



Washington School Counselor Association

Washington Council Summer 2022 Update

Transition of WSCA representation. Denise will begin 1-year term as WSCA President-Elect on July 1, 2022 and President on July 1, 2023.

Lilia Hueso, Moses Lake High School; elected High School Vice President and begins 2-year term on July 1, 2022.

A couple highlights of Legislative “wins” from 2022 session:

2SHB 1664, legislation to increase funding for school counselors, school nurses, school social workers, and school psychologists & school security.

HB 1834 2021-22, related to student mental health and excusable absences from school.

Circling Back to previous items:

WSCA Annual Conference: **(all things related to 5030)** – Largest number of participants on record.

<https://youtu.be/Mb39Z4jZ-AE> - Overview of 5030 for School Counselors

WSCA Book Study – *ASCA National Model. A Framework for School Counseling Programs, 4th Ed.* – 15 Washington Counselors participated.

ESA Behavioral Health Committee – Roles Document, updated March, 2022

ASCA History of School Counseling

OSPI Hatching Results webinar recording, and slides, and Q&A from March 24th, 2022
OSPI Hatching Results webinar on May 24th, 2022



Guidance Counselor vs. School Counselor

Historically, the term “guidance counselor” was used to refer to counselors working in the schools. This term has evolved to “school counselor” as the scope of duties has changed and evolved. Although some schools still used the outdated “guidance counselor” term, the American School Counselor Association encourages the use of “school counselor” to more accurately reflect the role.

GUIDANCE COUNSELOR

- Reactive
- Services to some
- Impact measured via feelings and perceptions
- Ancillary role to school improvement process
- Work in isolation

SCHOOL COUNSELOR

- Proactive/data-driven
- Program for all
- Impact measured via achievement, attendance and behavior data
- Essential role in the school improvement process
- School counselors as school leaders
- Develop, manage and evaluate a comprehensive school counseling program

Excerpt from “*School Counseling Principles: Remembering the Past, Shaping the Future: A History of School Counseling*,” by Norman C. Gysbers, Ph.D.

“The terminology issue is still with us today. Is it guidance, counseling, guidance and counseling, or

counseling and guidance? The American School Counselor Association (ASCA) has come down firmly on the side of the term school counseling program although the literature still reflects the usage of various combinations of terms. The terminology issue also is reflected in personnel titles. Again, ASCA has come down firmly on the title school counselor, although the public still uses the title guidance counselor, and some school districts use the title guidance dean, going back to a title used earlier.

The terminology issue is interesting from a historical perspective too. Remember the first term was vocational guidance, and then many modifiers were placed in front of the word guidance. In the 1930s guidance became a service within pupil personnel services with five services: information, assessment, counseling, placement and follow-up. Then the counseling service assumed prominence, so the common labels used were guidance and counseling. Information and assessment continued to be a part of guidance and counseling, but placement and follow-up became less important and have now almost disappeared as active parts of school counseling. Following ASCA's lead, counseling became the label of choice as in school counseling programs. Guidance is still present but is used to label one of the delivery components of the program, namely, the guidance curriculum.”

REFERENCES

- American School Counselor Association (2012). *The ASCA national model: A framework for school counseling programs*, Third Edition. Alexandria, VA: Author.
- Gysbers, N. (2010). *Remembering the past, shaping the future: A history of school counseling*. Alexandria, VA: American School Counselor Association.



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ICW UPDATE

WCHSCR Spring 2022 Meeting

Independent Colleges of Washington is an association of 10 private, not-for-profit universities that call the state of Washington home including:

Gonzaga University
Heritage University
Pacific Lutheran University
Saint Martin's University
Seattle Pacific University

Seattle University
University of Puget Sound
Walla Walla University
Whitman College
Whitworth University

These campuses offer students **high-quality, academically rigorous learning** grounded in the **liberal arts**, with an emphasis on **critical thinking, lifelong learning, ethics, leadership, and community service**.

Our member campuses educate students from each of Washington's 39 counties and offer more than 135 years of service to Washington.

Approximately 33% of students have transferred credits to our campuses and our member campuses award one in five of the baccalaureate and graduate degrees earned in the state of Washington.

Campus Updates

Leadership

- Dr. Sarah Bolton was named the 15th President of Whitman College and will replace President Kathy Murray who will retire at the end of the 2021-2022 academic year.
- Dr. Jennifer Bonds-Raack was named 11th President of Saint Martin's University and will replace President Roy Heynderickx who will retire at the end of the 2021-2022 academic year.
- President Scott McQuilkin was named the 19th President of Whitworth University in January 2022.

Student Supports

- Pacific Lutheran University announced a Fixed Tuition Guarantee initiative. Read more: <https://www.plu.edu/admission/fixed-tuition/>
- Saint Martin's University is expanding the Diversity Equity Center and hired a new program manager, Kevin Calixto
- Saint Martin's has increased both First-year and Transfer Merit scholarships this year.
- Saint Martin's is in the process of establishing a Guaranteed Admissions initiative and building a list of partner school districts.
- Walla Walla University adds new funds to Endowed Nursing Scholarship to support more students: <https://www.wallawalla.edu/news/detail/news/financial-support-for-portland-students/>
- Whitman College's Early Financial Aid Guarantee applauded by the New York Times.

Infrastructure and Programs

- Gonzaga University will launch a Center for Lifelong Learning this fall.
- Gonzaga formally dedicated the Bollier Family Center for Integrated Science and Engineering: <https://www.gonzaga.edu/academics/bollier-center-science-engineering>
- Heritage University announced a partnership with Gonzaga University, Seattle University, and the University of Washington to support Latinx and Native American students interested in pursuing law. Read more: https://www.yakimaherald.com/news/local/new-program-at-heritage-university-aims-to-narrow-attorney-shortage-in-central-washington/article_39a47ab4-2460-5fa6-921e-7d6ba413eac5.html
- Pacific Lutheran University and the University of Puget Sound announced the signing of a Memorandum of Understanding that will streamline the process for both universities' current students and alumni applying to select graduate programs at the partner institution. Read more [here](#) and [here](#).
- Saint Martin's University received over a million-dollar grant for equipment for the maker space so there are plans to expand the Lacey maker space this summer.
- Saint Martin's has added a space, named after retiring President: Heynderickx Hub for Innovation at Lacey Maker Space.
- Saint Martin's has added new academic programs: Women, Gender and Ethnic studies major and a 4+1 program in Special Education
- Seattle Pacific University announced a new, low-residency program in the College of Arts and Sciences: <https://spu.edu/academics/college-of-arts-sciences/ms-nutrition>
- India Center for Law and Justice launched at Seattle University : <https://nationaljurist.com/india-center-for-law-and-justice-launched-at-seattle-u-law/>
- Whitworth has established new doctoral programs in Occupational Therapy and Physical Therapy. The programs are designed to prepare compassionate health science professionals with hands-on experience in a state-of-the-art health science building. The programs will enroll the inaugural cohort of students this fall.
- Whitworth just opened the Dana & David Dornsife Health Sciences Building, a 38,000-square-foot, state-of-the-art facility to house WU's Master of Science in Athletic Training program as well as a new doctoral programs in Occupational Therapy and Physical Therapy.
- Whitworth has been named to Phi Theta Kappa Honor Society's Transfer Honor Roll for the third year in a row. Whitworth is one of just 171 colleges and universities nationwide to receive this honor.
- Whitworth has been named a 2022-2023 Top-Ten Military Friendly® School by Viqtory Media. This is the sixth consecutive year Whitworth has been recognized by Viqtory, but the first time it has been ranked the No. 1 school in the top 10 category of "private schools not offering a doctorate."

- Whitworth's forensics (speech and debate) team took first place at the National Christian College Forensics Association's national tournament in March. The Arguing Pirates won this tournament for the fifth year in a row and the ninth time in 10 years.

Association Updates

ICW is working to increase upward transfer in the state of Washington, especially among underserved and low-income students. Our recent focus (2020-21) has been particularly in encouraging transfer to bachelor's degree programs in the social sciences and humanities with planning grant funding from The Teagle Foundation and The Arthur Vining Davis Foundations.

ICW's Strengthening Transfer Pathways to the Liberal Arts in Washington initiative has the potential to affect students who do not currently see transfer to a four-year liberal arts college or university as a viable option. By creating clearer pathways and shoring up administrative, cultural, and financial support for transfer students, we hope to increase the number of students who successfully transfer upwards to complete a four-year degree, thus enhancing their social and economic mobility. Students most likely to benefit from this work are those who have earned some credits but have not enrolled in a bachelor's program. For these students, a liberal arts degree may be the shortest path.

ICW represents Washington's private, not-for-profit colleges and universities on a number of boards and organizations and is proud to volunteer with our higher education partners and community-based organizations to support students on their postsecondary journeys. One such effort is **Aim Higher Washington**. Aim Higher is a coordinated effort to help more students in Washington apply for financial aid. The initiative focuses on increasing equity in educational attainment for students of color and other marginalized groups. Aim Higher programs provide students with early financial aid information and application support. The initiative's partners help carry out this work and foster a college-going culture in communities across the state. ICW is represented on the Aim Higher Steering Committee.

ICW is committed to supporting transfer students and serves on the Joint Transfer Council as well as the Intercollege Relations Commission (ICRC). We also support the SHEEO/Gardner Transfer Project led by the Washington Student Achievement Council and are also engaged in the JTC Computer Science Work Group to support the review and revision of the Computer Science DTA/MRP.

If you have any questions, about our work or would like to connect with any of our 10 member campuses, please contact:

Dr. Shea Hamilton
Director of Policy and Public Affairs
shea@icwashington.org



TO: Student Services Commission and Councils
FROM: Washington State Board for Community and Technical Colleges, Student Services
RE: **2022 Spring Student Services State Board Report**

Aim Higher Washington Financial Aid Collaboration Update

SBCTC and our colleges are continuing their active participation in the Aim Higher Washington financial aid “train-the-trainer” collaboration. A steering group is composed of SBCTC staff, Student Services Commission (WSSSC) and Financial Aid Council (FAC) leaders, representatives from WSAC and 4-year institutions (both public and independent), and community-based organizations. Training in financial aid basics and navigation is offered on a regular basis. In the months ahead, the steering group will play a coordinating role in implementation of several legislatively funded financial aid initiatives.

Some examples include:

- A pilot program pairing outreach specialists at four of our colleges with high schools and students in low FAFSA-completion areas of the state
- Funding for our colleges to partner with community-based organizations to conduct financial aid outreach in communities, with an emphasis on communities of color
- Coordination with WSAC and public libraries on financial aid marketing and community outreach

WSAC maintains a [web page](#) listing financial aid training and other activities connected to our collaboration. Other priorities in the coming months include moving toward a regional approach and involving community-based organizations more intentionally in our work. For more information, contact [Joe Holliday](#) or [Yokiko Hayashi-Saguil](#) in SBCTC Student Services.

Implementing Student Services Legislative Priorities

Several bills and provisos in the recently completed Legislative Session will require focused efforts in Student Services at both SBCTC and the colleges. A workgroup has been formed to guide implementation of “Sam’s Bill,” the hazing prevention and reduction bill. The act mandates anti-hazing courses for students and employees, among other requirements. Financial aid outreach pilot programs were created in House Bill 1835 and through a budget proviso that will fund college outreach to community-based organizations. The pilot Supports for Students Experiencing Homelessness (SSEH) program received funding to expand to include all community and technical colleges on an opt-in basis beginning in July 2022.

Legislative Intern Update

The Student Services Legislative Interns will be extending their time with SBCTC to help support the work of increasing student voice in the future legislative sessions. The team is thrilled to have both Melissa Littleton and MJ Mencias stay through the month of May before they graduate later this spring.

Promising Practices Exchange Webinar Series

On Thursday, April 21, 2022, from 1:00–3:00 p.m. we will present the next Promising Practices webinar on the topic of Meeting Student Basic Needs. Hosts President Sara Thompson Tweedy (Big Bend Community College) and Jennifer Dellinger (SBCTC) will introduce a panel of speakers who will share their efforts to meet student basic needs. Five colleges will be featured in the webinar: Edmonds College, Green River College, Lower Columbia College, Shoreline Community College, and South Puget Sound Community College. [Registration is now open!](#)

Mental Health Counseling & Services Pilot Program

Grays Harbor College, Lake Washington Institute of Technology, North Seattle College, and Wenatchee Valley College have been focused on implementing strategies to increase student access to mental health counseling and services. Early achievements include expansion of a college CARE team, quarterly assessment of counseling services, collaboration with Student Life to enhance dialogues about mental health, and broadening community partnerships. Each college has hired additional mental health counselors or sought out tele-behavioral-health options for students. The pilot colleges are developing strong data collection strategies to further inform their strategies and to serve as a guide for other colleges. For more information, contact [Christine McMullin](#) at SBCTC.

Student Support Programs Updates

The Student Support Programs (SSP) Team continues its efforts to integrate across programs, within Student Services, and across the Education Division. SSP staff are pleased to be presenting the next Promising Practice Exchange: Meeting Student Basic Needs, as well as working with the BEdA Team to present on braided funding during the BEdA 2022 Biennial Conference. SSP staff also continue serving on the planning committee for a virtual summer 2022 Funding Forum that will focus on the role of funding a student's pathway and the development of funding plans that prioritize multiple funding streams.

Upcoming Meetings, Trainings and Forums:

- April 21, 1:00-3:00pm - Promising Practices Exchange: Meeting Student Basic Needs (virtual)
- May 10, 8:30am-12:30pm - Spring '22 Student Support Programs System Training (virtual)
- May 18, 1:00-3:00pm - Supporting Postsecondary Students' Basic Needs - Statewide Learning Community (virtual)
- June 6-9, 9:00am-3:00pm - BFET '22 Forum (virtual)

Canvas Community Reminder

The Student Support Programs Canvas Community is your resource hub for WorkFirst, BFET, SSEH, SEAG and 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](#) at SBCTC can provide technical assistance.

Student Support Programs Fiscal Specialist (Temporary Full-Time) Position:

Application Deadline extended to April 29th, 2022

The Student Support Programs has an open position for a Fiscal Specialist. This position is full-time, seven-month, temporary beginning May 1 through November 30, 2022 and supports the colleges and State Board by strengthening integration and provides fiscal training, support and technical assistance, and monitoring for the Basic Food Employment and Training (BFET) and WorkFirst programs. The position also supports the work of other Student Support Programs. For full position description and application process visit the [SBCTC Job Posting](#).

Supporting Students Experiencing Homelessness (SSEH) Pilot

As of the end of fall quarter 2022, the eight colleges currently participating in the SSEH Pilot had supported 628 homeless, at risk of homelessness and/or former foster care students this fiscal year. The most common accommodations and services provided to SSEH eligible students included housing, case

management, and food support. Eligible students were also provided additional services that including access to laundry and shower/hygiene support, secure storage and mailstop, technology, and transportation. During the 2022 Washington State Legislative Session, SBCTC secured additional funding through budget proviso to expand the SSEH Pilot to all 34 community and technical colleges. A request for application will be released April 2022.

Student Emergency Assistance (SEAG) Program

SEAG Program colleges are processing a volume of emergency assistance requests that outpace available funds as federal relief dollars run low. As of the end of fall quarter 2022, SEAG Program colleges had processed more than \$1,710,358 in emergency assistance to 1558 students. SBCTC received \$820,000 of requests for additional funding from the colleges and was only able to reallocate \$30,000 of funds returned by other SEAG Program colleges to fulfill those requests. The Student Support Programs team is working to provide additional support to the colleges to help identify opportunities for triaging emergency assistance requests to other funding opportunities available through other programs.

Basic Food Employment and Training (BFET)

FFY23 Budget workbooks are slated to be released in the beginning of June with a tight turnaround as usual. FFY23 BFET Grant Application are expected to be released on or about July 1, 2022, with a due date on or around August 11th. Watch for more information to come through CANVAS.

SBCTC is working with United Way of King County and other partners to assist with state-wide messaging about SNAP and BFET to support common eligibility and access information across partners, individuals, and families.

The Winter/Spring Funding survey was completed at the end of March. Results should be published by late April. The next Funding Survey is schedule for the end of May.

WorkFirst Program

In April 2022, the results of the WorkFirst Delivery Agreement and Student Support winter funding survey results announced in Canvas. The SBCTC accepted 1.8 million in system returned funding. The deadline to adjust WorkFirst budgets in OBIS is Monday, April 25, 2022.

FY23 WorkFirst Delivery Agreement Grant application deadline was March 24, 2022. Prior to the application deadline colleges had opportunity to notify the SBCTC to accept a lower grant award. Several colleges took advantage of the WorkFirst funding policies and requested to accept a lower grant award. The SBCTC will provide FY23 WorkFirst Delivery/Student Support Funds grant application feedback in OGMS. Colleges are required to respond by the end of the April if feedback requires college follow up.

Student Success & Strategic Initiatives

- The Guided Pathways Student Success Institute on Wednesday, April 14th will engage participants in questions such as, “What does racial equity in student success look like as a mirror to faculty and staff success in the areas of outreach, recruitment, campus learning communities, onboarding, retention, and promotion?”
- The 2022-2023 Guided Pathways Implementation Work Plans are due April 11th. Coaches, SBCTC staff and critical friends across the system will read the plans and collaborate to develop feedback to colleges during the Readers Retreat, held May 11-13. Colleges will receive feedback on the work plans by June 1.
- Register to join the Student Success Center for “Exploring Alumni Outcomes”. This webinar will serve to:
 - Demonstrate how this data can be leveraged in the context of Guided Pathways
 - Provide an overview of the data deliverables
 - Answer questions and share ongoing support resources

Accessibility

- Revisions to the PDF and Canvas modules of the Micro Courses are now complete! Learners can [sign up for the Micro Courses](#).
- The public facing [Library of Accessibility Resources](#) reflects these changes too.
- New [Events page](#) added to the [Accessibility Center](#) page to share previous and upcoming training opportunities.
- Web Accessibility 101 training for SBCTC developers and web content managers is slated for May 19th.
- Policy Associate Monica Olsson is collaborating with Monica Wilson, the director of the Student Success Center to deliver agency-wide Disability Justice 101 training.
- How to [Create Accessible Videos](#) Guide now available!
- CATO participated in [IMS Global Accessibility Task Force](#) and the vendor grading rubric pilot.
- Policy summary of [HB 2008](#) sent to Disability Support Services Council.
- [ctcLink Accessibility open forums](#) continue to take place every second Tuesday of the month.

**Washington Council Board Meeting
Transfer Advisor's Workshop Report**

Spring 2022

This year's Transfer Advisor's Workshop will be held on Zoom. Registration will open in early July.

Date: Thursday, August 4th

Time: 9 am – 4 pm

Cost: \$10 through EventBrite

New Advisor's Session Wednesday, August 3rd, 3 – 4 pm, hosted by DeeDee Orr of NWSTEP

The tentative agenda includes updates from COP, ICW, WSAC and the SBCTC, Public and Private universities and breakout sessions discussing high demand majors and ways to better support transfer students.

Universities have been asked to indicate attendance with an **RSVP Form** and prepare to share information related to these topics where possible:

- * Academic updates and new programs
- * Process and deadline changes
- * Recommendations for students to transfer successfully (i.e. key events to attend, offices to contact)
- * Recommendations for students to maximize financial aid and scholarships
- * Recommendations for students applying to selective programs

I may also ask university representatives to enter some information on a shared document that will be available to attendees. This could include items like key deadlines or regular information sessions. I appreciate any input and ideas on how to share important information with CTC advising staff.

Please share the date with 2-year advising colleagues and invite them to share input for the workshop on this [interest form](#).

Molly Brown
17 June 2022

A COMMISSION OF THE WASHINGTON COUNCIL

for High School-College Relations, Inc.
www.washingtoncouncil.org

INTERCOLLEGE RELATIONS COMMISSION **A Commission of the Washington Council for High School-College Relations** <https://www.wa-council.org/icrc/> **Spring 2022 Meeting Agenda** **Thursday, April 14, 2022 9:00 a.m. – 12:00 p.m.**

Join Zoom Meeting from PC, Mac, Linux, iOS, or Android:

<https://olympic.zoom.us/j/91425783234>

Notes: Zoom account authentication may be required to join this meeting. Please also update your Zoom display name to include your institution consider wearing school logo or using it as a Zoom background. There will be a Zoom waiting room for attendees.

8:57 a.m. – Zoom open for general meeting/social chat/ introductions

9:00-9:20 – ICRC Meeting Opening Session

- Call to Order – Kirsten Clawson called the meeting to order at 9:03am.
 - Kirsten clarified that past issues with the ICRC listserv appear to have been resolved. She shared the link to join the listserv and added that the link is also available on the ICRC website.
 - Joslin Boroughs stated via chat that a confirmation email needs to be acted upon within 3 days to finish signing up; please check your junk mail if you don't see the confirmation email in your inbox.
 - Val Sundby explained via chat that she moderates the ICRC listserv on behalf of SBCTC, so people have trouble, please reach out to her directly at vsundby@sbctc.edu
- Approval of Winter Minutes
 - Kirsten Clawson called for a motion to approve.
 - Cathy Shaffer moved to approve the winter meeting minutes. Rose Spodobalski-Brower seconded. Approval passed with a vote of the membership.

- Treasurer's Report – Rose Spodobalski-Brower
 - The balance is still \$7,325.08. There haven't been expenses with all virtual meetings.
 - Kirsten Clawson highlighted the proposed dates for next year's meetings, which may include an in-person option.
- Ongoing Articulation Review (OAR) Committee Report- Beccie Seaman
 - <https://www.wa-council.org/icrc/oar-committee/>
 - Eight colleges were scheduled for review this year. Five have already been completed and three are remaining to be reviewed. Clark, CBC, and Gonzaga are remaining for this year.
 - One of the main takeaways from this year is as more colleges are using a guided pathways model, there is more information on the institutions' websites to lessen student confusion. This also generates more questions from OAR because the websites can be somewhat cluttered.
 - OAR best practices for CTCs are on the OAR Committee website, but there are not best practices available for BI's yet. The Committee is generating sample best practices that align with the questions for BI's based off the BI's that have been reviewed so far.
 - Beccie Seaman shared the rotations for the current OAR Committee members. A BI rep may be needed for next year. Two CTC members are rotating off after this year, so will need two reps from this sector for this year.
 - Kirsten Clawson reiterated the need for new OAR members and explained we'll solicit nominations/volunteers at the end of today's meeting. She encouraged OAR as great way to get involved and a good learning experience to understand transfer across the state. She also shared nominations will also be sought for a public BI volunteer to be the Executive Board's Member at Large who will also serve on OAR for the year as well.

9:20- 9:50 – Agency Discussion Q&A

Agency reports were sent out in advance for review prior to the meeting and are available on the ICRC website.

- Independent Colleges of Washington (ICW) – Shea Hamilton
 - <https://icwashington.org>
 - ICW presentation includes:
 - updates on ICW activities since the winter ICRC meeting in February
 - and work within the JTC Computer Science workgroup, WCHSER, etc.
- State Board for Community and Technical Colleges (SBCTC): Valery Sundby
 - <https://www.sbctc.edu>
 - SBCTC's spring common messaging document was shared via chat, highlighting efforts across SBCTC.
 - Valery Sundby highlighted that LPN to BSN pathways have been approved to go into effect Fall 2022. SBCTC is working with colleges to adopt this option and to provide guidance to schools that don't have an LPN but do have BSN and want to adopt the pathway.
 - Working groups have been formed to articulate what Computer Science BS degrees at CTC's look like and how this option is different from BAS offerings. There are several proposals going forward. SBCTC has a statement of need from a consortium of 7 colleges for a joint degree. Seattle Colleges led by North Seattle has submitted a proposal as well.
- Council of Presidents (COP) &
 - <https://councilofpresidents.org>

•Joint Transfer Council (JTC) – Julie Garver

- <https://www.sbctc.edu/colleges-staff/programs-services/transfer/join-transfer-council.aspx>
- Computer Science BS degree meetings to finalize the degrees are occurring in the next two weeks.
- In these meetings, conversations have also been occurring around the AST's, especially the AST-2. The degree is very tight, and faculty would like greater flexibility as their disciplines are continually changing. These recommendations will be sent to JTC in the spring and will be shared with ICRC.
- Val Sundby added that once these recommendations are shared with SBCTC, she will also send them through ARC for feedback too as many on that commission work directly with students and their feedback will be helpful.

•Joint Q&A

- Miles Jackson from Clark asked for more information re modernizing Algebra 2.
 - Julie Garver responded she will send out the PowerPoint re modernizing to the ICRC group.
 - OSPI, Admissions, Placement, and Math faculty have been involved in this conversation.
 - Overall, COP members are in a wait and see mode while data is collected. Modernizing Algebra 2 is a pilot for the 22-23 school year and data will be forthcoming afterwards.
 - It will also be essential to see how students perform when they get to COP member institutions and members also want to be sure these efforts are not resulting in student tracking.
- Anne White asked regarding the ACPL Toolkit Project Group to see if this is a new working group or if it's building on the previous group.
 - Julie Garver explained there had been great work prior to the pandemic in this area. There is now a grant through the Seattle Colleges to create a guide for implementing ACPL, similar to the guides for military credit training.
 - She will send out the latest notes and include a follow up contact.
 - Julie Garver added all sectors have been represented and the goal is to generate a guide before rolling the information out more broadly and communicating to other stakeholders such as ARC and the institutions.
 - Waylon Safranski noted in chat that the ACPL workgroup will be meeting next week, and it would be helpful to pass that information on to ICRC after that discussion.
- Joslin Boroughs asked for more clarification regarding the examination of the AST-2.
 - Julie Garver explained currently, it is very specific with physics, chemistry, etc.
 - Computer Science majors are evolving over time and some assumptions about math and science may be changed at the institutional level.
 - Stakeholders want to be they sure have flexibility in the AST-2 to accommodate this.
 - She added the discussion also centers around updates since the degree hasn't been updated in decades, similar to discussions about updating the DTA.
 - Val Sudby added via chat that there has been work to create a new pathway within the AST Track 2 specific to Computer Science.
 - Joslin Boroughs added via chat that there have been concerns expressed about the degree being over 90 credits and students running into financial aid issues.
 - Julie Garver responded via chat that there is a recommendation about this to JTC.

- Kirsten Clawson asked if there are any summaries or updates on dual credit.
 - Julie Garver responded it's been a light dual credit year.
 - The WASAC task force will finish their work in the fall, and she shared the report.
 - Bills in the legislative session reflect legislators hearing our biggest challenge is eliminating out of pocket expenses for students in dual credit with the state as true partner. These bills were not successful; however, they pointed the conversation in the right direction.
 - Some language was included in the budget.
 - The supplemental budget expires June 2023. These measures will either need to be renewed in the next cycle or be permanent through legislation passing. Efforts regarding Running Start in the summer and a pilot to cover costs for College in the High School at CTCs were included.

9:30-10:15 ICRC Update on AA-DTA and Open Discussion

•Follow up from Winter Meeting Discussion

- Kirsten Clawson noted that at the Winter ICRC meeting there was an action item following discussion re the AA-DTA.
- She attended JTC and raised the concern there. She explained there was a great discussion regarding evaluating the structure of the AA-DTA and how that needs to evolve and change.
- Coming out of JTC, the recommendation was to take this discussion to ATC for next steps.
- Waylon Safranski highlighted need for BI's to assess their general education and be sure proposals to ATC are informed by these as well. May could be a good timeframe to have this completed.

•Additional Transfer Work

- Waylon Safranski shared it's good to see movement and traction on examining the DTA and AST. He's excited to see us moving in the direction to create efficiency in our courses and requirements to have alignment.
- Computer Science is challenging since there's variability in receiving institution's requirements and having flexibility is important.
- It's also exciting to have the Psychology MRP work for Liberal Arts pathways too.
- Kirsten Clawson explained she is on the subcommittee for the Psychology MRP as well. All members have evaluated CTC's and how psychology is presented, focusing on how that's done within pathways and who the CTC's are linking with at the BI level. The original goal was to wrap up by June, but the group realized there is a need to continue working thru summer and fall.
- Shea Hamilton recommended getting updates on transfer pathways for the fall ICRC meeting. She added the Psychology MRP is a multiyear project. Institutions have been selected for work in the first year, second year, and third year.
- Shea Hamilton also highlighted updates in the JTC document regarding transfer pathways work.

•ICRC Handbook

- Kirsten Clawson highlighted the ICRC handbook as an important document. She explained significant changes were made December 2020. Julie Garver also sent updates yesterday as well.

- The ICRC Handbook is a living document that is constantly updated. Additionally, the Handbook Committee is open to everyone.
- Kirsten Clawson recommended the group look at options going forward for Handbook Committee meetings to occur more formally in this next year.
- Waylon Safranski shared the ICRC Past Chair typically initiates these meetings. Recommendations for updates typically arise through large ICRC meetings and next year will be a good opportunity to integrate handbook work.
- Maribel Jimenez asked if there is someone to reach out to if there are questions regarding the handbook. Kirsten Clawson responded people can reach out to the ICRC Past Chair and can send out questions through the listserv. Asking clarifying questions via the listserv allows for people to receive multiple perspectives. Val Sundby added that agency reps are happy to help with questions for folks in their sectors too.

•ICRC Website

- Waylon Safranski noted some follow up is needed in maintaining historical documents on the ICRC website.
- Cathy Shaffer supported this as well as there are over 641 documents.

•New Member Meeting

- Kirsten Clawson shared how helpful it was to have the New Member Meeting yesterday. She encouraged new members to ask questions of the larger group as well as ICRC is a very supportive group and questions are welcomed.
- Waylon Safranski explained he'll post the PowerPoint slides from the New Member meeting to the ICRC website.

•ICRC 2022-23 Meeting Dates and Format

- Kirsten Clawson shared the following proposed dates:
 - Fall October 13-14, 2022
 - Winter (Zoom) February 9, 2023
 - Spring April 13-14, 2023
- She requested member input on meeting in person or by zoom, particularly for the fall and spring meetings. She asked if people would be able to attend given travel budgets at institutions throughout the state. She also shared there have been hybrid meetings with some in person and some joining by zoom. The Executive Board consensus was that this hybrid format often not effective.
- David Sundine echoed that hybrid meetings are frequently challenging and fully in person or fully remote meeting structures typically go more smoothly, but open to suggestions. He also elaborated that many schools have eliminated their travel budgets, so the Executive Board was unsure if people could still participate if we had in person meetings.
- Cathy Shaffer highlighted a comment from the chat suggesting large scale remote sites, one on the east side of the state and one on west side.
- Shea Hamilton pointed out that if ICRC is meeting in person, we would also reinstitute membership fees/dues that were paused while meeting remotely.
- David Sundine added that if the meeting is remote for fall, it doesn't mean we would always be remote.
- Waylon Safranski stated that other statewide transfer councils are discussing larger in person meetings similar to the pre-COVID transfer institute in Walla Walla.

- David Sundine recommended ICRC members and guests hold the dates for next year's meetings. He shared that a two-day meeting makes sense for an in person meeting to accommodate travel to a central site. If we decide to stay remote, we could open a discussion for a two day or one day meeting. We've had abbreviated three-hour meetings during the pandemic, and we would like to return to longer meetings for enhanced conversation/productivity.
- David Sundine asked if the group prefers a two day or a robust one day with a lunch break? Would it help for ICRC to meet remotely and then work with groups like JTC where we all come together once a year since we do very related/intertwined work?
- Karl Smith shared he's been part of ARC and have had this conversation many times in that forum. He explained it's challenging since travel budgets are tough, but there is great value in discussions in the in-person meetings through non-formal time. He added ARC is meeting in person next week for the first time in two years.
- Shea Hamilton highlighted that new members may not know the utility of the in-person ICRC meetings because they have not experienced them. She asked for veteran members to share what happened in historical in person meetings.
- David Sundine responded there is value to in person and longer meetings. There is robust discussion when we have a longer timeframe. Including work on the ICRC Handbook, bringing in professional development, etc. These efforts could also be done remotely in a longer meeting. He also noted appreciation for the important discussion that happens informally over coffee, lunch, etc. at in person meetings.
- Cathy Shaffer added it is not just robust discussions, but also connections/relationships formed across the state at in person meetings. It is so useful as a counselor in working with students on issues that come up to have relationships with others working on transfer statewide. Those relationships don't develop through zoom and relationships are paramount to what we do. Being able to ask questions when getting coffee and then knowing that's a person I can continue to reach out to is part of the value of ICRC.
- Beccie Seaman shared her first year in ICRC was in person and has since been online. In her first year, she connected with so many people, which helped with setting up articulation agreements and so many other things. In zoom meetings, sometimes not seeing faces and don't really have the process of building relationships. We miss out on body language that are 80-95% of communication. Those individual connections are so important.
- Julie echoed that we're social creatures and so much happens that's not the meeting. It's about building the relationships, especially cross sector. She suggested a split format with some in person, but not all meetings in person. She also shared that she is "getting stacked with zoom meetings." As a result, she must do other work during the meeting and doesn't have time process what is discussed. Zoom has created other issues with communication. If we stay with zoom, we need to address the meeting structure.
- David Sundine shared feedback from offline discussions suggesting one in person meeting, e.g., in the fall where we often shared campus updates, new programs/degrees and then have winter and spring virtual. He added we have a range of options.
- Kirsten Clawson explained we'll continue to explore these options and finalize the format.
- The following comments were shared via chat during this discussion:
 - Kristina Young asked if anyone has tried a two-location approach with a large scale zoom.
 - Julie Garver responded that was tried for the fall JTC meeting and it was a bit of a fail.
 - Laura Knight asked if it would be possible to hold one in person meeting a year and the others virtually.

- Beccie Seaman stated she suspects some travel funds were permanently cut, so it will take time to rebuild those budgets after colleges are sure that the worst is over.
- Gwen Cash-James shared that coming from a college that is trying to encourage in person attendance, etc., she is more supportive of an in-person meeting. But she does understand that budgets at other schools may be a consideration. Our college is reducing certain types of travel, but not for meetings, etc.
- Jeanne Gaffney asked if there are still some travel stipends available through ICRC.
- Waylon Safranski responded that there is approximately \$7300 worth, and the Executive Board could assess this.
- Kirsten Clawson added the budget is in good shape, so it could be done.
- Liz DeVilleneuve shared that day long zoom meetings are so draining; she loses focus.
- Kristina Young suggests more hours but spread out more frequently for work and fuller focus.
- Jeanne Gaffney stated with so many new members and so many virtual meetings, ICRC should invest in the time it will take to rebuild connections.
- Tasady Turner wrote that there are benefits to both in-person and virtual meetings. One benefit of virtual is that more colleagues can attend and bring information and details to ICRC and back to the campus. She added that she misses the dinners where history, current affairs, and reasons about how things came to be were shared. The story telling about how CTC's and BI's came to be and work together in the state was valuable.

10:17-10:30 – Break

10:30-11:30 – Community College Research Initiatives (CCRI) Facilitated Discussion

•CCRI Introduction – David Sundine

- University of Washington houses the Community College Research Initiative (CCRI). Our guest is CCRI's Director, Dr. Leah Wetzstein. CCRI conducts research on equitable access to transfer. Dr. Wetzstein will give a presentation on their work and then facilitate a discussion on how we can use their work in ICRC to apply an equity lens.

•CCRI STEM Transfer Partnerships Project Presentation – Dr. Wetzstein

- CCRI started at UW in 2016 to research equitable college access, degree completion, and employment in living wage careers.
- Additionally, CCRI seeks to apply this research to positively impact student outcomes.
- Previous findings:
 - transfer partnerships can influence the transfer experience of historically marginalized student populations;
 - there are multiple ways of doing transfer work;
 - there are many catalysts and barriers to transfer partnership work.
- These findings came from research with high performing transfer pairs that had high success with historically marginalized student populations.
- Dr. Wetzstein noted that success resulted from very deliberate work and a focus on shared students.
- Transfer partnerships are intentional, strategic partnerships. Transfer partners work together collaboratively to find what's in the way of student success and to address structural barriers. They are applying this work specifically to STEM students in WA state.
- Why focus on STEM and low-income students?

- STEM curriculum can be very complex to get through, especially when moving between institutions
- There are equity concerns as 50% fewer low-income students pursue STEM degrees than higher income students.
- STEM degrees can lead to living wage careers that are stable through economic downturns based on outcomes for STEM bachelor's degree graduates retaining their jobs in the 2008 recession.
- The COVID pandemic has had a disproportionate impact on low-income students in WA state with many low-income students stopping out.
- This project is also funded by an Ascendium Education Grant, which has a focus on helping students move thru the transfer process and focuses on low-income and rural students.
- WA Transfer Associate Degree Effectiveness Report from 2021
 - Students receiving the WA College Grant end up taking more credits to complete a bachelor's degree. Thus, students who may not have as many resources to deal with extra classes are taking more credits.
 - Engineering transfer students completing a DTA and receiving the WA College Grant took the most credits of any student population to complete their degree. Shared data demonstrating that students receiving WA College Grant took more credits than those not receiving the grant for many of the possible pathways (e.g., direct entry, transfer with degree, transfer without degree, etc.).
- CCRI project is working with 10 pairs of two- and four-year institutions to create a community of practice to impact low-income STEM transfer students' outcomes.
- CCRI will provide information about multiple successful transfer models and potential barriers to transfer partnerships. CCRI will also provide coaching, technical support, facilitation, and information as well as funding to help implement models and attend convenings.
- First convening April 29, 2022. They will have 5 Community of Practice Convenings April and October 2022, 2023, and 2024. Participants will also have monthly meetings with coaches between convenings.
- Participants represent all regions of WA state.
- Some institutions have worked with their transfer partner in the past and some are looking to establish a new relationship.
- Each pair includes 3-5 people from each institution.
- How?
 - Transfer pairs are sharing data to understand their students, which was a new experience for many of the pairs.
 - They will use data to understand potential problems and solutions and create a plan.
 - Participants will solicit student input on the plan.
 - Transfer pairs will share with the Community of Practice their progress, difficulties, inspirations, and insights so members can help each other.
 - Members will also work with their coaches to keep moving forward between Community of Practice convenings.
 - They will continue to use data to evaluate their plan.
 - There is also a goal for members to share with their institutions and with councils, boards, at Guided Pathways meetings, and larger state meetings on their findings and progress.
 - All transfer pairs will create a sustainability plan so their work can continue beyond the financial support of the grant.

- Questions?
 - Shae Hamilton highlighted that previous research shows systemic barriers result in low-income students not selecting STEM majors.
 - Julie Garver asked how does preparation for STEM degrees and other degrees impact the number of credits for the degree? She clarified there are many systemic barriers in K-12 and students come into CTCs with gaps in learning that CTCs are working to address. She shared we need to be conscious that we're working with students impacted by these systemic barriers.
 - Shea Hamilton asked how the project is using the WA College Grant as a proxy for low income. She inquired if the project is doing anything further to parse this data as families with income up to \$100K are eligible for WA College grant? Are institutions also using this criterion?
 - Dr Wetzstein responded that CCRI asked institutions to identify their own proxy. She gave the example that receiving the Pell Grant can be a useful proxy for low-income, but it doesn't include students who are not citizens. As a result, some institutions use receipt of the WA College Grant. She explained she appreciates this is also not a perfect way to assess. WASAC study cited in the presentation used WA College Grant to try to capture lower income students, but this is not a perfect proxy. The key in the CCRI project is that two year and four-year institutions in the transfer pair are using the same proxy for consistency in measurement across the institutions.
 - Shea Hamilton asked if the measure used is being considered as participants look at interpretation of data and outcomes going forward.
 - Dr Wetzstein responded this is part of the importance of student feedback when evaluating plans and incorporating a check in with students on the data being used as well.
 - Katie Gulliford asked if Engineering students have an MRP or AST-2 rather than a DTA.
 - Dr Wetzstein clarified the DTA path vs MRP path is a potential opportunity for transfer pairs to examine. For example, students not well prepared for math may be self-directed or directed towards a DTA rather than an MRP, which results in more credits for degree.
 - Julie Garver added this is an advising issue. Sometimes students are already down a DTA.
 - WASAC report highlighted that DTA is not an efficient path for STEM.
 - Joslin Boroughs asked if students pursuing the AST degrees are not ending up with as many credits as students pursuing the DTA. She added it's not surprising students in STEM are taking multiple credits because it gets tricky when students transfer. However, she asked is the AST helping. Would be an interesting question to see if AST is doing its purpose.
 - Dr Wetzstein responded one of the partners is looking at this for Biology, comparing the Biology DTA and AST-1.
 - CCRI is asking pairs what are the degrees students are transferring with and is there a difference so can compare the AST for Engineering to other options.
 - CCRI is also asking pairs to evaluate if it is better to finish an associate degree or not prior to transfer.
 - CCRI hopes to look at these questions as a group to examine outcomes for students coming with one degree or another.

- Dan Taylor explained he has been teaching and advising Engineering students in the AST and shared in 17 years of doing this work he cannot recall a time that a student left college with less than 100-110 credits. If the receiving institution only accepts 90, there's 20 that are gone. If they didn't get the right things, there may be more needed at the receiving institution. He hopes the AST is more effective, but anecdotally could see there would still be excess credits.
- Julie Garver shared the 2021 Transfer Report via chat and recommended referencing pages 17-19 for the AST degrees.

•Discussion Questions

- What policy could you imagine that would incentivize the exchange of transfer student data between institutions? We acknowledge our policies aren't designed for institutions to work together. How could a policy facilitate this by incentivizing data exchange/ sharing?
 - Julie Garver stated there's a state task force around transfer looking at this too. They are working with Education Research and Data Center (ERDC) that has access to all public data and then working with private institutions to bring back a transfer report that went away some time ago.
 - It would be helpful to dovetail with that work at state level and make the data publicly presentable.
 - It would also be helpful to look at how BIs can identify the degrees students come in with to see how they follow through.
- How do you imagine transfer partnerships could improve transfer students' experiences and outcomes?
 - David Sundine responded that more seamless advising with collaboration between CTC advisors and partners at BIs would be helpful. He added a more seamless handoff could drastically improve the experience.
 - Dr Wetzstein shared that in some of CCRI's examples with advising, joint advising does exist, but seamless advising and a warm handoff is very important.
 - For example, sending an email to the advisor at the four year with student on it is impactful. "Here's my student coming. Can you make sure they're going to be ok?" Student feels that someone cares and feel a connection that is important.
 - Megan McConnell highlighted that cocurricular opportunities benefit students at both institutions. She provided an example from CWU's Des Moines Center with Highline College. Business faculty discovered Highline students in accounting classes were interested in working with the tutoring center to help dig in to higher level accounting questions. CWU Accounting students were brought in and worked with Highline students on this. This was a way to connect students before transfer.
 - Anne White explained that Pierce College has a shared advisor with UW Tacoma. The institutions share the cost of this employee. They work part time at Pierce and part time at UW Tacoma. This has been a really nice model for supporting students.
 - Dr Wetzstein noted shared advising has been found to be very helpful in CCRI research, particularly since a shared advisor often understood the culture and contacts at both institutions.
 - Julie Garver stated that public BIs have a transfer center and separate transfer orientation. There appears to be a gap between student affairs work and what faculty at public BIs are aware of. It is great to discuss how to bring instruction into these efforts.

It's also helpful as students are preparing to transfer to also loop in faculty advisors as well as professional advisors.

- Dr Wetzstein clarified the CCRI project is also involving faculty as well.
- Kirsten Clawson noted that, based on location, there may be natural transfer partners. Students may not be aware of other possibilities. For example, students may assume they can't afford to attend a private college or transfer to colleges not in the immediate geographic area. When examining equity, need to make sure students are opened up to the wide possibilities available and not just the BIs closest to where they currently live.
- Megan McConnell noted the colocations CWU has to help build partnerships. She shared faculty have engaged across institutions via book groups on shared pedagogy. For example, CWU did this regionally and it started many conversations. They are also looking at ways to continue to provide opportunities to build and maintain these relationships, particularly given how busy faculty are.
- The following comments were shared via chat during this discussion:
 - Dan Taylor stated that he would love more sharing of data for our own assessment activities for our transfer programs.
 - Katie Gulliford explained that having a soft handoff would be great.
- What policies or practices do you feel disincentivize transfer partnership work?
 - Dr Wetzstein noted most institutions are not designed for working together and policies don't generally incentivize transfer partnership work.
- Knowing the COVID pandemic disproportionately impacted low income and racially minoritized students, what can institutions do, in partnership, to help students transition back and complete baccalaureate degrees?
 - Shea Hamilton shared an [inclusive language resource](#) in the chat.
 - Kirsten Clawson explained the Multicultural Center at Olympic College takes students to a Students of Color Conference every year. She also stated that support and exposing students to the possibilities available is essential. Advisors play a vital role. Oftentimes it's also peer to peer. At CTCs, it would be helpful to work on programs to encourage students who have already transferred to mentor students at the CTCs working on the transfer process. It is helpful to hear from someone who has been in your shoes.
 - Karl Smith explained one of the challenges right now is this work is so critical and important and is also one more thing to think about when staffing and budgets are stretched and we're struggling to keep basic services open. Where do we come up with bandwidth, staffing, etc. to add more to already full plates? What can we not do to make room for this important work?
 - Dr Wetzstein asked are there things we can utilize that we had to figure out during COVID that could be leveraged to help students? For example, is advising online helping students? Can advisors do a warm handoff in other ways? The hope is we don't go back to the way things were because that wasn't working for many students. Did we learn something from this time that we can utilize to help students that have the most obstacles in the way?
 - Megan McConnell responded that when we look at the impacts of COVID, it's all about the money. We have limited control over that, but we can watch states that have moved to free community college and can measure outcomes and transfer outcomes so we can implement in WA state as well. It will take a number of years before we see

outcomes there. There are little things we can do to reduce costs, though. For example, we could waive transcript fees for students doing a reverse transfer.

11:30-11:50— Executive Board and OAR Voting of Members

- Kirsten Clawson explained the structure of the ICRC Executive Board and solicited nominations for a public BI Member at Large and CTC Vice Chair and three OAR members. She specified 2 CTC OAR members and 1 public BI OAR member are currently rotating off.
- Executive Board CTC Vice Chair
 - Cathy Shaffer nominated Gwen Cash-James from Spokane Community College for CTC Vice Chair, which she accepted. Gwen Cash-James is the Dean of Arts and Sciences at SCC and has been in this role since 2017. She has been on ICRC since 2017 and also serves as SCC's representative to ATC.
 - Tasaday Turner from Clark College was also nominated for this position. Tasaday Turner is the Associate Director of College Services, College Prep, and Transfer at Clark and has been a member of ICRC since 2016.
 - Kirsten Clawson had the two nominees join a breakout room and called for a vote.
 - Gwen Cash-James was elected to position.
- Executive Board Public BI Member at Large
 - Kirsten Clawson requested nominations for public BI Member at Large and clarified timeframe of commitment and roles.
 - Cathy Shaffer encouraged participating on the board as a great learning opportunity.
 - Kirsten also shared that it's an opportunity for new members as well. Shae Hamilton joined board at her first meeting and has done a wonderful job.
 - Kirsten clarified the goal is to have nominations and vote today but can do in other ways if needed.
 - Waylon Safranski questioned if we could have an ICW representative as part of this potential pool as well. He's reviewing materials to see if this is an option too and discussion was tabled for now.
- OAR Committee Members
 - Kirsten Clawson solicited nominations for joining OAR from any sector.
 - Rose Spodobalski-Brower nominated Megan McConnell from CWU.
 - Laura Knight from Renton Technical College nominated herself.
 - Katie Gulliford from Tacoma Community College nominated herself.
 - Beccie Seaman clarified the role of OAR and the framework for work with institutions undergoing review.
 - The nominees were elected to the three vacant OAR positions.
 - Via chat, Beccie Seaman explained that new OAR members can reach out to her at rseaman@olympic.edu
- Executive Board BI Member at Large
 - Waylon Safranski followed up that Jeanne Gaffney sent documentation regarding Member at Large Elections and representation, which allows for an ICW or public BI representative.
 - Kirsten Clawson encouraged participation/nominations.
- Maribel Jimenez asked if work happening on issues raised during winter meeting.
 - Kirsten Clawson responded that ICRC is shifting from "survival mode" to returning to more action-oriented work. She referenced updates from earlier in the meeting on

action taken on the AA-DTA based on ICRC feedback following our winter meeting. She also explained the Executive Board is referencing the minutes to be sure issues brought up are addressed and not forgotten.

- Maribel Jimenez asked specifically regarding the inventory for CTCs and requirements for degrees.
- Kirsten Clawson explained this was discussed at JTC and is being moved to ATC for a future meeting and many CTCs are working on this at own campuses too.
- Val Sundby added there is a subgroup of ATC working on DTA implementation requirements.

- Kirsten Clawson explained we will be reaching out via email for a member at large.

11:50-12:00— Wrap Up

- Kirsten Clawson requested members hold the dates for upcoming meetings and that we'll send out a formal poll on format.
- David Sundine recognized Waylon Safranski for his work and his service on the Executive Board over the last 6 years. He also recognized Kirsten Clawson for her service as Chair for this past year.
- Cathy Shaffer recognized David Sundine for his service as Vice Chair. It was also clarified that he will be transitioning into Chair after spring term.
- Cathy Shaffer recognized Rose Spodobalski-Brower for service as Treasurer.
- Shea Hamilton encouraged attendance at future meetings.

12:01 – Adjournment by Kirsten Clawson

Tentative 2022-2023 Meeting Dates:

Fall October 13-14, 2022

Winter (Zoom) February 9, 2023

Spring April 13-14, 2023



AWSP Update

Washington Council
Summer '22 Board Meeting

Andra Kelley-Batstone
Tumwater School District
BHHS Assistant Principal
TSD MTSS/SEL Coordinator
andra.kelleybatstone@tumwater.k12.wa.us

1

Association of Washington School Principals Update

AWSP Focus Areas:

1. Dual Credit- Running Start & CiHS challenges
1. Top Ten Legislative Actions:
staffing, professional learning, student safety,
and student learning
1. Admin salaries and principal workload &
support



References:

1. [Dual credit brainstorm from HS principals created Fall 2021](#)
1. ["Top 10 Things" that educators/principals/district admin should know for the 2022-2023 school year](#)
1. [Recommendations to recruit and retain principals from K12 Basic Education Compensation Advisory Committee passed by legislation in 2021](#)

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Communications/Publications Commission Report
For February 2022 Washington Council Meeting

Commission Chair: Paul A. Seegert <pseegert@uw.edu>
2022 Higher Ed Book editor: Kay-Lynn Wild <wildk@uw.edu>

Reminder of Higher Ed Book Process for 2022:

- Kay-Lynn Wild was the Higher Ed Book editor for 2022.
- Each institution/organization asked to send their pages as a PDF, making sure their information fits the format requested. We will use what is submitted as-is.
- PDF version of the 2022-2023 Higher Ed Book to be complete in early September 2022 in time to be available online by the start of the 2022 Fall Councilor Workshops

Timeline for the 2022 Higher Ed Book:

- April 1 Initial Instructions Sent
- May 2 Reminder to colleges
- June 16 final reminder to colleges
- PDF version of 2022-2023 Higher Ed Book will be complete in early September 2022 in time for the 2022 Fall Councilor Workshops

Progress as of June 21-22, 2022 Washington Council Board meeting:

- Most updates received, and we are in contact with a few remaining institutions to get those updates by end of June.

Washington Student Achievement Council WCHSCR Board Meeting – June 2022

OTTERBOT TEXTING INITIATIVE – CAPITAL ONE GRANT

WSAC is excited to share a new research project to improve postsecondary opportunities for low-income Washington students, supported by a \$1.5 million grant from the Capital One Foundation. The project will help WSAC gain an increased understanding of student usage and engagement with WSAC's interactive chatbot, Otterbot, and its effects on key outcomes such as FAFSA completion and college matriculation. Otterbot is currently geared towards students in the state's College Bound Scholarship program, designed for students who are low-income as determined by income eligibility for Free and Reduced Priced Meals. The research will shed light on student needs, reactions to communications, and barriers to postsecondary enrollment, and test new approaches for improving Otterbot engagement. The project is a collaborative effort among WSAC, nonprofit research organization MDRC, and the Capital One Foundation. Phase one of the project will include engagement with low-income students and families to better understand their needs and reactions to existing chatbot messaging. Learn more about Otterbot in our recent brief.

WASHINGTON COLLEGE GRANT/FINANCIAL AID VIDEOS

The informational videos project, developed in partnership by WSAC and the North Central Educational Service District (NCESD), intends to address information gaps and increase students' awareness of state financial aid and postsecondary education opportunities. The project design was based on principles from an evidence-based program in Canada and uses effective strategies, such as sequencing information and integrating the videos into students' regular school day. A series of five short, animated videos were developed by a local video production company to share clear and engaging information about the Washington College Grant and the benefits of pursuing education after high school. Videos are available in English, Spanish, Vietnamese, Tagalog, Somali, Russian, and Mandarin and include:

- Chapter 1: What financial aid is available for Washington students?
- Chapter 2: How does the Washington College Grant work?
- Chapter 3: How much Washington College Grant funding will I qualify for?
- Chapter 4: How can I get help if I want to apply for the Washington College Grant?
- Chapter 5: Why should I continue my education after high school?

Beginning in the fall of 2022, the videos will be pushed out and marketed heavily as a resource to support Financial Advising Day and other initiatives.

FALL 2022 AIM HIGHER WASHINGTON TRAINING SERIES

In February of 2022, Aim Higher hosted another series of Financial Aid Basics and Financial Aid Navigation trainings. These trainings were offered in partnership with the State Board for Community and Technical Colleges (SBCTC), Council of Presidents (COP), and Independent Colleges of Washington (ICW), and led by WSAC staff. Overall, the Aim Higher Initiative has trained close to 800 people.

Fall 2022's free trainings are now open for registration on our [training website](#). Please email Sarah Weiss at sarahwe@wsac.wa.gov if you are interested in [joining Aim Higher Washington](#)!

REGIONAL CHALLENGE GRANTS

This year, the legislature passed Senate Bill 5789 establishing the "College & Career Pathways Innovations Challenge Program," providing six million dollars in initial funding for 2022-23. Now referred to as the Regional Challenge Grant (RCG), the program will award competitive grants to partnerships among community-based organizations, K-12 or workforce partners, and institutions of higher education to increase postsecondary enrollment for high school students and/or adults (including opportunity youth) and eliminate opportunity gaps. WSAC is currently engaged in the grant design process and anticipates the grant application to be available in Fall 2022.

- As information becomes available, updates will be posted on [WSAC's Regional Challenge Grant website](#).
- Please direct all questions about the Regional Challenge Grant to Abby Chien at abbyc@wsac.wa.gov.

WSAC Representative:

Sarah Weiss
Director of College Access Initiatives
sarahwe@wsac.wa.gov
360.485.1003

Spring 2022 – Council of Presidents Report

Our Sector

Undergraduate Student Profile

- 113,411 students
- 48% identify as students of color
- More than one third receive a Washington College Grant or Pell Grant
- 82% Washington residents from all 39 Washington counties

Fall 2022 Admissions Applications: Accepting Applications

We are excited to welcome Washington students who have chosen a college or university in their home state. We also want students who have yet to decide where they will enroll—or are re-thinking or just now making their college plans—to consider the terrific options available right in front of them. There is a place for your students’.

All the below institutions are still [accepting applications](#) for fall 2022 (links to admissions webpage). If you have a 3.0 or higher cumulative GPA and are on track with core classes, you’ll automatically be admitted. If you happen to have less than 3.0 cumulative GPA, your application may go through further review prior to a decision.

- Central Washington [University](#)
- Eastern Washington [University](#)
- The Evergreen State [College](#)
- University of Washington [Tacoma](#)
- Washington State [University](#)
- Western Washington [University](#)

We’re here and excited to welcome you to any of these campuses. **Apply as soon as possible!**

Revised State Admissions Standards Policy

In spring 2022, WSAC coordinated a revision of the state’s [Admissions Standards Policy](#). The following changes related to undergraduate admissions were made:

- Language was added to clarify that in general special education courses do not qualify for CADRs.
- The “V” designation for the State Board of Education’s COVID-19 waiver was updated to align with rules recently adopted by the Board to allow the waiver to remain active for the duration of the waiver program.
- Language was added to further clarify changes to standardized test policies for admissions and definitions were updated to include test not considered, test not required and test optional.

Washington Public Baccalaureate Institution Guaranteed Admissions Program (GAP)

The Guaranteed Admissions Program supports a college-going culture and guaranteed admission efforts at Central Washington University, Eastern Washington University, The Evergreen State College, Washington State University and Western Washington University.

In 2022-23, GAP will focus on students in the 11th and 12th grades. Through data-sharing partnerships with Washington school districts and schools, the participating institutions engage with:

- Students in the 11th grade to ready them for college and familiarize them with college admissions
- Students in the 12th grade determine eligibility for guaranteed admissions or if not eligible, to engage through the general admissions process.

Participating institutions require two criteria be met for a student to be eligible for guaranteed admissions: (1) A cumulative GPA of 3.0 or higher and (2) Completion of the College Academic Distribution Requirements (CADRs). If a student meets the criteria or is on track to meet the criteria by high school completion, he/she/they are guaranteed admission to the institution.

Districts and School Participation in GAP

For the 2022-23 academic year, districts and schools must complete a signed GAP joint data sharing agreement and letter of support by September 30, 2022. For additional information, districts and schools should reach out to either a participating institution or Council of Presidents staff.

Sector Review of College Academic Distribution Requirements (CADRS)

This fall, Washington's public baccalaureate institutions will review and revise the College Academic Distribution Requirements. The last review took place in 2016.

Dual Credit

Dual Credit Joint Events

Representatives from COP, SBCTC, ICW, OSPI and WA Council hosted a series of sessions focused on dual credit 101 between March and April. The focus was to build a foundation of understanding about dual credit in Washington and create a peer learning community. Together, we are already engaged in planning efforts for fall 2022. Building on the success of the spring sessions, we are planning to host a series of events that focus on a deeper dive into each of Washington's six dual credit programs.

Dual Credit- National Engagement

COP continues to participate both as an ambassador for the [College in the High School \(CiHS\) Alliance](#) and in monthly meetings of the CHSA Peer Learning Network. Each month, campus and state leaders meet to discuss dual enrollment topics. In February, the group focused on *Promoting Cross-State Collaboration on Dual Enrollment Policy Among Agencies and Stakeholders*, followed by a focus on *State Approaches to Funding Dual Enrollment Programs* in March. The most recent meeting in April focused on *Examining the Role of State Policy in Promoting Student Advising and Supports*.

Other Initiatives

Washington's public four-year college and universities continue to engage and collaborate with our higher education, K-12, and other partners:

Aim Higher Washington

COP is engaged in the [Aim Higher Washington](#) initiative, which aims to increase equity in postsecondary attainment by supporting a statewide college-going culture through early, accessible, pathway-relevant support of financial aid application (FAFSA and WASFA) completion. Please continue to encourage students to complete the FAFSA or WASFA form as soon as possible!

Mastery-Based Learning, State Board of Education

In May, Washington's public baccalaureate institutions issued a [statement](#) on the Washington High School Mastery

Transcript. The statement was signed by the director of admissions from each institution. The statement illustrates the sector's support for mastery-based learning approaches to instruction and graduation that establish universally high learning expectations for students.

In addition, COP will participate in the State Board of Education-led Washington State Mastery-based Learning Collaborative (MBLC). The MBLC's purpose is to identify best practices for implementing Mastery-based Learning (MBL), identify sample tools for educators using a MBL approach, and offer professional learning to in-service educators, including teachers, principals, and counselors. The project's overarching goal is to inform future policy by helping decision makers better understand what quality MBL looks like, how long it takes to implement, and what resources are necessary.

Modernizing Algebra II, Office of the Superintendent of Instruction

Since June, OSPI has engaged in developing a modernized Algebra II course to pilot in the 2022-23 school year. To inform this work, COP convened institutional academic leads, faculty, and admissions directors to proactively engage in providing feedback about the content of the proposed course and addressing admission, placement, and other topics. In February, COP, SBCTC, and OSPI staff met again to discuss feedback to the proposed course from each sector. In late March, public baccalaureate admission directors and math placement leads met with OSPI to review the proposed new course and provide further feedback.

High School and Beyond Plan Advisory Council, Office of the Superintendent of Instruction

OSPI recently established the High School and Beyond Plan (HSBP) Advisory Council. The purpose of the Advisory Council is to drive adoption of best practices to standardize the understanding and use of the HSBP and support the planning of expanded and enhanced professional development around the HSBP. COP and WWU are representing the public baccalaureate sector in this work. The first meeting of the Advisory Council took place in February. The meeting provided an overview of the objectives of the Council to increase awareness and understanding of HSBP best practices and resources, increase meaningful use of the HSBP and the connection to social emotional well-being of students and improve education outcomes. The Council plans to achieve the objectives through the development of online professional development modules, relaunching the career guidance Washington curriculum and updating the HSBP template.

COP Communications

COP is excited to announce a new blog. You can view it and sign up [here](#). You can also follow us on [Twitter](#) and [LinkedIn](#).

Fact sheets, reports, presentations, and related other information about Washington's public baccalaureate sector can be found on the [COP website](#).

Communications/Publications Commission Report

For February 2022 Washington Council Meeting

Commission Chair: Paul A. Seegert <pseegert@uw.edu>

2022 Higher Ed Book editor: Kay-Lynn Wild <wildk@uw.edu>

Reminder of Higher Ed Book Process for 2022:

- Kay-Lynn Wild was the Higher Ed Book editor for 2022.
- Each institution/organization asked to send their pages as a PDF, making sure their information fits the format requested. We will use what is submitted as-is.
- PDF version of the 2022-2023 Higher Ed Book to be complete in early September 2022 in time to be available online by the start of the 2022 Fall Councilor Workshops

Timeline for the 2022 Higher Ed Book:

- April 1 Initial Instructions Sent
- May 2 Reminder to colleges
- June 16 final reminder to colleges
- PDF version of 2022-2023 Higher Ed Book will be complete in early September 2022 in time for the 2022 Fall Councilor Workshops

Progress as of June 21-22, 2022 Washington Council Board meeting:

- Most updates received, and we are in contact with a few remaining institutions to get those updates by end of June.

A close-up photograph of a brown graduation cap with a tassel hanging from it. The cap is positioned on the left side of the frame, and the tassel hangs down towards the center. The background is a soft, out-of-focus white.

OSPI UPDATE



Washington Office of Superintendent of
PUBLIC INSTRUCTION

WCHSCR Summer 2022

Today's Updates



Washington Office of Superintendent of
PUBLIC INSTRUCTION

- 1 Legislative Updates
- 2 SSB 5030
- 3 High School and Beyond Plan
- 4 Career Guidance Washington 2.0
- 5 Graduation Toolkit Update
- 6 New CTE Equivalencies

Legislative Updates

Increased Access to Running Start



HB 1664

Prototypical school formulas for physical, social, and emotional support staff



SB 5693, Sec. 522(40)

Dual Enrollment Pilot



SB 5693, Sec. 522(46)

Summer Running Start Grants



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Legislative Updates Continued

Support for Apprenticeship Programs



HB 2019

Creates the Workforce Training and Education Coordinating Board



SB 5600

Requires the Washington State Apprenticeship and Training Council to establish platforms to promote industry collaboration



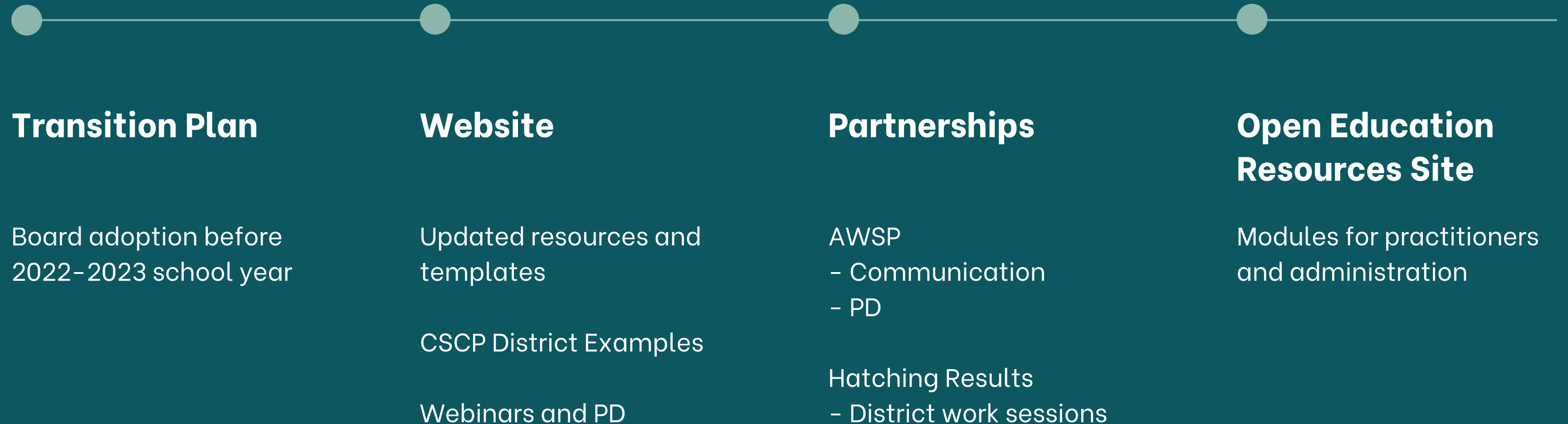
SB 5764

Requires the State Board for Community and Technical Colleges (SBCTC) to provide eligible apprentices access to the Washington College Grant for Apprenticeships.



SSB 5030

Comprehensive School Counseling Programs



High School and Beyond Plan

Advisory Council

**Professional Development
Modules**

HSBP Template Update

Communication Campaign

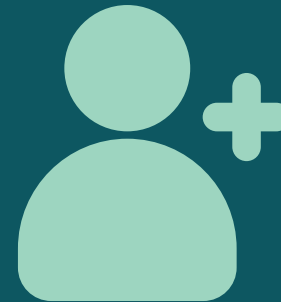


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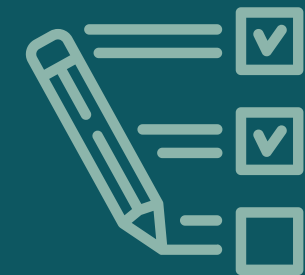
Career Guidance Washington 2.0



**Curriculum
Revision + Relaunch**



**K-5
Curriculum Addition**



Standards Alignment



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2023 Graduation Toolkit Update

**Graduation
Pathways
Toolkit**



**Graduation
Toolkit**



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New CTE Equivalencies

Starting September 2021, any statewide CTE Equivalency courses offered in a district or at a skill center must be offered for academic credit.

Districts with 2000 or more students must provide access to at least one statewide CTE equivalency course.

Family Health



.5 Health

**Principles of
Biomedical Sciences**



1.0 Lab Science

**Fire Science
Technology**



1.0 Science/PE/CTE

**Core Plus
Aerospace 540**



1.0 ELA/Math/Science

Dental Assisting



1.0 Lab Science



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