



# Washington School Counselor Association

## Washington Council Fall 2022 Update

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.

Circling Back to previous items:

WSCA Annual Conference: March 1-3- If you are interested to present feel free to submit your proposal.

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

Upcoming webinar OSPI Hatching Results webinar CSCP Support in a MTSS (Tier 1) Nov 29th, 2022



# Guidance Counselor vs. School Counselor

**H**istorically, 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 Although some schools still used the outdated “guidance counselor” term, the American School Counselor Association encourages the use of “school counselor” to more accurately reflect the role.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

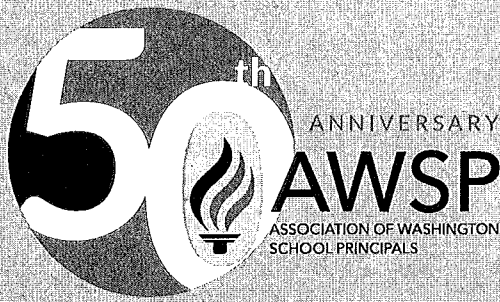
counseling and guidance? The American School Counselor Association (ASCA) has come down firmly on the side of the term school counseling program although the literature still reflects the usage of various combinations of terms. The terminology issue also is reflected in personnel titles. Again, ASCA 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.



## AWSP Priorities

**GROW:** Partner with other organizations to identify, recruit, and develop future school leaders with a focus on underrepresented groups.

**SUPPORT:** Support and equip all school leaders with the knowledge, skills, and confidence to foster positive school culture, build equitable systems, and lead learning in their respective school contexts and communities.

**SUSTAIN:** Support all principals in their capacity to be effective long-term leaders, specifically in highly impacted schools where strong and consistent leadership is needed most.

## AWSP Equity Statement

Educational disparities based on race, economics and other dimensions of difference are eliminated. Positive school outcomes are distributed equitably across all demographic and identity groups.

## AWSP Mission

AWSP exists to support all principals and the principalship in the education of each and every student.

## AWSP Vision

School Leadership Matters. We exist to ensure schools have a culture of hope, systems to support that culture, and collaborative learning and leadership among students and adults.

# LEGISLATIVE PLATFORM 2023

## Attract and Retain a Highly-Effective Educator Workforce to Support Students

We are in a leadership crisis. Principal workload, increasingly unrealistic expectations, and job vulnerability are impacting current administrators' willingness to stay and causing prospective administrators to choose other career paths. Research from the Wallace Foundation\* shows that "it is difficult to envision a higher return on investment in K-12 education than the cultivation of high-quality school leadership."

Our state must unite to respond to the education workforce crisis through a holistic and multi-faceted approach addressing current policies, legislation, and funding so that we can attract and retain highly effective educators, including principals and assistant principals.

**If schools are the hub of communities, then we must have enough staff to meet the needs of students.**

## We need the 2023 Legislature to:

- Fix the pay gap for assistant principals and principals in administrator salary allocation.
- Update the prototypical school funding model ratios for principals in order to meet student and staff needs.
- Prepare and support new assistant principals and principals by increasing funding for administrative internships and mentorship programs.
- Provide better job protections for assistant principals and principals by creating better terms of employment.
- Fund additional professional development days to support systems and learning.
- Remove all barriers for access to health and mental health services for students.

\*Wallace Foundation Report: <https://bit.ly/3SU8xnB>



**Strong Leaders. Strong Schools. Strong Students.**

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*Adopted October 2022*



# SCHOOL FUNDING COALITION | 2023 Legislative Priorities

## School Funding Coalition

The School Funding Coalition is comprised of seven statewide education associations representing almost 8,000 school district leaders from our state's 295 school districts. We bring a front-line understanding of school district financing and education funding issues. This Coalition convened to speak with one voice on common funding priorities that each of our associations will support on behalf of the 1.1 million students who attend our schools.

The Coalition urges the 2023 Legislature to:

- Continue updating state-funded staffing ratios in the Prototypical School Funding Model by improving support for school principals; and
- support closing persistent opportunity gaps by funding additional professional development and continuous improvement coaches.

## Prototypical School Funding Model

The Legislature adopted a new education funding system in 2009, establishing a distribution formula based on minimum staffing in "prototypical schools." Legislation adopted in 2010 implemented the new Prototypical School Funding Model (PSFM), providing new staffing allocations. The new allocations were intended to translate then-current levels of funding into the different staff classifications in the PSFM, with no adjustments, to ensure the conversion was cost neutral. Funding levels for most staff positions have remained the same since the Model was first implemented.

## Coalition Long-Term Priority

In 2014, Washington's citizens approved Initiative 1351 which, among other things, provided for phased-in increases in staffing allocations in the PSFM. The Initiative required funding for increased staffing allocations to begin in the 2015-17 biennium, with full funding by the end of the 2017-19 biennium. Legislation adopted in 2015, however, delayed the funding of I-1351 by four years. In 2017, as a part of the "McCleary solution," the I-1351 implementation schedule was repealed. OSPI, however, was charged with convening a working group to review staffing allocations detailed in I-1351 and make recommendations on a possible phase-in plan of staffing enhancements.

At the end of 2019, the Staffing Enrichment Workgroup submitted its report to the Legislature, recommending a six-year phase-in of staffing enhancements in the PSFM, mirroring the values adopted in I-1351. The long-term priority of the School Funding Coalition is for the Staffing Enrichment Workgroup's recommendations to be adopted and funded by the Legislature, ensuring more realistic state-funded staffing levels.

## 2023 Legislative Priority of the Coalition

Members of the School Funding Coalition applauded the 2022 Legislature for beginning a phase-in of enhanced staff allocations, specifically investing in staff to meet students' needs for social, emotional, safety, and behavioral health. This action implements a portion of the Phase I recommendations of the Staffing Enrichment Workgroup. In 2023, the Coalition urges the Legislature to continue the implementation of the Staffing Enrichment Workgroup Phase I recommendations by improving Prototypical funding levels for school principals to support students and address increased responsibilities in supervisory duties; providing additional professional development to close achievement gaps; and adding continuous improvement coaches as an enhancement to the Prototypical School Funding Model.

## For More Information, Please Contact:

- AEA: Mitch Denning | mdenning@comcast.net
- AESD: Melissa Gombosky | melissagombosky@gmail.com
- AWSP: Roz Thompson | roz@awsp.org
- WASA, WASBO, and WSPA: Dan Steele | dsteele@wasa-oly.org
- WSSDA: Marissa Rathbone | m.rathbone@wssda.org

Sorry I won't be able to attend this meeting. Here is my report.

After much discussion at our June meeting with a sub-group, the decision was made about doing the fair circuit as normal this fall (for one more cycle). Here are some bullets:

- Myndee was going to roll off this and someone else was to take it over, by early September no one had stepped up.
- Myndee and Melody discussed doing just 5 or so fairs at highest enrollment institutions for fall. Myndee reached out to a couple of them and they also had staffing concerns, lack of food/cafeteria open.
- International transfer fairs are happening for fall and winter to the Seattle/Tacoma area so students/universities will have some fairs.
- 2 schools have decided to host their own fairs: South Puget Sound Community college and Edmonds Community college.
- NW Step transfer fairs are currently undecided for winter/spring.
- A small handful of sites have reached out asking if there will be fall fairs. All of them have not been historically higher enrollment institutions.
- We should update language on the website to reflect no fairs for fall.
- I had email exchanges with Skagit and Shoreline about where we are and suggestions to move forward. Below is my email and shoreline's reply:

*Nice to hear from you. The WCHSCR board met in June and discussed how to move forward with transfer fairs. There is concern about the declining enrollment at community colleges and if the fairs are sustainable in the same way they were 5 years ago. This was a concern prior to COVID, we'd seen declining attendance at fairs, and declining enrollment at the community colleges. With each school having a different level of enrollment (all lower) and varying degrees of in person vs. online instruction we took a step back. WCHSCR knows we need to do more to reach transfer students, to educate them on transferring, financing their education and the value in continuing on with their education, we aren't sure how best to do that and how much support the community colleges are able to give when we are all seemingly experiencing staffing shortages.*

*For this fall we discussed doing only a small handful of fairs at the largest enrolled cc's, and other cc's were able to schedule their own transfer programming based on what they felt would be best for their students and would be fruitful for the universities. We didn't get that off the ground (I've been trying to roll off transfer fairs and they haven't found anyone on the board willing to take it on yet). We're discussing the same things for NW STEP fairs for Winter and Spring fairs. Does it make sense for your school to host a fair based on where your enrollment is? If not, what other activities could you host (transfer days that includes workshops?)*

*Many of us on the university side are struggling with staffing so we are having to make strategic choices about how we spend our days. We used to attend ALL transfer fairs every quarter and if they returned as they were I would not be able to commit to that now. I'm currently at 50% staffing during our busiest time of the year. Sad reality.*

*Long story short, there isn't a formal fair circuit for fall. I encourage you to consider programming that may work best for your students at Shoreline. I only know of a couple of schools who talked about doing their own fair for fall for the reasons I mentioned above.*

*I welcome any feedback and am happy to share with the board.*

**From Tiff Meier, Shoreline:**

*Thank you for your response Myndee. I totally get it. As a CC organizer, I've felt bad when traffic is low at fairs. It's hard to know how to disseminate the information to students in a way that they will attend and be interested.*

*As advisors, we've tried workshops to try and help students with transfer, writing personal statements, etc., and they are super low attended. It's discouraging for sure. The online fairs seemed like a good idea since it would allow multiple schools to advertise and less work for the 4 years (in terms of travel).*

*Have you seen any schools that have had success with workshops or something similar?*

*The college as a whole is under-enrolled and understaffed in positions like financial aid and enrollment services. I totally get your situation also, I'm so sorry you are down so many. Students need the information to make a good decision and to learn about other schools than what is right down the road.*

## KEY CONSIDERATIONS FOR 2023 8<sup>TH</sup> GRADE EXPLORATION DAY

- CHECKING APPETITE** \_\_\_\_\_
- Higher Ed partners and Middle Schools may be operating in different constructs
  - Challenges in budgets, staffing, resources (e.g. chaperones, transportation)
  - Determine sites, dates, budget (any flexibility on \$1,000?)

- REFINING OUTCOMES** \_\_\_\_\_
- Key elements: Dual-enrollment opportunities; Eligibility for College Bound Scholars (connect with school contact); Student Panel (College; 9th Graders?)
  - Recognize that students' norms and baselines have changed

- LEVERAGING TECHNOLOGY** \_\_\_\_\_
- Registration (e.g. QR code), program participation (e.g. event format, virtual options); survey collection and reporting; expense submissions

- NEXT STEPS** \_\_\_\_\_
- WA Council Board discussion
  - Survey past participants
  - Identify new champions

# Washington Student Achievement Council WCHSCR Board Meeting – October 2022

## REGIONAL CHALLENGE GRANT (RCG)

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- The first round of RCG submissions is due Friday, October 21 by 11:59pm.
- There are two tiers of grants available. Information on how to submit a Letter of Interest can be found on [WSAC's Regional Challenge Grant website](#).
- The RCG 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.
- Questions can be directed to [RegionalChallengeGrant@wsac.wa.gov](mailto:RegionalChallengeGrant@wsac.wa.gov).

## GOOD JOBS CHALLENGE GRANT (GJC)

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- The GJC is administered by the U.S. Department of Commerce's Economic Development Administration. The GJC will enable communities across the country to invest in innovative approaches to workforce development that will secure job opportunities for more than 50,000 Americans.
- WSAC was awarded a \$23.5M grant over the next three years to work closely with Career Connect Washington (CCW) to expand education and training, targeting those most impacted by COVID.
- Refresher: CCW is a state initiative to develop a coalition of employers, organized labor, state agencies, educational institutions, students, and community leaders working together to create work-based learning programs that connect people with paid work experience, a postsecondary credential, and high-demand and self-supporting jobs.
- A couple of highlights:
  - WSAC is the only state higher education agency to receive the award out of the 32 winning proposals.
  - The grant will enable Washington to help at least 5,000 individuals on their career pathway, with at least 3,000 getting jobs.
- Links to the [Federal](#) and [State](#) announcements.
- Questions can be directed to [GoodJobsChallenge@wsac.wa.gov](mailto:GoodJobsChallenge@wsac.wa.gov).

## HB 1835 UPDATE

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- WSAC is working with DSHS on data exchange for expanded Washington College Grant (WCG) eligibility and receipt. WSAC is also working with them on individual messaging and outreach to beneficiaries of programs like SNAP/TANF who are likely eligible for WCG.
- The [RFP](#) for WSAC's marketing contract is live with a deadline of November 1.



- WSAC is supporting the other components of 1835 related to SBCTC's and the Washington State Libraries (WSL) pilot programs in ESD 114 and ESD 123.
  - WSAC is providing training and support for the FAFSA portal for these outreach staff.

## FALL 2022 AIM HIGHER WASHINGTON TRAINING SERIES

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- September and October 2022 Financial Aid Basics and Navigation trainings were well attended:
  - 122 attended FA Basics; 83 attended FA Navigation.
  - Attendees represented many sectors: K-12, CTC staff, COP/ICW staff, CBO's and other partners.
- The Aim Higher WA Training Group is planning to pilot regional networking sessions as a follow-up to the trainings this winter in ESD 114 and ESD 123. We will partner with existing efforts in these communities, rather than start fresh. We want to help training attendees answer the question "now what" after attending a training, as well as connect attendees in the same regions.
- WSAC is continuing to develop new partnerships with non-education-based entities to share financial aid information with people who are trusted messengers in communities.

## 2023 DECISION PACKAGES & AGENCY REQUEST LEGISLATION

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- Increasing WCG usage: Currently, students may receive WCG for 125% of a baccalaureate degree, which is the equivalent of 15 quarters of full-time eligibility. Given the unprecedented pandemic, many students have had to stop out or reduce their enrollment intensity to work or care for family members. As a result, thousands of students are now at risk of reaching the end of their financial aid eligibility time frame before they complete a degree or credential. This state financial aid policy could lead many students who are close to graduation to leave school entirely or take on thousands of dollars in debt in order to finish. WSAC is proposing increasing the number of quarters/semesters students could use WCG to encourage more students to complete. This would also align with federal grant guidelines.
- Removing the 2.0 requirement for the College Bound Scholarship (CBS): WSAC is requesting to eliminate the 2.0 GPA requirement for CBS students.
- Request for investment in a telehealth pilot: WSAC is requesting funding to partner with at least 16 postsecondary institutions through this pilot wherein the state contracts with a telehealth provider to save costs and provide equitable access to mental and behavioral health supports.
- Expansion of RCG: WSAC is requesting the Governor and Legislature to expand funding to RCG at the level at which the Governor had funded them in the last session. There has been tremendous demand for these grants and while it is designed as a competitive grant, it is very likely many qualified applicants will not be funded.
- Expand OtterBot: WSAC is requesting funding to continue the expansion of services and analysis initially funded under the Capital One Grant. This would serve CBS parents as well as 9<sup>th</sup> and 10<sup>th</sup> grade students.

- Financial aid experimental pilots: WSAC is requesting legislative flexibility to test out key financial aid pilot programs to examine their effectiveness for broader use. This is similar to federal aid flexibility.

## OTTERS PROJECT

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- WSAC received a \$1.5 million grant from the Capital One Foundation to expand and analyze OtterBot, WSAC's texting campaign targeting College Bound juniors and seniors. We will work with MDRC on the analysis. We are currently deep in the data analysis phase of the project.
- The name of the research project is called OTTERS: Optimizing Texting Technology through Engagement Research with Students.
- WSAC plans to expand the bot to support parents in the late winter or spring of 2023. Phase two of the grant would extend support to all CBS high school students.
- Texting to the class of 2023 and 2024 CBS students is beginning in mid-October for the current cycle.
- More information on OtterBot can be found in our 2022 brief.

WSAC Representative:

Sarah Weiss

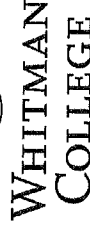
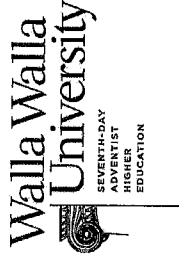
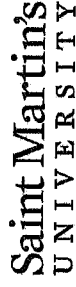
Director of College Access Initiatives

[sarahwe@wsac.wa.gov](mailto:sarahwe@wsac.wa.gov)

360.485.1003



# The Washington Council for High School- College Relations October 2022



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# INVESTING IN WASHINGTON'S FUTURE ONE STUDENT AT A TIME



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# Cross-Sector Efforts to Support Students

- Aim Higher (FAFSA/WASFA filing)
- College Promise Coalition
  - Washington College Grant
  - Washington Student Engagement Networks
- Joint Transfer Council
  - Direct Transfer Agreement (DTA)
  - Major Related Programs (MRP)
- The Washington Council for High School-College Relations
  - Intercollegiate Relations Commission



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A Message from Washington's Colleges and Universities to Washington's Students  
September 2022

Pursuing higher education has perhaps never been so important. Education beyond high school is essential to help prepare you to flexibly navigate uncertainty and leads to earning more, with better and more benefits for yourself and your families, and our state. We want you to know that going to a Washington college or university is a great opportunity for you now and in the future.

There are many outstanding postsecondary opportunities beyond high school in our state. With 50 colleges and universities to choose from, students may choose among a host of interationally, nationally, and locally recognized, accessible, affordable, and high-quality options. Our programs can provide the terrific options necessary for career and life success.

As we begin a new academic year, we are excited to welcome Washington students who have yet to decide where they will enroll—who perhaps are re-thinking or just now making their college plans—to consider the terrific options available in their own backyard.

You are not alone in navigating unprecedented times. We are committed to supporting your journey to the completion of a degree, certificate or other postsecondary credential. Together, Washington's public and private not-for-profit four-year colleges and universities and community and technical colleges are committed to meeting the college and career goals of all Washington's students—now and into the future.

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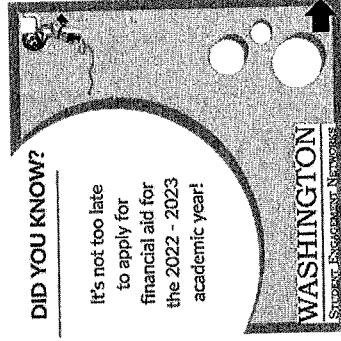
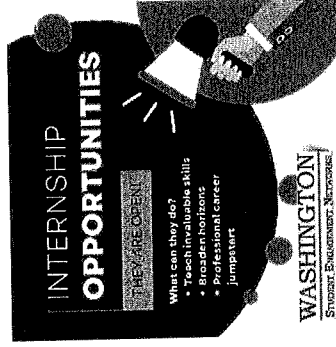
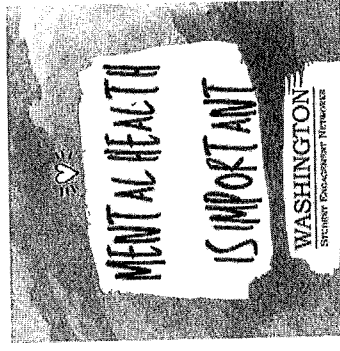
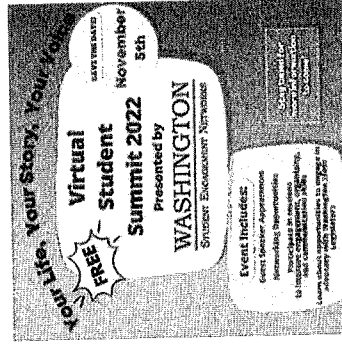
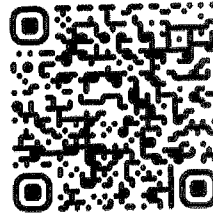


# Washington Student Engagement Networks

WA-SEN is a cross-sector, collaborative effort to mobilize and empower students to connect with and educate state legislators about the importance of financial aid and higher education attainment for all Washingtonians

Join WA-SEN November 5<sup>th</sup> for the Virtual Student Summit, a FREE event featuring guest speakers, state legislators and learning sessions on engagement and advocacy

Use this QR code to sign up for our mailing list to learn about the upcoming event and ongoing engagement opportunities.



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https://icwashington.org/page/counseling\_resources



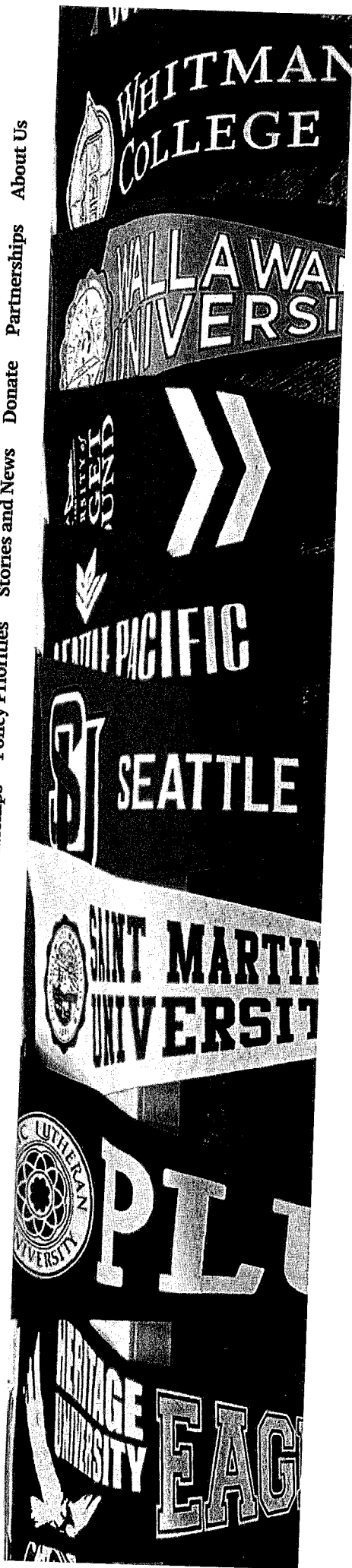
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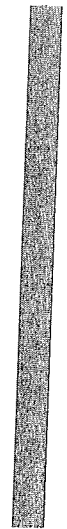
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## Resources for Counselors, College Advisors

As you work with our young adults in these tumultuous times, thank you for the good work you do in counseling and supporting Washington State's high school students. We are here collectively, and as individual colleges and universities, to help your current and future students achieve their goals and plan for their futures.

We invite Washington students of every age to consider the terrific options available here at home. Below please find resources available at our member campuses to help you answer questions and make referrals:



Admissions planning a campus visit



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# Student Supports: Academic, Basic Needs, Behavioral Health, Belonging and DEI

- Academic coaches and mentors
  - Workshops, peer tutors, accessibility and accommodations, career services
- Nutrition centers, shelter, clothing
  - Housing, emergency grants, gratis enrichment trips
  - Lending library, campus closet, SNAP, DACA supports
- Wellbeing, mental health, resiliency
  - Counseling, physical health, telehealth, training
- Affinity, P2P mentors, advocacy programs
  - Culture, spiritual/faith, tribal relations, LGBTQ+, multicultural

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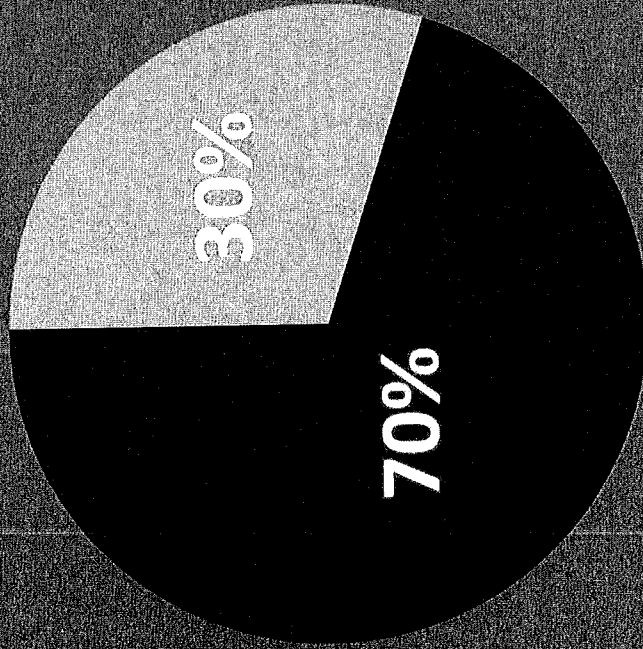
*\*Applicable to scholarships as well with the exception of a few scholarships at the University of Puget Sound*

## Admission Testing Policies

| College/University          | SAT/ACT Test Optional? | Exceptions  |
|-----------------------------|------------------------|---|
| Gonzaga University          | ✓                      | Home-schooled students; those who attended schools that do not assign grades  |
| Heritage University         | ✓                      |   |
| Pacific Lutheran University | ✓                      |   |
| Saint Martin's University   | ✓                      | Home-schooled students  |
| Seattle Pacific University  | ✓                      |   |
| Seattle University          | ✓                      |   |
| University of Puget Sound   | ✓                      | Home-schooled students; those who attended schools that do not assign grades  |
| Walla Walla University      | ✓                      |   |
| Whitman College             | ✓                      | Home-schooled students; those who attended schools that do not assign grades  |
| Whitworth University        | ✓                      | Home-schooled students; those with competency-based grades w/o cumulative GPA |

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# 800 PROGRAMS OF STUDY



## ENROLLMENT STATUS

- Graduate 30%
- Undergraduate 70%

# Top Fields of Study



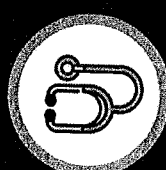
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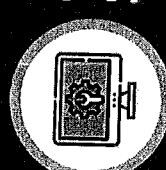
**Business, Management,  
Marketing, and Related  
Support Services**



**Education**



**Health Professions and  
Related Programs**



**Computer and Information  
Sciences and Support Services**



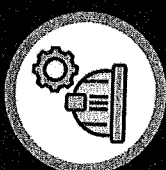
**Biological and  
Biomedical Sciences**



**Social Sciences**



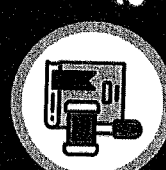
**Psychology**



**Engineering**



**Communication, Journalism,  
and Related Programs**

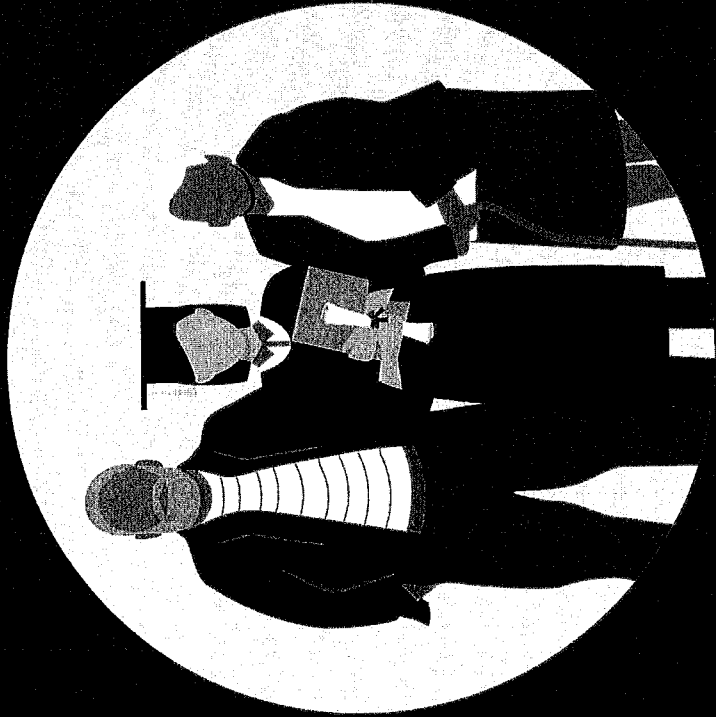


**Legal Professions  
and Studies**



INDEPENDENT  
COLLEGES OF  
WASHINGTON

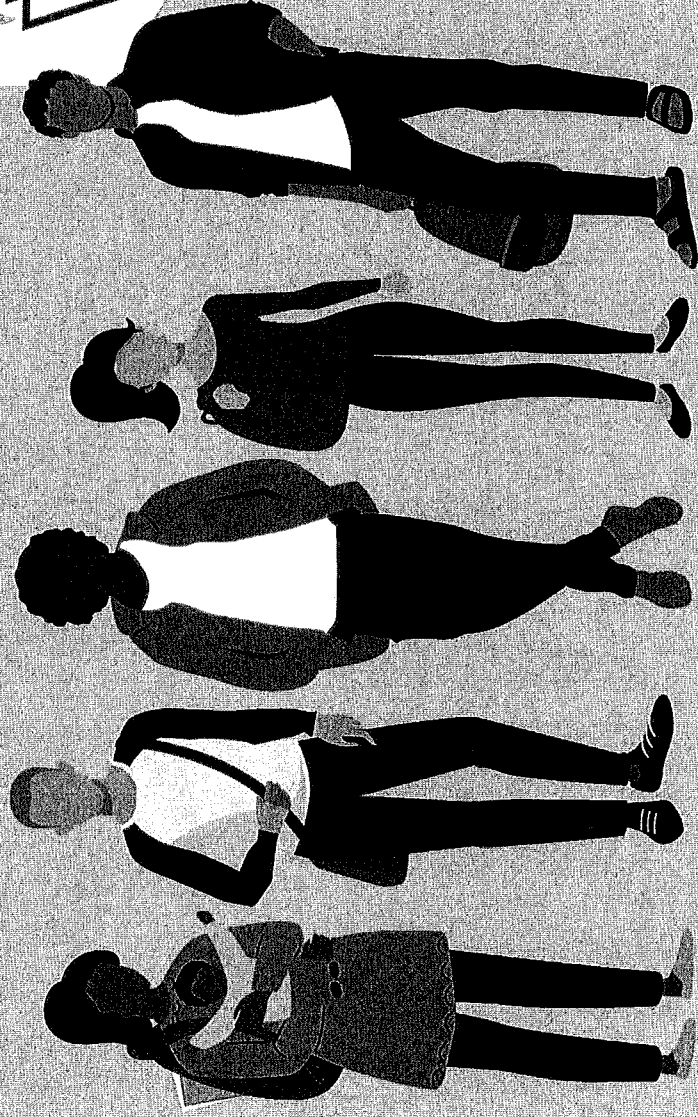
One in five is a  
first-generation  
college student



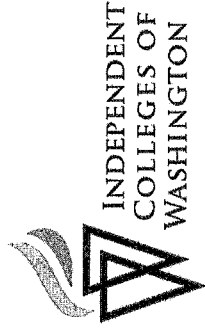




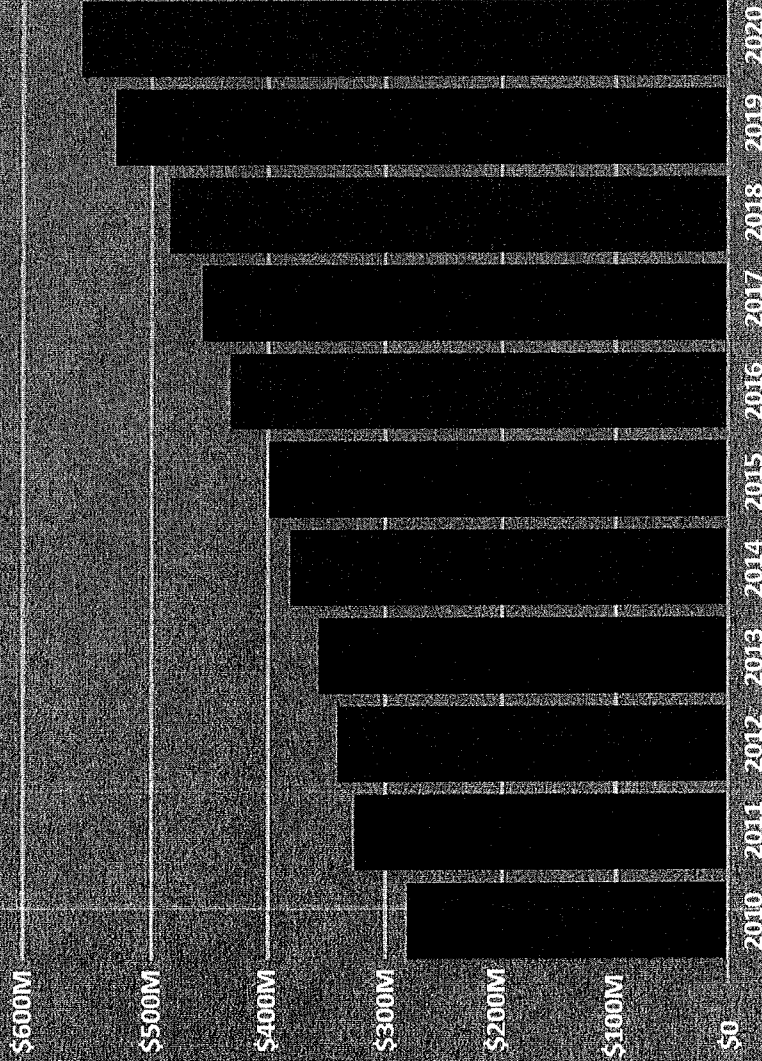
INDEPENDENT  
COLLEGES OF  
WASHINGTON



**More than a third of undergraduates  
at ICW member campuses are from  
families living on low incomes**



# 9 IN 10 STUDENTS GET AID FROM THEIR COLLEGES



Between 2010 and 2020, institutional aid from ICW member campuses has nearly doubled



## Questions?

Website for more information: <https://icwashington.org/campusvisits>

*If you have any questions, please contact:*

- Kris Gonzales, Independent Colleges of Washington  
Email: [kris@icwashington.org](mailto:kris@icwashington.org); 206-623-4494

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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

**2022 Fall Counselor Workshop  
Preliminary Financial Report as of 10/17/22**

| Date     | Location                                   | # Attendees | Eventbrite Net Revenue | Workshop Expenses  | Net Profit/Loss     | Actual Cost per Attendee | Reimbursement Status |
|----------|--|-------------|------------------------|--------------------|---------------------|--------------------------|----------------------|
| Sept. 12 | Eastern Washington University              | 50          | \$ 2,952.16            | \$ 2,979.36        | \$ (27.20)          | \$ 59.58                 | Completed            |
| Sept. 13 | Columbia Basin College *                   | 135         | \$ 8,769.06            | \$ 4,276.82        | \$ 4,492.24         | \$ 31.68                 | Completed            |
| Sept. 14 | Washington State University-Vancouver      | 85          | \$ 5,484.07            | \$ 3,845.75        | \$ 1,638.32         | \$ 45.24                 | Completed            |
| Sept. 15 | University of Washington-Bothell *         | 172         | \$ 11,174.01           |                    |                     |                          | Pending Invoice      |
| Sept. 16 | Clover Park Technical College              | 103         | \$ 6,689.00            | \$ 7,285.46        | \$ (596.46)         | \$ 70.73                 | Completed            |
| Sept. 20 | Virtual Workshop                           | 312         | \$ 11,937.40           | \$ -               | \$ 11,937.40        |                          | N/A                  |
|          | <b>Total To Date (not final)</b>           | <b>857</b>  | <b>\$ 47,005.70</b>    | <b>\$18,387.39</b> | <b>\$ 17,444.30</b> |                          |                      |
|          | *CBC and UW Bothell Expenses are not final |             |                        |                    |                     |                          |                      |
|          | <b>Eventbrite Gross Sales</b>              |             | <b>\$ 51,648.32</b>    |                    |                     |                          |                      |
|          | <b>Eventbrite Expenses</b>                 |             | <b>\$ 4,642.55</b>     |                    |                     |                          |                      |
|          | <b>Eventbrite Net Sales</b>                |             | <b>\$ 47,005.70</b>    |                    |                     |                          |                      |



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

October 2022

This year's Transfer Advisor's Workshop was held on August 4<sup>th</sup> over Zoom, with a new advisor's seminar on August 3<sup>rd</sup>.

Attendance:

New Advisor's Seminar - 30

Workshop Registration – 109 (\$1090)

Attendance during the workshop sessions ranged from 45 to 101 throughout the day.

Breakout sessions this year included:

- 'Not Just Nursing' Healthcare pathways panel
- Preparing Students for Successful Transfer
- Computer Science Deep Dive
- Preparing for Helping Professions panel

Recordings and slide decks are available for attendees to view in a Google Drive.

Colleges and universities entered contact information and links on a spreadsheet shared with attendees.

Feedback for next year from participant surveys (31 responses):

- Preference to keep the workshop virtual (65%) with some interest in hybrid (29%)
- 83% would attend next year, or send another colleague
- Suggested giving presentation guidelines to BIs and have slides shared ahead of time
- Some concerns about lack of knowledge from BIs about CTC students and private BI cost.

# PROGRAM BRIEF

OCTOBER 2022

*"I took Bridge to College Math because I thought it would be beneficial to my future. It's a real-life based math class that I could actually use. It made math more enjoyable."*

*Anna, Shorecrest High School student*

*"I took Bridge to College English because I found out that it would give me a head start and I would be able to be on the same academic level as other community college students.....The class has taught me to be more confident and to really express my thoughts and opinions..."*

*Fatima, Mariner High School student*

## BRIDGE TO COLLEGE

The Bridge to College project is the collaborative effort of three organizations committed to student learning and success in Washington: The State Board for Community and Technical Colleges (SBCTC), The Office of Superintendent of Public Instruction (OSPI) and College Spark Washington. Through Bridge to College *transition courses*, students engage in challenging senior-year courses in math and English that prepare them for success in college-level courses. To learn more about the courses and see a list of participating districts visit [the OSPI Bridge to College webpage](#).

## How It Works

Bridge to College transition courses are full-credit, one-year courses taught at high schools during the school day. The courses give high school seniors a unique learning opportunity that effectively prepares them for success in college-level work.

Students who earn a B grade or above in Bridge to College courses will be eligible for the automatic statewide placement agreement in math and/or English at all participating Washington higher education institutions, which currently includes the state's 34 community and technical colleges and Eastern Washington University.

## Who Should Take a Bridge to College Course?

While the courses were initially designed for high school seniors who scored below college-ready on the high school Smarter Balanced Assessment, they have been shown to work well for all

1



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### CONTACT INFORMATION

Bill Moore

Bridge to College Director

State Board for Community & Technical Colleges

360-704-4346

[bmoore@sbctc.edu](mailto:bmoore@sbctc.edu)

students interested in attending college and looking for opportunities to develop and practice the skills needed for college success.

**Bridge to College English** uses timely and interesting topics to engage students in rigorous reading and writing tasks that allow them to develop essential college readiness skills. Students have opportunities to develop their ideas and perspectives on issues they care about. This course gets students ready for college by developing their skills in critical reading, academic writing, speaking and listening, research and inquiry, and academic language.

**Bridge to College Mathematics** is an engaging course that emphasizes modeling with mathematics and the Standards for Mathematical Practice found within the Washington K-12 Mathematics Learning Standards. The course is designed to help students who have taken Algebra II be prepared to take a non-calculus pathway introductory college level mathematics course by addressing key math standards and practices essential for college- and career-readiness.

## Did You Know?

- Students who take pre-college courses once they're enrolled in college won't be earning credits. These courses take time and cost money— and do not count toward college graduation.
- Students who enroll in college-level math directly upon entering college are far more likely to earn a college degree than students who need to take pre-college courses first.

### Families: Want Bridge to College transition courses in your student's school?

*Contact your student's guidance counselor to find out if their school offers the courses. If their school doesn't have Bridge to College transition courses, contact your student's principal and ask them to offer this opportunity to students.*

### Teachers and Administrators: Questions on how to be a part of the Bridge to College transition program and get the courses at your school?

*Contact Sally Zeiger Hanson, SBCTC Bridge Course Project Manager by emailing [shanson@sbctc.edu](mailto:shanson@sbctc.edu) or calling 360.704.1055. The registration process for offering the courses in the 2023-24 school year will be available on the [OSPI Bridge to College web page](#) beginning in January 2023.*

