BFET Program throughout the system by supporting college staff with technical assistance, program monitoring, policy implementation, and guiding practices.  **Jennifer Dellinger, Policy Associate, Student Support Programs**  Jennifer has been with the State Board since 2016. In her new role of Policy Associate, she oversees the administration of all Student Support programming for the community and technical colleges.  **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. For the FY 22-23 two-year funding cycle, eight colleges will be selected to participate in a pilot program 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 important deadlines, program guidelines, Q&A and application resources.  **Student Emergency Assistance (SEAG) Program**  The Student Emergency Assistance Grant (SEAG) Program, administered by the SBCTC allows our colleges to provide monetary assistance to students experiencing emergencies that affect their ability to attend classes. 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)  **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.  **Running Start Summer Pilot Program**  House Bill 2864 (2020). The Running Start Summer pilot will launch this summer with registration beginning as early as mid-May at Yakima Valley College, Skagit Valley College, and South Puget Sound Community College. During the past few months OSPI and SBCTC have been working closely with the selected colleges and participating high schools to ensure a successful implementation. The pilot is limited to five 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 five credits as well.  **College in the High School Review Cycle**  College in the High School (CiHS) 2021 Review cycle is fast approaching. All content and documentation for the review of institutions in the 2021 cycle must be submitted no later than July 1, 2021. The Standards |

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|  | Review Report and Process Committee sent materials and information to qualifying institutions in mid- April, 2021.  **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 year 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 session on promising practices in alignment with K-12 partners. Featured colleges were Centralia, Lower Columbia, Seattle District, and South Puget Sound. Participation was strong, with 184 community and technical college staff, faculty, and students in “attendance” at the virtual event. Presenters who shared their time and expertise were Melody McMillan (Seattle Colleges), Valerie Robertson (South Puget Sound Community College), Nicole Faber (Lower Columbia College), and Darcell Scott and Oscar Escalante (Centralia College).  The April webinar focused on promising practices in college success courses. Led by Stephanie Schlitz of Shoreline Community College, the webinar also featured Highline College, Pierce College and South Puget Sound Community College. Presenters in addition to Stephanie were Justin Dampeer (Highline College), Lizz Zitron and Erik Gimness (Pierce College), and Amy Kelly and Anne Molenda (South Puget Sound Community College). Interest in this event was strong as well, with 125 participants.  The third webinar in the spring series will be on May 20,2021, 1:00 – 2:30 p.m. on the topic of communication tools with prospective and current students. Presenters will include Melanie Casciato (Columbia Basin College), Kelly Green (South Puget Sound Community College), and Vanessa Calonzo (South Seattle College). Watch for registration information in the coming weeks.  The Promising Practices Exchange is managed by SBCTC Student Services under the leadership of President Rebekah Woods, Columbia Basin College, who chairs the WACTC Educational Services Committee this year.  **Aim Higher Washington Training Series**  SBCTC, in partnership with the Washington Student Achievement Council, the Independent Colleges of Washington, and the Council of Presidents has launched the Aim Higher Washington initiative. 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.  The goal is for campus and community partners that interact with prospective and current students to be well positioned to support financial aid application filing. Through training we hope to empower more  campus professionals to support our work to increase financial aid application (FAFSA and WASFA) filing rates across the state.  This includes a new round of trainings, strategy sessions, and increasing involvement of community-based organizations as we spread free training, tools, and support for students throughout Washington communities.  In the past two months, the Aim Higher Washington team has provided two re-engagement sessions with participants from last year's events, and hosted a new series of financial aid basics and navigation training. Later this spring and summer there will be strategy sessions provided to target student groups such as first- time college students, returning adults and transfer students. For more information please visit the website[,](https://wsac.wa.gov/aim-higher) <https://wsac.wa.gov/aim-higher>.  **Students of Color Conference**  On April 15 & 16, 2021, the Multicultural Student Services Council hosted the 31st Annual Students of Color Conference. This year the planning committee was able to transition from in-person to virtual. This  year's theme was "Hear our voices: Resilience Empowered Change", and featured wonderful speakers including Senator Emily Randall, Natasha Burrows, Roxana Pardo Garcia, Gerry Ebalaroza-Tunnell, Isabel |

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|  | Wilkerson, Dr. Raymond Reyes, and some of the amazing Multicultural Student Services Director Council (MSSDC) members Rashida Willard and Melissa Williams.  Students from across the state were able to participate and engage with each other through this zoom conference. In wake of the previous year's conference being cancelled due to COVID-19, this planning committee was able to successfully provide an amazing conference for students. This conference gave participants a space to engage with one another, a place to explore and understand their identities, and the ability to explore how the impacts of white supremacy and racism can be addressed. With the completion of an incredibly successful conference, the Students of Color Conference Planning Committee deserves a  well-earned break and many congratulations.  **Council of Unions and Student Programs (CUSP) Spring Legislative Academy**  CUSP’s Legislative Action - Spring Academy was held on Friday, May 14, 2021. This two-hour legislative summit brought together CTC system stakeholders to discuss the 2021 Legislative Session and its impact on students, develop student advocacy strategies to impact legislative issues, and to get involved with state- level CTC legislative action next year. |
| **Guided Pathways** | **Guided Pathways Legislative & Funding update**  15.8 million additional funding for 2021-23 biennium (5.8 in 21-22 and 10 in 22-23) was allocated for scaled implementation of Guided Pathways. Additional accountability was embedded in the new SB 5194 to include an evaluation by Washington State Institute for Public Policy (WSIPP) of the Guided Pathways implementation beginning in 2023.  **Guided Pathways IDEAL Fellowship - Cohort 1**  The first cohort of GP IDEAL Fellows wraps up their fellowship May 21,2021. Presentations of their project findings and recommendations will be shared at the upcoming June 3, 2021, Guided Pathways Advisory Council meeting.  **Guided Pathways Work Plan**  Guided Pathways work plans are due May 17, 2021. Plans will be read by teams of readers and feedback provided to the colleges in June. Allocation recommendations will be made for the June State Board meeting.  **Co-Requisite Math Community of Practice**  The Co-requisite math community of practice continues to evolve, with multiple colleges now moving to full scale of their co-requisite math offerings. A convening is currently being planned for Summer/ Fall.  **Coaching**  The new cohort of coaches has been identified and will be completing initial Coaching for Equity training and orientation in May and June. Coach assignments will be reviewed with college presidents over the summer and assignments will be developed based on aligned strengths and college needs.  **Technical Assistance**  Ethnographies of Work Virtual Institute - August 16-20, 2021  A small cohort of colleges will be invited to participate in a FREE Ethnographies of Work Institute featuring Guttman and Bunker Hill Community College Faculty and Jobs for the Future leadership team members. The Institute will provide a deep dive into applying two distinct EOW models of career development. More information to come!  **Summer Cohort Retreat & Student Success Institute**  College Spark cohort colleges Summer Cohort retreat has been rescheduled for Fall, 2021. Dates to be announced soon.  **Instructional Design - Washington Course Checklist update**  A free webinar introducing the next iteration of the Washington Course Checklist will be hosted by Alissa Sells on May 20,2021, from 2:00-3:30 p.m. The Checklist and related guides are an open course design tool |

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|  | created to assist faculty and other course developers in building more equitable, inclusive, and engaging online learning environments. It promotes student and faculty success by removing barriers to learning and teaching embedded in the design of a course. Faculty are encouraged to join the webinar to discover how using the WA Course Design Checklist and supporting resources can help make small, manageable updates to their course and positively impact a student’s college journey.  **Student Success Center Staffing Updates**   * Ashley Montenegro-Ramirez started with the SSC April 26, 2021, as the Administrative Assistant. She joins us from her role as the Senate support staff, and we are thrilled to have her on our team! Please feel free to reach out to Ashley at [amontenegro@sbctc.edu](mailto:montenegro-ramirez@sbctc.edu). * Learning Agenda Policy Associate - The SSC is hiring! Please consider applying and/or recruiting for this critical role in supporting the Guided Pathways scaling work. The announcement and application information can be found [HERE.](https://hcprd.ctclink.us/psc/tam/EMPLOYEE/HRMS/c/HRS_HRAM_FL.HRS_CG_SEARCH_FL.GBL?Page=HRS_APP_SCHJOB_FL&Action=U) |
| **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.  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 multi-year project will be spearheaded by the Center of Excellence for Careers in Education.  **Job Skills Program and Customized Training Program**  We announced the availability of funds for current project increases and for new projects, as a Special Funding Round (8). 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 awarded an additional 12 requests at around $480,000.  Projects ranged from $12,000 to $87,000. We also received an additional $5 million per year in the most recent state budget. This is a very popular program and we’ve already received the first application for the new year, with anticipation of 9 more before the end of May.  **Hospital Employee Education and Training Program 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 May, SBCTC held a review to consider 9 applications for FY 22 HEET funds. Colleges submitted proposals totaling over $2 million. Each of the nine proposals were fully- or partially-funded. Projects will conclude by June 30, 2022. This funding is in response to emergent workforce needs of our healthcare system. Projects continue to seek to address significant pathways, increasing student diversity, curriculum development, veterans, surgery technicians, and student navigators.  **Apprenticeship Funding Taskforce**  SBCTC will reconvene the full task force composed of colleges, Apprenticeship Training Coordinators, Labor & Industry staff, and the State Labor Council in June to provide updates on the existing apprenticeship-funding model guidance issued annually to our colleges.  We have validated 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 have shared the updated value with an internal stakeholder group of 3 colleges in late May.  The group includes Presidents, Vice Presidents, and apprenticeship staff. Next steps are to seek final recommendation and approval by WACTC and distribute to the system before the end of fiscal year. |

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|  | **WACTC and Centers of Excellence Workgroup**  In November 2020, the Centers of Excellence (COE’s) inquired, 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. A joint workgroup (members of the WACTC Educational Services Workgroup, COE Executive team, and SBCTC staff) has met twice monthly to collectively address our charter, describing the intended scope of work, and will finalize the draft of policy recommendations June 27th. Once finalized the draft will be presented to the Educational Services Workgroup in early June for further consideration.  **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 reconsider the launch and assist in the development of a new data platform. We’re excited to report that the workgroup within the Workforce Education Council (WEC) has endorsed our moving forward with the new PAR process. Additionally, we can report that the first phase of the transitioning program data has also occurred and we are working with SBCTC staff to move program data out of SharePoint to Sequel (SQL), focusing that it aligns with ctcLink and includes plan codes. |
| **Basic Education for Adults (BEdA)** | Two bills impacting BEdA passed this legislative session:   * HB 1044: Postsecondary Education in Prison is a complex bill that includes allowing our college education programs to offer transfer-level Associate of Arts (AA) degrees. In the past, only   “workforce” coded degrees were allowed.   * ESHB 1176: Concerning Access to Higher Education disallows school districts from withholding transcripts to students with unpaid fines and fees. This will allow for more High School Plus (HS+) students to have their transcripts evaluated for prior credit toward a diploma!   Both bills are huge equity wins for our students (and several years in the making!) A huge thanks to our staff leads on these bills, Pat Seibert-Love and Troy Goracke respectively, for helping to ensure that these bills are now law.  We are currently engaged with the state Workforce Board on providing recommendations for the Workforce Innovation and Opportunity Act (WIOA) reauthorization that is likely to take place this year. Our advocacy is around ensuring our students continue to be represented in the workforce development system, with an increased presence in work-based learning programs by expanding the IET model to Apprenticeship (including pre-apprenticeship) and other employer-driven training programs.  The Migration Policy Institute has released a treasure trove of information on immigrant parents of U.S- born children in Washington state. It includes information gleaned during the pandemic. [The report](https://www.migrationpolicy.org/sites/default/files/publications/mpi_nciip_parents-children-0-4-and-5-10-wa-2021_final.pdf) focuses on parents of children ages 0-10 and advocates for a 2-gen approach.  We have implemented a grading fix in ctcLink for BEdA students. Thanks to the Data Services team, the new grading basis of BGB (BEdA Grading Basis) is in production. Course and class builders will need to look at the[, Basic Education for Adults Course and Class Coding,](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.sbctc.edu%2Fresources%2Fdocuments%2Fcolleges-staff%2Fdata-services%2Fdata-warehouse%2Fbeda-course-and-class-coding.pdf&data=04%7C01%7C%7C3671efb8a45d4395eea808d913cc73b7%7C02d8ff38d7114e31a9156cb5cff788df%7C0%7C0%7C637562591112165485%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=8OM7Exlgsgfz1UpBqmK3ZlI0bkI%2FmBkhz6b0kMab4x4%3D&reserved=0) to make sure they are building out their classes correctly with this new grading basis for Summer/Fall term(s). |
| **Assessment, Teaching, and Learning (ATL)** | Over the past year, Jen Whetham has coordinated a [Constellations Core Team](http://bit.ly/36Ye4Dk) of faculty organized around a key question--*What does it mean for faculty professional development to lead with racial equity, not just in name, but in practice?--*leading to defining a *Constellations framework*. |

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|  | The primary purpose of the Constellations framework is to help us, as a CTC system, practice using a common language as we hear the call of the SBCTC vision statement and collectively step into the ever- evolving work of antiracism.  To further develop this emergent tool of the Constellations framework, the group is offering a series of workshops exploring 6 pivotal, foundational aspects of what it means to "Lead with Racial Equity" through the lens of teaching, learning, and assessment:   * [*Decolonizing Pedagogy*](http://bit.ly/3reqcYu)*,* Thursday April 29th, 2021, 2 p.m. to 5 p.m. * [*Nothing About Us, Without Us, Is For Us: Student Voice & Agency*](https://bit.ly/2PoYuea), Friday May 14th, 2021, from 10   a.m. to 1 p.m.   * [*Confronting and Addressing Anti-Black Racism: From Classroom to Community Contexts*](http://bit.ly/3cgGhIW), Friday May 21st, 2021, from 12 p.m. to 3 p.m. * [*Trauma-Informed Pedagogy*](http://bit.ly/3cYC4bL)*,* May 25th, 2021, from 12:00 p.m .to 3:00 p.m. * [*Abolitionist Classroom Assessment: Promoting Academic Honesty*](http://bit.ly/3lJPpst), June 4th, 2021, from 12 p.m. to 3 p.m. * [*Culturally Sustaining Pedagogy*](http://bit.ly/3rhcJit), June 17, 2021, from 1:00 p.m. to 4:00 p.m.   For more information about these workshops or to register see the links above or contact Jen Whetham ([jwhetham@sbctc.edu](mailto:jwhetham@sbctc.edu)).  [ATL](https://www.sbctc.edu/colleges-staff/programs-services/assessment-teaching-learning/) is also co-sponsoring another spring quarter event for faculty:  *(re)Imagining Equity in Higher Ed: A Quarterly Interactive Community of Inquiry for WA Educators,*  Friday, May 28, 2021 – 9 a.m. to 3 p.m. (via Zoom)  [Click Here for Full Event Agenda](https://docs.google.com/document/d/1bU2N_Z6rWfyf9c3w4X1i1Mq30qDIqUvDp8NgTkiTA0U/edit?usp=sharing)  Price: $15 for part-time faculty/staff or $20 for full-time faculty/staff to support sustainability of this Community of Inquiry (25% discount available for 10 or more faculty from a single institution) Register by May 24, 2021: [Register Here](http://bit.ly/reImaginingSpring2021Registration)  Contact the event planning team at [reImaginingEquity@gmail.com](mailto:reImaginingEquity@gmail.com) with any inquiries. |
| **Launch Years** | The Washington steering committee for the [Launch Years | UT Dana Center](https://www.utdanacenter.org/our-work/k-12-education/launch-years) project meets in mid-May to consider a set of draft recommendations for statewide K-16 efforts supporting improvements in high school math pathways. A cross-sector group of teachers and faculty will also meet in May to draft a consensus perspective on what a “modernized” version of high school Algebra II should involve; the goal is to move forward with developing a new Algebra II course in 2021-22 that would be made available to interested districts across the state to pilot in 2022-23. For more information see or contact [Bill Moore](mailto:bmoore@sbctc.edu) at SBCTC. |
| **Bridge to College** | Given the variety of ongoing challenges and circumstances this year, we are extending the decision from spring 2020 that *the system placement agreement connected with Bridge to College Math will be a local college decision rather than automatic and statewide*. We strongly encourage colleges to support students whenever possible and honor the agreement of a B or better grade providing direct placement into Math& 107 or Math& 146 (or their equivalents).  The *system-wide automatic placement agreement is still in place for Bridge to College English*. The course grade reflects the student’s performance status as of the end of the fall term or at the school closing date in June. Given the nature of the course curriculum, the “B or better” grade should still be a meaningful indicator of college readiness.  NOTE: Bridge to College students are told each year to follow whatever procedure the college has defined to submit Bridge to College course grades for placement. They also have been told that to use the agreement they need to be prepared to provide a copy of their high school transcript after they are admitted to one of the participating higher education institutions. If students wish to enroll in a course different from what the agreement allows, they understand that they may be required to provide more transcript information or take a placement test. Especially given the current circumstances, however, we strongly encourage colleges to help students use their Bridge to College grades for placement by making the process as simple and transparent as possible. If you have any questions, contact [(Bill Moore](mailto:bmoore@sbctc.edu)), Project Director, or  Sally Zeiger Hanson ([shanson@sbctc.edu](mailto:shanson@sbctc.edu)), Project Manager. |

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| **Educational Technology & Open Education** | Staffing changes and transitions are underway as the Education Division rethinks / reshapes the future of educational technology and how to best serve colleges. Educational Technology department members are prioritizing the following work: OER, competency based education, course sharing, Ed Tech Commons, and upgrading the e-tutoring platform. The future of badging and digital credentials continues to be reviewed. |
| **Transfer Education** | HB 5401 makes it permissible for the SBCTC sector to offer a Bachelor of Science (BS) in Computer Science (CS) degree. SBCTC colleges may submit applications to develop the BS in CS as early as December 1, 2021. In conjunction with members of a BS in CS Steering Committee, SBCTC staff is  working to streamline the application process and to build capacity for future degree implementation. The committee is also working on the following:   * Identifying competing computer science training programs and seeking to collaborate statewide efforts * Updating policy manual language to include BS in CS * Discussing curriculum development strategies (tapping into Bellevue College’s resources/knowledge) * Considering program delivery, modality, and platform (i.e. CANVAS) to meet the needs of urban and rural colleges and communities * Determining ways to attract qualified faculty * Developing strategies to recruit and retain a diverse student population * Identifying program-related tools and resources   **Statewide Articulation Agreement:**  In March 2021, SBCTC renewed a statewide articulation agreement with Western Governors University (WGU). The press release is provided for review[: WGU and SBCTC Agreement-Press Release](https://www.sbctc.edu/blogs/news-releases/2017/may/masters-programs-admission-made-simpler-with-wgu-and-community-technical-college-agreement.aspx). SBCTC’s Instruction Commission (IC) declined to establish an Articulation agreement with Southern New Hampshire University (SNHU). IC cited the following rationale for not establishing an SNHU articulation agreement:   * An articulation agreement with SNHU is not in the best interest of the SBCTC system given all of the partnerships/agreements currently taking place between sector colleges and state-wide four-year institutions with regard to transfer as it relates to DTA, in particular. * There is still capacity for the 2-year sector to build transfer agreements with 4-year in-state institutions, and there are also many diverse BAS options for students to choose from throughout colleges in the SBCTC system. * SNHU may; however, still contact individual colleges to establish articulation agreements. This is permissible (i.e. Pierce College) and any such agreement would operate as a local agreement.   **Teagle Grant and SBCTC Support**:  SBCTC invited the Independent Colleges of Washington (ICW) to talk with the Instruction Commission (IC) about the Teagle Grant. If ICW receives funding for the Teagle Grant, it will provide support for graduates with earned DTA degrees to advance education towards a bachelor degree at ICW institutions. SBCTC sector colleges are working to help Dr. Sheila Steiner, from Saint Martin’s University, to obtain IRB approval, so that she could obtain permission to access graduates’ names and contact information. The information will be used to survey graduates about future educational plans.  **Nursing LPN-to-BSN Committee Work:**  With a focus on minimizing the number of credits that students in an LPN-to-BSN pathway would need to take, the LPN-to-BSN committee identified a list of current LPN learning outcomes and refined the list into categories of competencies. Sub-groups met to further refine the lists based on research related to LPN practices. The committee discussed that current WACs do not provide specific guidance regarding  knowledge and skills (pre-requisites) that an LPN program should need. The committee considered if the LPN portion of the proposed pathway could be approved with no prerequisites, but required typical prerequisite knowledge integrated into the curriculum itself. Four colleges are currently moving forward with planning phases of LPN-to-BSN reported out about progress. The colleges include Green River College, Columbia Basin College, Saint Martin’s University, and Wenatchee Valley College. |

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|  | **Dual Credit/Running Start**:  HB 2864 (2020 Legislative Session) - The Running Start Summer pilot will launch in Summer 2021, with registration beginning as early as mid-May. Programs will be hosted at Yakima Valley College, Skagit Valley College, and South Puget Sound Community College. OSPI and SBCTC have been working closely with the selected colleges and participating high schools to ensure successful program implementation. The pilot is limited to 5 credits per summer session for incoming 11th and 12th grade students in Summer 2021 and 2022. Additionally, seniors who are one class short of receiving their AA degree may take 5 credits as well. |
| **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, thirty-eight 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. Columbia Basin leads with ten endorsed programs, followed closely by Clark.  Career Launch funding for capital equipment and/or enrollment growth 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** | On June 1, 2021, Monica Olsson will be joining the Education Division of the State Board as the Accessibility Policy Associate. We are delighted to welcome Monica and look forward to her leadership at the agency and within our college system! |

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| **New Investments—Executive Summary**  ***The potential methods for allocating these funds are being developed by the WACTC Operating Budget Committee and will be finalized in late June when the State Board adopts the FY 2022 allocation.*** | **FY 2021-22** | **FY 2022-23** | **Total:** |
| Anti-Racist Curriculum Review—expansion of current Anti-Racist being done in English 101 pilot | **750,000** | **750,000** | **$1,500,000** |
| Job Skills Program—expansion of current program | **5,000,000** | **5,000,000** | **$10,000,000** |
| High Demand Enrollments— expansion of enrollments in high demand programs | **1,000,000** | **1,000,000** | **$2,000,000** |
| Career Launch Enrollments—expansion of career launch enrollments (RCW 28C.30.020) | **1,000,000** | **1,000,000** | **$2,000,000** |
| Guided Pathways - Additional Funding | **5,876,000** | **10,000,000** | **$15,876,000** |
| SB 5194 - Equity & Access in Higher Ed (See chart) | **7,349,000** | **8,499,000** | **$15,848,000** |
| SB 5227 Diversity/Higher Education (See chart) | **2,048,000** | **1,119,000** | **$3,167,000** |
| Running Start Data – For data gathering in coordination with the Student Achievement Council | **10,000** |  | **$10,000** |
| HB 1893: Emergency Assistance Grants (1893) (See chart) | **4,000,000** | **4,000,000** | **$8,000,000** |
| HB 1166: Students Experiencing Homelessness (See chart) | **516,000** | **516,000** | **$1,032,000** |
| HB 1273: Menstrual Products—for colleges to segue into providing these products free of charge beginning in  2022-23 | **350,000** |  | **$350,000** |
| HB 1044: Postsecondary Ed and Internet- technical support for programs at correctional institutions | **16,000** | **91,000** | **$107,000** |
| Capital Budget: Career Launch Equipment funding | **Biennial appropriation** | | **$5,000,000** |

**Detailed Summaries:**

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| **E2SSB 5227** | July 2022 | 2022-23  AY | 2023-24  AY | 2024-25  AY | 2026+ |
| **Campus Climate Assessments:** | Progress reports |  | Report to |  |  |
| SBCTC must develop a model campus climate assessment for the colleges. Each | due to SBCTC July | Leg due |
| individual college – not SBCTC – may use or modify the model assessment and will | 1, 2022; annual | Dec. 31, |
| administer its own climate assessment. The assessment should occur every 5 | submissions of | 2024 |
| years. Between campus climate assessments, colleges must conduct annual | the |  |
| listening and feedback sessions on DEI. SBCTC would then “roll up” those | listening/feedback |  |
| assessments and results of the listening/feedback sessions (when applicable) into | sessions |  |
| a report. | thereafter |  |
| **DEI/antiracism professional development:** | Progress reports |  | Report to |  |  |
| Beginning 2022-23 academic year, colleges must provide DEI and anti-racism | due to SBCTC July | Leg due |
| professional development for faculty and staff, and have participants evaluate the | 1, 2023; annual | Dec. 31, |
| training. Colleges are required to submit their curriculum, and evaluations, to | submission of | 2024 |

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| SBCTC (but SBCTC approval is not needed). Colleges must post the PD content framework on their public websites and SBCTC must post PD model  standards/promising practices on their website. | evaluations thereafter |  |  |  |  |
| **DEI programs for students:**  Beginning in the 2024-25 academic year, provide DEI and antiracism programs to all students, and have students evaluate the program. |  |  |  |  | Report to Leg due Dec. 31,  2026 must include student DEI information |

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| **ESSB# 5194** | **July 2022** | **2022-23 AY** | **2023-24**  **AY** | **2024-25 AY** | **2026+** |
| Beginning July 30, 2022 and every 2 years thereafter, all CTCS must submit biennial | College DEI |  |  | College DEI |  |
| **DEI strategic plans** to SBCTC. Diversity programs must include opportunities for | strategic | strategic |
| historically marginalized students to form student-based organizations to support | plans | plans |
| each other and to access trained mentors. Each college must establish a culturally | submitted to | submitted |
| appropriate outreach program to help marginalized students navigate college, | SBCTC | to SBCTC |
| financial aid, resources available in the community etc. SBCTC must develop a model |  |  |
| faculty diversity program aimed at retaining and recruiting diverse faculty. Each |  |  |
| college shall post DEI strategic plans and definitions of key terms on their website. |  |  |
| Subject to funding, CTCs must fully implement **Guided Pathways** to include:  o Program maps, dedicated advising and career counseling, data analysis of student learning and program/service outcomes, \* and a student support infrastructure, based on research or documented evidence of success\*\* |  |  | WSIPP will submit a preliminary report Dec. 15, 2023 |  | WSIPP will submit a final report Dec. 15,  2029. |
| o Each community and technical college shall post on its website and include in the guided pathways program documentation and reports definitions for key terms including: Diversity, equity, inclusion, culturally competent, culturally appropriate, historically marginalized communities, communities of color, low-income communities, and community organizations. |  |  |
| o The Washington State Institute for Public Policy, with the WEIA accountability and oversight board, will evaluate the guided pathways model. To the  greatest extent possible, the report will look early student outcomes related |  |  |

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| to retention, persistence, college-level English/math completion within the first year, graduation rates and transfer rates.  o *SBCTC will continue to support out on Guided Pathways through the requirements established in HB#2158 from last Legislative Session*. |  |  |  |  |  |
| Legislature’s goal is to add 200 **full-time, tenure-track positions** in the 2021-2023 biennium. This requirement and the funding start in 2022-23. WACTC has asked the Business Affairs Council to provide recommendations on the allocation methods and a consistent means for college tracking. |  | By 12/23, SBCTC  report to Legislature. | Section expires July 1,  2024 |  |  |
| The college board must collect data and assess the impact of the 200 additional full- time tenure-track faculty on student completion rates. |  |  |
| The college board must convene representatives of faculty, staff, and administration to report on outcomes as a result of increasing full-time tenure-track faculty; make recommendations. |  |  |
| The college board shall conspicuously post on its website and include in the report definitions for key terms… |  |  |
| SBCTC shall administer a **mental health pilot program**, with at least half of the colleges being outside the Puget Sound area. Selected colleges will receive grants to implement strategies aimed at increasing student access to mental health counseling and services, including substance use disorders. Selected pilot colleges that use grant funds to hire more mental health counselors must hire counselors with graduate-level training. |  | Report due 11/23 on mental health strategies. |  |  |  |
| Nov, 1, 2023 – a joint report is due to the Legislature that must include information and data on the effectiveness (including cost effectiveness) of each strategy used to increase student access to counseling and services. |  |
| Beginning Sept. 1, 2021, SBCTC shall adopt rules regarding the **minimum hiring standards for a faculty counselor**. At a minimum, a graduate or professional degree in a related field. | Now |  |  |  |  |

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|  | **HB 1893 Emergency Assistance Grants** |  | July 2022 | 2022-23 AY | 2023-24 AY | 2024-25 AY | 2026+ |
| [HB 1893 – 2019-20](https://app.leg.wa.gov/billsummary?BillNumber=1893&Year=2019) Subject to availability of amounts appropriated for this specific purpose, the emergency assistance grant program is established to provide students of community and technical colleges monetary aid to assist students experiencing  unforeseen emergencies or situations that affect the student’s ability to attend | | |  |  |  |  |  |

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| classes. In accordance with the increased appropriations made available through the passage of [SB 5092 – 2021-22,](https://app.leg.wa.gov/billsummary?BillNumber=5092&Initiative=false&Year=2021) all CTC’s that submit applications meeting the minimum program criteria will be funded to administer emergency assistance grants for FY22-23. Award notifications will be released to the college system by mid-June 2021 in order  for colleges to begin implementation processes July 1st. |  |  |  |  |  |
| All funded colleges will be required to submit quarterly reports to aid in the development of the annual report due to the legislature by December 1st of each year. | Report to legislature due Dec. 1 | Report to legislature due Dec. 1 |  |  |  |

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|  | **HB 1166 Students Experiencing Homelessness** | July 2022 | 2022-23 AY | 2023-24 AY | 2024-25 AY | 2026+ |
| Building on the pilot program established by the passage of [SB 5800 – 2019-20,](https://app.leg.wa.gov/billsummary?BillNumber=5800&Initiative=false&Year=2019) [HB](https://app.leg.wa.gov/billsummary?BillNumber=1166&Year=2021&Initiative=false) [1166 – 2021-22](https://app.leg.wa.gov/billsummary?BillNumber=1166&Year=2021&Initiative=false) expands access to the homeless and foster care college students pilot program by directing the college board to select eight college districts with no less than four located outside of the Puget Sound region to provide certain accommodations to these students. The accommodations may include, but are not limited to, access to: laundry facilities; secure storage, locker room and shower facilities; reduced-priced meals or meal plan, and food bank, technology, short-term housing or housing assistance, especially during breaks; and case management services. | |  |  | Pilot program expires July 1, 2024 |  |  |
| The college districts participating in the pilot program shall participate in regular data collection and reporting processes in order to provide a joint report to the appropriate committees of the legislature by December 1, 2023. The final report must include the number of students assisted by the pilot program; strategies for accommodating students experiencing homelessness or food insecurity, and former foster care students; and legislative recommendations for how students experiencing homelessness or food insecurity and former foster care students could be better served. | |  | Joint report to Legislature due December 1, 2023. |  |  |  |

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| Bill Number | Bill Title | Staff |
| SHB 1016 | Juneteenth | Ha Nguyen |
| 2SHB 1028 | Residency teacher cert. | Jamilyn Penn |
| 2SHB 1033 | Employment training program | Peter Guzman |
| 2SHB 1044 | Prison to postsecondary ed. | Pat Seibert-Love |
| SHB 1166 | College students pilot | Jessica Porter |
| 2SHB 1168 | Long-term forest health | Marie Bruin |
| SHB 1170 | Manufacturing | Marie Bruin |
| ESHB 1176 | Student fines and fees | Troy Goracke |
| ESHB 1273 | Menstrual products/schools | Jennifer Dellinger |
| HB 1289 | Winery workforce development | Arlen Harris |
| EHB 1311 | SUD apprenticeships/certs | Peter Guzman |
| SHB 1425 | CTC student scholarships | Scott Copeland |
| E2SHB 1504 | Workforce ed. investment act | Carolyn McKinnon |
| E2SSB 5194 | Higher ed. equity & access | Kristi Wellington Baker/Ha Nguyen/  Cherie Berthon/Carli Schiffner/Joe Holliday |
| E2SSB 5227 | Diversity, etc./higher ed. | Ha Nguyen |
| ESSB 5321 | College bound scholarship | Scott Copeland |
| SSB 5401 | CTC computer science degrees | Jamilyn Penn |
| SB 5430 | Advanced tuition payment prg | Scott Copeland |