SBCTC Common Messaging

Education Division Winter 2022

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| **Topics** | **Highlights** |
| **Student Services &****Student Supports** | **Staffing Updates**Christine McMullin joined our staff as a Student Services Policy Associate in November. She comes to SBCTC from Pierce College, where she served as Director of Advising. Welcome, Christine!**2022 Legislative Interns**The 2022 Legislative Interns joined the State Board on January 4th with the Student Services Team. We are thrilled to have two wonderful student leaders Melissa Littleton and Mirian “MJ” Mencias serve as our student voices for this session. Melissa Littleton attends Tacoma Community College in the BAS Project Management program and will graduate this spring. Melissa is passionate student leader who is an advocate for housing insecurity, basic needs, and student success. She is also serving in her second term as Student Body President at Tacoma Community College. Mirian “MJ” Mencias attends Highline College and will graduate with her Associate Degree in Political Science and will start at University of Washington Seattle campus in the fall. She is dedicated advocate for equity, diversity, and inclusion. She has worked as a Passport Peer Mentor and Equity First Strategic Team member at Highline. As a returning adult student MJ has jumped into her education and leadership journey head first.Their SBCTC contact information is Melissa Littleton at mlittleton@sbctc.edu and MJ Mencias at mmencias@sbtct.edu. Their work schedules are flexible to accommodate their class schedules and other campus responsibilities. **Promising Practices Exchange Webinar Series**The Promising Practices Exchange and its popular webinar series is continuing this year. Go to [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)  to learn more about it. Two events are scheduled so far: the February 17 webinar will focus on *Student Mental Health*; and the April 21 webinar will focus on *Student Basic Needs*. Submissions to the Exchange at the website (above) are encouraged on these and other topics featuring promising efforts in student outreach, enrollment, success, and closing equity gaps. **Mental Health Counseling & Services Pilot Program**The four colleges selected for the 2021-2023 Mental Health Counseling & Service pilot program recently completed their first quarter of implementation. In October, Grays Harbor College, Lake Washington Institute of Technology, North Seattle College, and Wenatchee Valley College each received their first year funding allocation of nearly $125,000. The pilot programs have met twice and are implementing the early stages of their proposed plans. Each school is incorporating strategies designed to increase campus mental health counseling capacity and foster increased collaborations with community partners. The colleges have been engaged in hiring counselors, developing tools to assess services, and planning outreach to further increase awareness around mental health. Improving equity in counseling services is being closely examined. Data collection tools have been developed to provide mid-year and year end reports of progress. Promising practices and insights from the pilot schools will be shared system-wide.**Governor’s Poverty Reduction Work Group: Human Centered Poverty Reduction Design Team**The Human Centered Poverty Reduction Design Team (also known as HCPR) is responsible for creating a human-centered upward mobility system that coordinates the work of our agencies, empowers people experiencing poverty, treats them as customers, and measurably and equitably reduces poverty.This goal is based on Strategy 6 of the Governor’s Poverty Reduction Workgroup Strategic Plan, Reducing Poverty, and Inequality in Washington State, a 10-year Plan for the Future: Build an integrated human service continuum of care that addresses the holistic needs of children, adults, and families.There are 6 focus areas of Strategy 6: Shared Outcomes, Updating Standard of Need, Universal Intake, Increasing Cash Assistance, Smooth On and Off Ramps, and Instilling Hope and Resilience. Committees have finalized their charters and recently built work plans that outline the current state mapping, gap analysis, future state action plan, and recommendations for implementation.**Basic Food Employment and Training (BFET)**The Food and Nutrition Service (FNS) has recently released guidance allowing states to use SNAP Employment and Training Funds to provide subsidized wages to BFET participants in work-based learning activities. The Department of Social Health Services (DSHS) has convened a work group with representatives from colleges, community based organizations, and the SBCTC to write Washington’s plan for implementation of these new qualifying activities such as apprenticeships and internships. This is exciting news as it is one more way to engage students in BFET activities. The Student Support Programs SBCTC team will continue to provide ongoing updates.Digital Supports has been added as a support category for eligible BFET students. If your college wishes to support students with Digital Supports they can spend up to $700 per student on devices and accessories for their programmatic success. Please note that your BFET budget must be updated to reflect the addition of the Digital Supports category. If you have any questions, please contact the BFET Program Administrator, Kathi Medcalf.**Supporting Students Experiencing Homelessness (SSEH) Pilot**Currently, there are 8 community and technical colleges and 4 public baccalaureate institutions participating in a pilot established by the Washington State Legislature to provide accommodations to students experiencing homelessness or were in foster care at the time of high school graduation. Participating colleges include: Clark College, Edmonds College, Highline College, Lower Columbia College, South Puget Sound Community College, Walla Walla Community College, Wenatchee Valley College, and Yakima Valley College. Included in the SBCTC’s Operating Budget request to the 2022 Legislature and currently sponsored by Representative Leavitt, [HB 1601](https://app.leg.wa.gov/billsummary?billnumber=1601&year=2022) makes it possible for all colleges in the state to provide these services to eligible students.**Student Emergency Assistance (SEAG) Program**The Student Emergency Assistance Grant (SEAG) Program, allows community and technical colleges in Washington State to provide low-barrier monetary assistance to students experiencing emergencies that affect their ability to attend classes. The SBCTC received an additional $4 million per fiscal year for FY22 and FY23, which funded 27 colleges to administer the SEAG Program for the biennium. To learn more about the students served, the types of emergency requests received and funded and program evaluation findings, please see this year’s SEAG Program Legislative Report. |
| **Student Success & Strategic Initiatives** | **Staffing Update:  Kristi Wellington-Baker left her role as the Director of the Student Success Center and Strategic Initiatives in October 2021. Laura Schueller has been serving in an interim role. A new director has been named: Monica Wilson! Monica will start on February 1.****2021-22 Priorities**1. **Access & Retention**
2. Interdisciplinary Team Engagement > Placement & Intake Advising Process Inquiry & Action Professional Development
3. Student Engagement > Integrate student fellows into examining transparency & effectiveness of program maps and entry processes in the student journey
4. Student Engagement > Integrate student fellows into examination of holistic individualized educational planning practices
5. **2. Educational Equity**
6. Student Engagement > Guided Pathways IDEAL Fellowship - Diverse students engage in seminars and project based learning examining college policies and processes
7. Faculty Engagement > Building an anti-racist classroom & assessment culture through anti-racist assessment praxis professional development
8. Data Analysis > Collaboration with Research & Planning Commission and SBCTC Policy Research team – Build data collection models in key areas
9. **Improve Completions**
10. Faculty Engagement > Co-Requisite Mathematics Community of Practice
11. Faculty Engagement > English 101 Assessment redesign professional development
12. Cross-departmental Engagement > Placement Process Inquiry & Action Professional Development

**Legislative Update**1. **Aligned Accountability** - Our team is working with the SBCTC DEI office to align the Guided Pathways requirements and the equity plan requirements in the SSB 5194 legislation.
2. **HB2158 Report Results** - Thanks to everyone who submitted their responses- results were drafted as part of the report sent to the WIOA oversight board in December.
3. **2021-23 Proviso** provided 1.5 mil for English 101 Anti-Racist Curriculum Review - see additional details on the project plan below

**Learning Agenda and Technical Assistance**1. **Guided Pathways Coaching**
2. *Training* - Coaches have been engaged in training over the last 4 months in partnership with Achieving the Dream and the National Equity Project and will continue professional development with these entities over the course of the year.
3. *College Coach Teams* – 2021-2022 Coaches were assigned, have mostly finished fall visits, and are in the process of scheduling winter and spring visits.
4. *Recruiting* – Recruiting for 2022-2023 coaches will begin in winter and a cohort of new coaches (to supplement returning coaches) will be chosen in the spring.
5. **Learning Communities**
6. *Ethnographies of Work* - a cohort of 5 colleges are engaged in pilot planning to integrate ethnographies of work models into their curriculum and classrooms. This is designed to support the structured exploratory experiences of students at those colleges.
7. *Corequisite Mathematics* - This learning community continues to work on the implementation and scaling of corequisite math models. A January 19th day of virtual sessions will be available for new colleges interested in engaging in this work with a two day spring event planned for more in depth learning.
8. *Placement Practices* - This learning community will expand and build on the work from the GP Early Adopter Cohort colleges launched in 2020-21.
9. *Anti-Racist Writing Assessment Ecologies (AWAE)* The Anti-Racist Writing Assessment Ecologies (AWAE) project, generously funded by College Spark Washington, with an initial cohort of 7 colleges and 28 faculty met through December, 2021. Each multi-racial college team has created a map of their current assessment ecology, identified an antiracist problem, and designed a plan to change their ecology to be more antiracist. A feedback protocol for colleges will continue into the winter and early spring.
10. *Antiracist Curriculum Initiative (ACI)*, funded by the legislature, will begin Winter quarter 2022. The leadership team has chosen a cohort of interested faculty this fall representing 31 colleges. The focus of this work will be on supporting faculty to implement labor-based grading with support from Asao Inoue, the leading scholar in anti-racist writing assessment praxis.  A multi day event for participants is planned for May 4-6.
11. **Guided Pathways IDEAL Student Fellowship**
12. Cohort 3 – A 30 student cohort from a 340 student pool of applicants was selected in December.  For cohort 3, four colleges were identified as IDEAL colleges and have agreed to designate an IDEAL rep on campus to act as a liaison with students as they work on their projects.  The fellowship will run from February through April.
13. Fellowship Evaluation - CCRI is conducting a qualitative evaluation of the GP IDEAL Fellowship focused on individual and institutional change.
14. **Alumni Network Project**
15. In partnership with EMSI-BG, the SSC has launched a system wide CTC alumni network project with the following objectives:
	1. Development of a robust alumni career network providing historically underserved students access to career support that perpetuates inequities in labor market outcomes and access to career opportunities.
	2. Support state and college communications designed to express the relationship between CTC students’ trajectory into industry and the local and regional economic impact those investments have generated.
16. System data and individual college portal access is expected early 2022.
17. **Research & Planning Collaboration**
18. *Guided Pathways data collection –* Student success center has been working with RPC leadership on ways to support colleges as they work together to develop data collection plans to inform their implementation guided pathways.
19. **Teaching & Learning Support**
20. *WA course checklist* - The Washington Course Design Checklist is an optional quality assurance tool.   The purpose of this checklist is not to prescribe how one should teach, it’s simply about maximizing the essential course design elements that contribute to the success of online, hybrid, and hy-flex students in our state. A small group has been identified to conduct an equity review and to offer feedback on the checklist during the winter and spring quarters.
21. *Canvas 101* - A 3-week, asynchronous, online course designed for faculty and staff who are just getting started using Canvas. Participants will be introduced to the basic instructional features in Canvas such as Assignments, Discussions, Quizzes, Content Pages, Modules, Gradebook, and much more. Please see the [course registration page](https://www.sbctc.edu/colleges-staff/programs-services/educational-technology-open-education/training-registration.aspx) for upcoming training dates.
22. **Learning Agenda**
23. A number of successful events including the Fall Faculty Institute, the Placement Webinar Series, and the Guided Pathways Fall Retreat offered learning opportunities for college faculty and staff. Materials are available on the SBCTC web page.
24. Please see the [SSC calendar of events](https://www.sbctc.edu/colleges-staff/programs-services/student-success-center/)  for registration and additional information about coming events.
25. **Work Plan**
26. *Redesign* – With the generous input of college faculty, staff, and administration and with the support of outside partners, we have done small redesign of the 2022-2023 work plan that we hope will allow colleges to describe their current work, reflect on their success, challenges and goals, and make concrete plans for their 2022-2023 investments. Although the questions are very similar to the ones that appeared on the 2021-2022 plan, there have been some clarifications and in the 2022-2023 plan, considerably fewer questions require a written response.
27. *Feedback –* A plan is being developed for spring where a group of readers (including GP coaches) will be asked to offer feedback to share with colleges on their work plans.

 **IMPORTANT DATES*****PROFESSIONAL DEVELOPMENT EVENTS 2022**** Jan 19, 2022 - Sessions for Colleges Interested in Launching Corequisite Mathematics Courses
* Jan 27-28, 2022 - Winter GP Cohort Retreat (for early cohort colleges)
* April 13, 2022 - Guided Pathways Spring SSI
* April 20-21, 2022 - Corequisite Math Convening

 ***2022-2023 WORK PLAN**** Jan 3, 2022 - Work Plan will be Available to Colleges
* Jan 10 & 20, 2022 - Work Plan Informational Webinars
* April 1, 2022 - Work Plan due via email
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| **Workforce Education** | **Staffing Updates:*** Two new policy associates have joined the Workforce Education team:
* **Genevieve Howard**, joins our team from Clark College, where she has served in a variety of workforce leadership roles over the past decade, and has most recently served as the Interim Vice President of Instruction. Genevieve brings a commitment to diversity, an emphasis on collaboration, innovative thought, a student-focused approach, strong relationships with fellow statewide workforce colleagues, and a deep understanding of how our educational programs play a key role in meeting the workforce needs across industry.
* **Anna Nikolaeva**, re-joins our team from The Employment Security Department, where over the past few years she has been a central figure in leading the Career Connect Washington initiative. Anna brings excellent leadership skills, a keen understanding of our various workforce programs and initiatives, and well developed state and local stakeholder relationships. Anna's experience combines direct student services as a career advisor and an instructor, and state-wide policy and program administration. When last with the State Board she led several workforce programs - Job Skills, Customized Training, and Perkins - and incorporated key innovations and program improvements.

**Legislative & Budget Pulse-Read:*** Workforce Education elements of the governor’s proposed supplemental operating budget mirrored those in SBCTC’s decision package, with the addition of funding to address the shortage of commercial truck drivers and to purchase or upgrade simulation lab equipment for nursing programs.
* The Workforce Education team is also tracking a substantial array of budget and policy proposals across the broader workforce development system, including proposed investments in clean energy workforce transitions, strategies to address long-term care, nursing, and dental workforce shortages, and apprenticeship expansion and sustainability efforts.

**Program & Funding Updates:*** **Apprenticeship**
	+ The State Board received a presentation and staff briefing about registered apprenticeship and CTC collaboration with apprenticeship at their [December 2021 meeting](https://www.sbctc.edu/resources/documents/about/board/2021-meetings/2021-december-agenda-complete-packet.pdf) (TAB 9). The Board explored how colleges assist registered apprentices in their related supplemental instruction, how apprenticeship aligns to pathways to certificates and degrees, and how apprenticeship is engaging women and people of color to enroll in their programs. Several informative videos were shared, spotlighting CTC collaboration with registered apprenticeship. Those videos are linked here:
* [Meat-Cutter Program](https://www.youtube.com/watch?v=cW3KwOy6NiU), South Seattle, 3:24
* [Ironworker, Spokane](https://www.youtube.com/watch?v=W_RbnPU62dI&feature=youtu.be), 1:34 seconds
* [Multi Occupational Trades Degree](https://youtu.be/6iz-PYCXJTk), Spokane, 1:39 seconds
* [General](https://youtu.be/2ZjLjSfZGN8), AJAC, 3:34 seconds
* As of Fall 2021, there were 22 colleges with approximately 180 active apprenticeship programs. During the spring quarter, 2021, 19 colleges had apprentices enrolled in their active programs. The headcount for apprentices in the spring quarter of 2021 was 7,118 (spring 2020 was 5,362), representing an increase of 32.75% from 2020. The Full Time Equivalent Student (FTES) enrollment for that same period was 3,014, and represents an increase of 35.44%. This marks the first quarter that we have seen a growth in apprenticeship enrollments, after six quarters of decline, which followed twenty-six consecutive quarters of growth.
* Workforce staff are presently conducting an inventory survey of active apprenticeship programs within the system.  The survey will provide updated information on program type, FTE generation, associated fees, and level of coordination with colleges in the system.
* **Perkins Performance Targets**
	+ Perkins V allowed states to set their own performance targets for each core indicator at the secondary and postsecondary level. States are allowed to adjust their initial target baselines to ensure accuracy of the goals using relevant Perkins V data. SBCTC is seeking the approval of the Workforce Board to revise baselines [Perkins V Targets](https://www.sbctc.edu/colleges-staff/research/data-public/perkins-dashboard.aspx) adopted in March 2020 due, in part, to impacts of the pandemic. Target baseline adjustment requires 60 days of public comment, which began December 15, 2021.
* **Worker Retraining (WRT) s (BW)**
	+ WRT monthly system meetings continue to bring WRT student services and administrators together to discuss emerging trends and best practices to effectively support dislocated workers in retraining for in-demand occupations. Meetings are open to all interested, scheduled for the second Wed. of each month from 2:30-4 p.m. [Register here](https://us02web.zoom.us/meeting/register/tZwsf-yqqTguEtbQIFNVH-iqIDSADcR9OPbp).
	+ Joint Legislative Audit Review Committee (JLARC) recently concluded a review of the Employment Security Department’s Training Benefits Program; Worker Retraining students are frequently co-enrolled in WRT and Training Benefits. [JLARC’s recommendations](https://leg.wa.gov/jlarc/reports/2021/trainingbenes/p_1/default.html) have potential impacts to WRT students should they be implemented. SBCTC provided public comment on the review.
* **COEs - WACTC COE workgroup-Phase II**
* The Centers of Excellence Chair presented the two final work products of the COE Phase II Workgroup commissioned by WACTC. The documents include a system summary of the Center’s annual work plans with an increased focus on alignment with system priorities and a matrix to identify system efficacy measures of COE resources to Community and Technical Colleges. The Educational Services Committee approved them and sent them on to full WACTC for review. The first reading was at the December Business Meeting, and presumably will receive approval at the January Business Meeting. These actions conclude the work of the sub-committee in advance of its December 30th deadline.
* **Department of Children Youth & Families (DCYF) Partnership & Early Achievers Grant (EAG)**
	+ In partnership with DCYF, SBCTC is helping coordinate two key deliverables related to early learning:
1. Implement a non-credit bearing community-based training option for early learning providers to meet their licensing requirement for the initial or short certificate.
2. Develop an articulation agreement for the community based training option to qualify for college credit equivalency.
* In addition, $370,000 in DEI funding was awarded to 19 EAG partner colleges to enhance support for equity, inclusion, and accessibility and to further the mission of access and equity within early learning programs.
* **High Demand Funds**
* The legislature provided $2 million for the 21-23 biennium to expand enrollments in training programs that lead to employment in high demand fields. 25 [High Demand](https://www.sbctc.edu/colleges-staff/grants/high-demand-funds.aspx) applications, representing 21 colleges, were submitted for consideration. The review committee plans to finalize recommendations mid-January to allow final decisions and awarding of funds to be completed in  February.
* **Workforce Development Funds - Competitive Application Coming Soon!**
* In FY23, Workforce Development Funds will return to a competitive application allocation process for its approximately $1.5 million in funding.
* These funds support the continued alignment of professional-technical programs with current industry practices and employee recruitment needs.
* Application information, including program guidelines, will be released February 17 and due on March 31.

**Important Dates:**SBCTC’s [Grants for Colleges web page](https://www.sbctc.edu/colleges-staff/grants/) lists all active grants and allocations available for application. * February 17: Funding application for Workforce Development Funds opens; due March 31.
* February 24: Funding application for Hospital Employees Education & Training (HEET) opens; due April 7.
* February 24: Funding application for Worker Retraining for Private Career Schools opens; due April 7.
* March 3: Funding application for Career Launch Equipment (Round 2) opens; due April 7.
* March 10: Funding application for Perkins and Worker Retraining  open; due April 21.
* March 17: Funding application for Early Achievers Grant opens; due April 28.
* April 14: Funding applications for Perkins Corrections, Leadership, Non-Trad, and Special Projects opens; all due May 12 except for Special Projects, which is open through May 31.

**Other Workforce Initiatives:*** **Workforce Education Council (WEC) Skills Standards Update**
* Perkins Special Projects funding was awarded to Green River College to continue the process of updating the statewide Skill Standards for Professional Technical instructors in addition to the identification and alignment of implicit bias and diversity, equity, and inclusion (DEI) competencies. The project leadership team is in the final stages of selecting experienced professional-technical instructors who are regarded as Subject Matter Experts (SMEs) who also represent a range of institutions, disciplines, geographic locations, racial/ethnic backgrounds and perspectives, years of experience, and areas of expertise. They will conduct two focus groups requiring up to 25 hours of engagement (one skills focused and one DEI focused), with a target of 21 participants in each to ensure sufficient breadth and depth of representation from across the CTC system.
* **Professional Technical Program Inventory**
* The [Professional-Technical Program Approval and Revisions](https://www.sbctc.edu/colleges-staff/programs-services/professional-technical/default.aspx) webpage has been modified, please make note of these changes.
	+ **System-wide Program Inventory**. You will find a searchable file that you can download from the website under Resource Links. This tool should save you time, as you will not need to request an updated inventory from our office. This inventory reflects current professional technical programs and will be updated quarterly (at minimum) to reflect changes.
	+ **Program Approval Email**. We have created a new email address specifically for program approval requests, update requests, and questions (programapproval@sbctc.edu). We have made this change to allow multiple staff at SBCTC to manage and track program approval requests.
* **Workforce Training Customer Advisory Committee (CAC):**
* The CAC met on December 7. The group engaged in a deeper-dive conversation about labor market conditions, exchanging observations about both their concerns and the bright spots. Overwhelmingly, the advisors’ concerns centered on the tightness of the labor market (i.e., shortage of skilled workers) and the uncertainty caused by the pandemic. Other concerns included supply chain disruptions, a small near-future cohort of young people entering the labor market, ongoing public health safety issues, and stress on current workers causing absenteeism and resignations (you’ve heard about it on the news - The Great Resignation). Bright spots include an abundance of employment opportunities, renewed collaborative spirit among workforce development stakeholders, movement towards addressing child care, and employers making progress to recruit, retain, and promote diverse workers. Members then shared how they see workforce education programs helping address their concerns; while those ideas varied widely, the common element was a call for person-centered solutions through advising, how pathways are designed (hey Guided Pathways - we see you!), supportive services, and life-long competency-based learning.
* **Continuing Education Data Integration**
* We continue to work with the SBCTC Data Support team and the CTC Continuing Education staff as they facilitate the integration of the new CampusCE system and ctcLink for tracking CE students.
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| **Basic Education for Adults (BEdA)** | The SBCTC put forward an agency request bill that will add counts of  the number of Washington residents aged 18 to 44 in need of a secondary credential and an estimate of the number of students who will enroll in Basic Education for Adults programs to the Caseload Forecast Councils annual projections. Estimates would allow colleges to more effectively serve students, increasing access, support, and program completion, ultimately helping students transition to college-level programs and into the workforce.The governor’s budget fully funds our request to expand existing programming that enables colleges and community-based organizations to build educational pathways that address the specific and varied needs of Afghan new arrivals.BEdA continues to offer robust professional development opportunities that centers racial equity for all program staff over winter quarter. Key offerings include:* Unpacking Our Data: Collaborative Innovation
* Leading with Racial Equity
* Teaching the Skills that matter: Project Based Learning
* BEdA STEM Pathways: Equitable Approaches to STEM
* Sustaining Instruction Past COVID-19: Building a New Normal

The BEdA team is preparing for Rendezvous, the biennial conference that brings together BEdA faculty, staff, administrators, and other stakeholders for learning, networking and connection. Rendezvous 2022: Reflect, Recharge, and Regroup will engage participants over the final four Fridays in July with keynotes and sessions that affirm our vision of racial equity by focusing on curriculum, disability justice including accessible technology and the virtual classroom, guided pathways, and mental health. The Adult Education Advisory Council (AEAC) will continue to meet virtually in 2021-2022, with the potential of an in person retreat.  This council will pursue the goals of their work plan through three committees that will focus on digital equity, caseload funding for BEdA students, and establishing an equity baseline for BEdA programs.The AEAC has a number of open positions, your support in spreading the word is appreciated. Position requirements are:* Library Program
* Community Based Organization

MarketingBEdA has collaborated with the Communications department on an initiative with Interact Marketing to develop a marketing plan and advertising toolkit for use across the field. This initiative has been supported by providers across the state who surveyed their current students to understand barriers to completing a high school diploma or GED® and identify key messaging themes to encourage further education. A select group of deans and directors have also participated in phone interviews and a focus group to provide additional feedback and direction for the initiative. The marketing plan and resources are now available for use across the system.  Providers will meet with Interact on Thursday, January 13th for more information on implementation and use. The marketing materials are available here: [BEdA Marketing Toolkit](https://www.sbctc.edu/colleges-staff/collegeaccess/advertising-toolkit/basic-education-for-adults.aspx) |
| **College in the Prisons (Corrections Education)** | Pre-filed Bill 5588 - Reentry Planning - looking to ensure funding and robust involvement of education navigators in reentry planning process.Contract signed for FY22. Begin work on FY23 contract, in January. Look to incorporate access to Washington College Grant and future Pell in FY23.Funded Education Navigators at Columbia Basin, Olympic, Yakima Valley and Centralia.Hired Senior Engineering IT specialist and Senior Engineering IT Support personnel.Hiring full time Corrections Admin to support the Correctional program, primarily the education navigators. |
| **Tribal Relations  & Curriculum Development** | November 15, 2021-(New Program)**Responding to WA First Peoples Disproportionality in Higher Education:**WA’s Community and technical college enrollment by students from Tribal communities was low prior to the global health crisis of COVID 19. The completion rate for AI/AN students made up less than 2% of completers, representing the lowest rate for any student population. With the onset of COVID, enrollment and completion rates plummeted for AI/AN students across the state—dropping 24% from Winter to Spring 2020 quarters.The disproportionality of AI/AN student recruitment, retention, and completion rates can be addressed through building collaborative partnerships and consultation between local Tribes and CTCs (RCW 43.376 Government to Government with Indian Tribes). This project proposal attempts to bridge this gap by developing a robust outreach initiative, trainings for colleges, and curriculum review to incorporate indigenous knowledge systems.A handful of our community and technical colleges are beginning to engage Tribes in their service districts to address this crisis. Green River College, Grays Harbor College, Highline College, and Wenatchee Valley College (just to name a few) are working with local Tribes to build trust and relationships from which to build authentic, respectful change and open pathways of opportunities. Albeit successful is small pockets, this Tribal engagement needs statewide coordination and training, so colleges are appropriately prepared to begin this work with sovereign nations. The community and technical college system will greatly benefit by having dedicated leadership for this work. Community and technical colleges across have mobilized and are requesting technical assistance to engage regional/local Tribes.A primary aim is to develop a strategic plan supporting WA’s 34 CTCs Equity Diversity & Inclusion (EDI) policies by acknowledging local Federally Recognized Tribes to reflect traditional territories and lands each CTC resides. The effort begins by honoring Tribal Sovereignty through Tribal Consultation and participation.   SBCTC supports the development of WA CTC American Indian Indigenous Advisory Board (WCAAB) to guide the development of government-to-government relationship building between CTCs and WA Tribes. A key outcome will be a WA CTC training toolkit complete with policies, practices, cultural protocols, and resources. The WCAAB will be charged to develop a statewide CTC strategic plan that expands space for Indigenous knowledges throughout Academic Transfer/Basic Skills/CTE-Workforce & other curriculum pathways by way of sustainable Government-To-Government (G2G) Relations and Tribal Consultation principles.To address American Indian disparities in higher education, WAACB goal is to expand local Indigenous knowledge by initiating institutional change by going beyond decolonizing of education toward Indigenizing (local) and igniting social justice approaches that acknowledge the political, socio-economic, cultural contributions and intergenerational historical trauma of WA Tribes. In addition, WAACB will recommend alternative pathways for Tribal students/adults/workforce within WA higher education/CTE & technical systems. This includes building institutional capacity, by expanding American Indian knowledge through curriculum development, recruitment policies of AI Faculty/Staff, for Tribal Community Scholars & Wisdom Keepers as Professional Lecturers. Also, WAACB will encourage raising CTCs  consciousness of place-where one works, lives and plays, each CTC will be recommended to adopt appropriate land acknowledgement in cooperation with local Tribe, combined with Indigenous pedagogy, placed-based teaching and learning opportunities.WCAAB is being established and will be in coordination with the Washington State Native American Education Advisory Committee (WSNAEAC) and Washington’s Tribal Leaders Congress (TLC) on Education to provide leadership and guidance for the direction of the work. The work includes, but not limited to, the following:1. Curriculum Development, Alignment and Indigenous Pedagogical Approaches.
2. Government to Government Training (RCW 43.476—Gov’s Office of Indian
3. Affairs created in Senate Bill #6175—WA CTCs is absent from this accord).
4. Tribal Sovereignty 101
5. Communication Strategy and Planning / Outreach & Retention strategies.
6. Collaboration and Alignment with OSPI and the Office of Native Education

**DEVELOPMENT OF TRIBAL RELATIONS AND CURRICULUM WILL TAKE TIME-****Year One (2021-2022)*** Assemble Advisory Board & Plan Regional CTC/Tribal Roundtables
* Offer webinar series on government-to-government trainings, best practices, and technical assistance to those expanding curriculum offerings & custom certificate programs.
* Pilot WA CTCs Government to Government Best Practices to Frame WA CTC Tribal Strategy
* Coordinate the updating of Pathways making it an online resource.
* Transfer pathways coordination for UW and other 4-year stakeholders with like / similar programs.

**Year Two (2022-2023)*** Continuation of Advisory Committee
* Finalization of WA CTC/Tribal Govt-to-Govt Toolkit
* Finalization of Pathways resource (TESC) by Summer 2023
* Continuation of government-to-government trainings
* Finalization of transfer pathways.
* Development / collaboration with enrollment strategy experts for indigenous student outreach plan.
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| **Accessibility** | * [Accessible Design Training 101: Core Concepts](https://www.sbctc.edu/calendar.aspx?trumbaEmbed=view%3Devent%26eventid%3D156868564) will take place on February 4th. Registration is now **CLOSED** with 100 attendees enrolled from across the colleges and SBCTC staff. The training will be recorded and we are working to times to offer it again.
* The Disability Support Services Council will hold its winter quarter meeting on January 26th and 27th.
* [The monthly ctcLink Accessibility Open Forum](https://www.sbctc.edu/colleges-staff/it-support/erp-support/accessibility-forum.aspx) will **NOT** take place in January and will restart in February 2022. Check the website for meeting updates.
* The [Committee for Accessible Technology Oversight](https://www.sbctc.edu/about/task-forces-work-groups/stac/cato/default.aspx) is working with Monica Olsson and other SBCTC staff to identify and discuss accessibility issues concerning Highpoint HCX mobile.
* On the horizon: Web Accessibility 101 training in development to be offered to SBCTC we developers and content creators. Event is slated for May 2022.
* On the horizon: stay tuned to hear more about an upcoming month-long WA (Web Accessibility) Learning Lab training program and application details.
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| **Dual Credit Update** | SBCTC staff has concluded their work with the Dual Credit Taskforce (DCTF) led by the Washington Student Achievement Council (WSAC). This taskforce was composed of representatives from the higher education sectors, K-12, business/industry leaders, and community-based organizations. The overarching goals of the taskforce were to identify barriers preventing students from participating in dual credit, and to make recommendations for statewide policies by 2023.To view the completed Dual Credit Legislative Report please see<https://wsac.wa.gov/sites/default/files/2021-12-Dual-Credit-Legislative-Report.pdf> |
| **Elementary & Secondary Schools Emergency Relief funds (ESSER)-Running start Program** | The Office of Superintendent of Public Instruction (OSPI) is partnering with the State Board for Community and Technical Colleges (SBCTC) to offset learning loss for students that qualify for the Running Start Program by providing additional funding to selected colleges to equitably provide:* Support for students pursuing career and technical education (CTE) opportunities, including professional technical courses, that support the completion of a CTE Sequence Graduation Pathway and progress toward certificate or degree completion.
* Support for students to complete the required college success preparatory course in the summer to ensure they gain an understanding of the skills and attitude needed to succeed in college environment as a Running Start student.
* Support for students to use the summer quarter for credit recovery to ensure on-time completion of a high school diploma.

Colleges will have the opportunity to apply for the Elementary & Secondary Schools Emergency Relief (ESSER) funds to support their RS students for the 2022-2023 academic year. Information regarding application timeline and program grant guidelines will be announced soon.  |
| **Educational Technology & Open Education** | The Washington Open ProfTech Project, sponsored by a Fund for the Improvement of Postsecondary Education (FIPSE) FY21 Open Textbooks Pilot grant, is underway. The project is tasked with creating three openly-licensed introductory textbooks - for Criminal Justice, Health, and Welding. Author cohorts have been identified for each as well as support roles in the areas of instructional design (3), accessibility (2) and OER/Copyright (2). In addition, training courses have been created for instructional design, accessibility, and OER/Copyright as well as style guides and authoring checklists. Training for the project authors runs through February and development of the textbooks will begin in March. |
| **Transfer Education** | BAS programs and enrollments continue to grow. In the 2020-21 academic year, 4,855 FTES were enrolled in baccalaureate programs representing 4.71 percent of state support FTES for our system colleges. This represents a baccalaureate FTE increase of 9 percent over the previous academic year.Now allowable under state law, all of our system colleges may offer a Bachelor of Science in Computer Science degree, joining Bellevue College as the only previous college allowed to offer such a program.  The first BS-Computer Science Statement of Need has been submitted by North Seattle College and will be discussed during the State Board meeting in February.  |
| **Career Connect Washington - Career Launch Endorsement Review and Career Launch Funding** | The new Career Launch Endorsement Review (CLER) application is now available online.  The online application requires the first-time online application users to register an account with WordPress. First-time online applicants can register an account by clicking the teal “Register” button at the bottom of the [CLER online application](https://careerconnectwa.org/career-launch-application/). Beginning April 1, 2022 only online CLER applications will be accepted. Questions regarding Career Launch Endorsement review applications can be directed to CLERapp@sbctc.edu An additional $1M for new Career Launch Enrollment Growth FTES was provided by the legislature for FY22, and an additional $5M for Career Launch Capital Equipment Funding. The following programs have been allocated through a competitive application process:* FY22 Career Launch FTES
	+ Clark-Welding Tech
	+ Clark-Cybersecurity BAS
	+ Clark-Network Tech
	+ Clark-Surveying Tech
	+ Clark-Cuisine Management
	+ Clark-Pastry Baking
	+ Green River-IT BAS
	+ Peninsula-Medical Assist Apprenticeship
	+ Shoreline-Honda
	+ Shoreline-Mopar
	+ Shoreline-Biotech and Manf
	+ Wenatchee-Drafting
* 21-23 Career Launch Capital Equipment
	+ Clark-Welding
	+ Clark-Surveying Tech
	+ Clark-Cuisine Management
	+ Clark-Baking and Pastry Arts
* Everett-Firefighters
* Shoreline-Biotech
* Shoreline-Automotive-Mopar
* Shoreline-Automotive-Honda
* South Seattle-Sprinkler Fitters
* Wenatchee-Engineering Tech BAS
* Whatcom-Software Development
	+ A second round of 21-23 Career Launch Capital Equipment to award the remaining $2.4M in available funds will be released on March 7, 2022. See SBCTC’s [Grants for Colleges web page](https://www.sbctc.edu/colleges-staff/grants/) lists all active grants and allocations available for application.
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| **Legislative Bills** | Will send out in a separate document. |