Washington Council for High School-College Relations (WCHSCR)

October 18-19, 2022
Board Meeting

Regional Challenge Grant (RCG)

- Innovative approaches to increasing postsecondary enrollment
- Serve priority student populations (including, but not limited to, students of color, low-income backgrounds, English language learners, students with disabilities, foster and homeless youth)
- $5 million for 2022-23

- New round of submissions due Oct 21
- Two tiers of grants available

Good Jobs Challenge

- [Diagram with bullet points]

HB 1835 Update

- DSHS data exchange for expanded WCG eligibility
- Marketing RFP is out
- Supporting SBCTC and WSL work
- Related: investigating additional WCG eligibility pathways
Washington Council
Fall 2022 Convening
OSPIs Update
October 18, 2022
OSPIs
Graduation & Pathway Preparation

Rigorous Learner-Centered Options in Every Community

Provide all students with access to challenging coursework, culturally responsive and anti-racist curriculum, and pathways to graduation and beyond that meet their unique interests.

Initial Objectives
- Access to meaningful High School and Beyond Planning for all students beginning in 8th grade
- Equitable access to dual credit courses
- Flexibility in the 24-credit graduation requirement, providing for custom-tailored pathways and options
OSPIs Evolving Grad Team

To be determined....
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Graduation and Pathway Preparation Director
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Dual Credit Program Supervisor
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Washington Office of Superintendent of
PUBLIC INSTRUCTION
When engaging in the process to find students whose next-year schedules may need to be adjusted, school counselors/scheduling leads are encouraged to focus on inform students’ course choices.

What is the recommended process for using SBA and WCAS scores to inform students’ course choices?

Academic Acceleration

New Guidance to Support Implementation

2022-23 is first school year when full implementation is finally required....

https://drive.google.com/file/d/1v5QVctbP1bC9XMTCYcnOdXVsa0t3aJ2EJc/view?usp=sharing
Summer Running Start Legislative Report

Summer 2021 Highlights
• Participating Colleges: SPSCC, SVC, and YVC (+19 School Districts)
• 90% Completion Rate & 87% Retention Rate
• 41% Students of Color
• 27% Low-Income & 25% First-Time RS Students

Summer 2022 Highlights (Not Included in Report)
• 32 CTCs Utilized ESSER Funds, 19 State Proviso Funds
• Over 3,000 Students Participated
• $1.2M in State Funding Utilized

Recommendations
• Full and Consistent Tuition Funding
• Funding to Support Summer Staff
• Clear Eligibility Requirements
• Integrated Electronic Tracking and Reporting

Washington Office of Superintendent of PUBLIC INSTRUCTION
Summer Running Start Rule Change

- **ESSB 5693, Sec 504 (18):** “The office of the superintendent of public instruction must adopt rules to fund the participating student's enrollment in running start courses during the summer term.” (Page 624)
- CR-101 Filing Shortly
- Revising 5 WACs to Remove Limitations, NOT Expand Eligibility
- Student Eligibility
  - Grade 11 prior to the summer quarter, or
  - Grade 12 prior to the summer quarter but have not graduated by June.
  - Available AAFTE to attend the summer quarter:
    - Had not been claimed for a 1.20 FTE for the months October-June, or
    - Had not attended full-time Running Start for the fall, winter, and spring quarter.
- Funding: Summer quarter funding based on 2-month count and would generate 2/3 of what is generated for the fall, winter, and spring quarter.
Consolidated Equity & Sustainability Grant

- Consolidated Equity and Sustainability Grants (FP 154) Awarded
  - $7M in Requests from 130 Applicants
  - $2.65M CiHS Subsidies + $679,231 in E&S = $3.33M
  - Still Seeking Additional Funding

- Local Details
  - CHS Awards Communicated September 1
  - Full Awards Communicated October 7
  - Budgets Due for Full Approval October 21
  - Communication/Award List

Washington Office of Superintendent of
PUBLIC INSTRUCTION
College in the High School & Running Start Pilot

- The state has appropriated $500,000 to select CTCs to administer a pilot program to subsidize costs to students that qualify for a low-income waiver and are pursuing College in the High School and/or Running Start.

- These funds will cover additional fees and books outside of what the waiver covers, in addition to all CiHS fees.

- OSPI will be working with previous summer 2021 pilot colleges, Yakima Valley College, South Puget Sound Community College, and Skagit Valley College, to allocate out the $500,000 for 2022-2023 academic year to qualifying students.
Seeking Your Feedback

We’re hearing that admissions offices are short staffed, so.....

Would a regional approach to College & Career Fairs like these events happening in the Yakima Valley this week be a practice OSPI should encourage our ESD partners to strive to build with local districts and colleges....?
Regional Networks and CCL Coordinators

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Counties: Grant, Kittitas, Klickitat, and Yakima
What Else is Happening...?

OSPI-WSAC Wednesday Webinars
- Feb. 1st, 2023 ~ Looking for feedback on what topics are needed!
- May 17 ~ Legislative Updates and Celebrations
- Info & registration on OSPIs Career & College Readiness webpage

Dual Credit Deep Dive Series
- October 26, 2:00-5:00: CTE Dual Credit
- December 6, 9:00-2:00: College in the High School

NACEP Conference: November 6-9
- CHSA State Dual Enrollment Academy (KY, LA, OH, WA)
- Building a Concurrent Enrollment Teacher Pipeline: Opportunities, Challenges, and Lessons

Washington Office of Superintendent of
PUBLIC INSTRUCTION
What questions do you have for our Graduation & Pathway Preparation Team?

Can you help me understand...
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Fall 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 2023 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'.

- 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!

Common App
We are excited to share that all Washington public, four-year college and universities have joined the Common App. This will allow students and families to have the option of completing a single admissions application for our state’s public baccalaureate institutions for fall 2023 admissions. This marks another change by the sector to reduce barriers to college and increase the college going culture in Washington.

Sector Review of College Academic Distribution Requirements (CADRS)
Washington’s public baccalaureate institutions are in the process of review the College Academic Distribution Requirements (CADRS). In late July, the Directors of Admissions met to complete an initial review and revision of the College Academic Distribution Requirements, followed by a meeting in October to continue this work. The goal is to finalize the revisions by winter for consideration during the review the states’ Admission Standards Policy.

Guaranteed Admission Program
The Washington Guaranteed Admission Program launched the 2022-23 initiative this week. Participating public baccalaureate institutions welcomed over 60 districts and schools to partner from across the state to increase the college going culture in Washington. District and school partners include both small and big, urban and rural school districts and partners in eight of the nine ESDs. More information can be found here.
Information about the 2023-24 year will be available in the spring of 2023. If a school district or school would like to ensure we reach out about GAP 2023-24 please respond with a point of contact to COP at jgarver@councilofpresidents.org

If a school or district is not participating in GAP for the 2022-23 academic year, should know that students in any Washington school district or school who meet the guaranteed admission criteria are eligible for guaranteed admission at the participating public, four-year college and universities. The criteria and next steps are outlined below.

Admissions Information for Students

- **Complete and submit your official application** for admission
  Students that apply early are more likely to receive scholarships, have their financial aid ready, and are more prepared for college.
- **Complete and submit additional requirements** identified by the college or university.
- If you have earned a 3.0, unweighted, cumulative GPA and completed College Academic Distribution Requirements or are on track to do so upon graduation, the student is eligible for guaranteed admission to Central Washington University, Eastern Washington University, The Evergreen State College, Washington State University and Western Washington University.
- **If you have not met the criteria above, you are encouraged to still apply to college and be considered for admission.**
- To learn more about financial aid, visit the [Washington Student Achievement Council](https://www.washingtonstudent.org)

Dual Credit

ERDC Dual Credit Report
ERDC submitted the [Dual Credit Report](https://www.washingtonstudent.org) to the relevant legislative committees in September. The Council of Presidents and WSU, representing the sector’s institutional research perspective collaborated, with ERDC who engaged a broad group of policy, data and dual credit stakeholders from across multiple education sectors. In the 2022 legislative session, the Legislature passed SHB 1867 which moved the report from OSPI to ERDC and expanded the reporting requirements.

Dual Credit Program Deep Dive Events
Representatives from COP, SBCTC, ICW, WSAC, OSPI and WA Council are planning a series of sessions focused on a deep dive into each of the six dual credit programs offered in Washington. The sessions will take place over the fall term between March and April.

CiHS Standards Review
The CiHS Standards Report Review Committee kicked-off the 2022 review cycle of colleges and universities offering College in the High School programs in Washington. An initial review was completed in August and institutions were informed if additional information was required to complete the review process. The final review will be completed in November. The Committee will provide a list of eligible institutions of higher education to offer CiHS programs to institutions, organizations and state agencies.

Dual Credit FAQs
In August, COP partnered with SBCTC, OSPI, WSAC and the State Board of Education to update the dual credit [FAQs](https://www.washingtonstudent.org) for college preparatory programs with exams (AP/IB/Cambridge), College in the High School and Running Start.

National Engagement
COP continues to participate both as an ambassador for the [College in the High School (CiHS) Alliance](https://www.washingtonstudent.org) and in monthly meetings of the CHSAA Peer Learning Network. Each month, campus and state leaders meet to discuss dual enrollment topics. Over the summer topics included [Adapting Student Supports in Early College in Traditional Dual Enrollment Programs](https://www.washingtonstudent.org) and [Research Priorities for Advancing Equitable Dual Enrollment Policy and Practice](https://www.washingtonstudent.org).
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 continues to participate in the collective work of Aim Higher Washington. Aim Higher Washington is a state level initiative 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. The Washington Student Achievement Council (WSAC) is leading the effort, with help from community leaders, colleges, universities, and other partners. In September the group met to discuss upcoming training for fall and updates regarding financial aid outreach initiatives. Please continue to encourage students to complete the FAFSA or WASFA form which opened for the 2023-24 academic year on October 1.

Mastery-Based Learning, State Board of Education
In September, in collaboration with institutions and in partnership with the State Board for Community and Technical Colleges and the Independent Colleges of Washington, the Council of Presidents shared a joint response with the State Board of Education around proposed standards for mastery-based learning. Together, we proposed the following:

- Support learning outcomes that recognize the differentiation of learning, teaching and assessment rather than establish different standards for mastery-based learning.
- Develop standards that reflect the “how” of teaching and learning through mastery-based learning.
- Recognize and incorporate the strengths of mastery-based learning assessment in the development of standards or learning outcomes.

In addition, COP continues to 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.

2023 Biennial Legislative Session Coming Soon

The 2023 biennial legislative session will commence on January 9, 2023. We anticipate legislation and budget discussions around a range of both policy and fiscal issues, including compensation, student supports, high demand degrees, student financial aid, FAFSA/WAFSA filing, dual credit, and maintenance of current investments. The Governor’s biennial budget request is anticipated in December.

A complete list of bills COP tracks and other legislative information can be found here.

COP and Sector Information

Discover the latest information about Washington’s public baccalaureate sector and COP here and on social media on Twitter and LinkedIn.
Update to the Washington Council

- Emergency Waiver
- SBE Pathways Legislative Request
- SBE Mastery-based Learning Budget Request
- Graduation Requirement Alignment Project

Graduation Requirement Emergency Waiver (GREW)

Class of 2022
- Allow 4 credits of non-core credits
- Minimum 2.0 core credits
- Students must earn a minimum of 24 credits to graduate

Graduation Pathways Legislative Request

Class of 2023
- Same as Class of 2022

Class of 2024
- Allow 4 credits of non-core credits
- Minimum 2.0 core credits
- Students must earn at least 23 credits
- Graduation pathways should not be waived

- The waiver is a last resort to help students graduate after their education has been disrupted. The pathway districts may only consider the waiver after making good faith efforts to support students meeting all requirements.
- Districts must implement the waiver cautiously and track data on the use of the waiver.
- Districts must provide students with potential timelines and/or activities for their next steps after high school.
- Districts must explicitly outline the potential benefits and restrictions of using the waiver.
- Planning on attending a college or university should be encouraged to reduce the student education transition or potential impacts.
Problem

- When Legislature established graduation pathway options in 2019, the Legislature anticipated implementation and access barriers and charged the Board with research on implementation and recommendations for changes and additions to pathway options.
- Research findings:
  - The initial set of pathway options do not meet the needs of all students
  - Lack of alignment between pathways and students' goals for high school and beyond
  - Strong interest from students, families, and educators in having more relevant, engaging, and authentic options

Proposed solution

- Clarify the purpose of graduation pathways
- Add more options including a performance-based pathway and a work-based pathway
- Establish ongoing data review at the state and local levels with aim of ensuring the options are equitably offered

Graduation pathway options

2019 legislation replaced exit exams with graduation pathway options:

1. State Assessment
2. Dual Credit Courses
3. AP/IB/Cambridge Exams
4. SAT/ACT College Entrance Exams
5. Transition Courses
6. Combinations
7. ASVAB (Armed Services Vocational Aptitude Battery)
8. Career and Technical Education Course Sequence

Intended to allow students to show they are ready for their own education and career goals for after high school.

They should be:
- Student-focused
- Individualized
- Adaptable
- Rigorous
- Meaningful

Clarify purpose

- Pathways provide students with multiple ways to demonstrate readiness in furtherance of the student's individual goals for high school and beyond
- "Demonstrate readiness" is the student is able to apply state learning standards in:
  - (a) English language arts and mathematics
  - OR
  - (b) Two or more core subject areas that most directly align with the student's high school and beyond plan
Add a performance-based pathway

- Complete a performance-based learning experience through which the student applies knowledge and skills to a real-world context, providing evidence of applying state learning standards in at least two mandatory core subjects that are directly aligned with the student’s education or career goals as stated in their HSIP.
- May take variety of forms (e.g., project, portfolio, cultural activity) and may result in a variety of products that can be evaluated (e.g., performance, presentation, portfolio, report, film, exhibit).
- Must meet state requirements set in rule regarding:
  - Safety and quality of learning experience
  - Assessment criteria for determining the student has applied the learning standards
- Evaluation of the student’s performance must include at least one qualified, trained, or licensed teacher in each relevant subject area or other applicable qualifications permitted by FEPS.
- School district adopts policy before providing this pathway.

Add a work-related pathway

- Complete a work-related learning experience through which the student applies state learning standards in at least two of the following core subject areas most directly aligned with the student’s HSIP goals.
- May include paid or unpaid work experience, community service, internship, apprenticeship, or other applicable qualifications permitted by FEPS.
- Must meet the same requirements as the performance-based pathway regarding:
  - Safety and quality of learning experience
  - Assessment criteria for determining the student has applied the learning standards
- School district adopts policy before providing this pathway.

Establish ongoing data review

- OSPI annually collects and reports which pathways are available to students at each school district and number of students using each pathway (current requirement).
- State Board of Education to review and monitor school district compliance with requirements for implementation of pathways and for the district’s data review, with annual data collection and biennial report.
- School districts to examine data annually to determine if there is disproportionality among student groups participating in and completing pathways offered. If so, district must identify reasons and implement strategies as appropriate to ensure options are equitably available to all students.

Other changes

- School districts must annually provide students in grades 8-12 and their guardians with comprehensive information about the pathways offered.
- Consistent with language access policy and procedures.
- Strong encouragement to begin providing in 6th grade.
- Clean-up of AP/IB/CJ pathway subsection:
  - Points to existing higher ed statute on exam scores consistent with college credit.
  - Moves list of qualifying courses from statute into SBE rule.
Mastery-based learning (MBL)
- A learning approach where students advance upon mastery of content as measured by meaningful, authentic assessments tied to state learning standards.
- Students take ownership of their learning, advance at their own pace, and receive differentiated support based on their interests and needs.
- Intentionally integrated with culturally responsive-sustaining education, it is an equity strategy with the potential to close opportunity gaps.
- Culturally responsive-sustaining education explores the relationship between conditions of inequality and ideas that shape access, participation, and outcomes for learners.

Legislative investments in advancing MBL
- 2019 Legislature established the MBL Work Group to identify barriers and opportunities for increasing student access to MBL (ESSHB 1999)
- 2021 Legislature extended the MBL Work Group to develop the Profile of a Graduate and authorized the Board to make recommendations to align graduation requirements with the Profile (ESSB 5249)
- 2021 Legislature provided funding to launch a demonstration grant project (ESSB 5092)

MBL Collaborative Demonstration Grant Project
- Initial funding of $5M for the 2021-23 biennium, including $1.5M in FY22 and $3.5M in FY23, for the following:
  - Grants to school districts
  - Professional development of school district staff
  - Implementation support
- Grantees are required to:
  - Report on impacts (evaluation)
  - Participate in a collaborative to share best practices
- Status:
  - Cohort 1 = 20 schools
  - Just completed planning year (FY22)
  - Beginning first year of intensive professional learning (FY23)
  - Federal ESSER funds will cover a third year (FY24)
Proposal
- Continuation and expansion of the demonstration project
- Continuation funding for the first cohort
- Adding of a second cohort
- More comprehensive evaluation of the project
- To help us understand potential barriers, supports needed, and early outcomes
- Report with recommendations
- Development of a resource suite
- To support school districts statewide that are interested in transitioning to MBL

Funding to support:
- Grants to school districts
- Contracts with:
  - Professional learning providers
  - Higher education partners
  - Community-based organizations
  - External evaluator
- Staff support provided by SBE, OSPI, and PESB
- Events, travel, equipment, overhead

Alignment Work of the State Board of Education
- The State Board of Education will submit recommendations to align graduation requirements with the Profile of a Graduate by December 2022
- Findings and recommendations regarding the Profile
- Possible changes to the subject area requirements
- Improvements to the High School and Beyond Plan and Graduation Pathway Options

HB 1599 (2019)
SB 5240 (2021)
21 Washington State’s High School Diploma

Purpose
To declare that a student is ready for success in...
- Postsecondary education
- Vocational education
- Civic engagement
- Lifelong learning

Grade & Subject Area Requirements
- National and state standards
- 4 credits in English
- 1 credit in Science
- 1 credit in Mathematics
- 1 credit in Social Studies
- 1 credit in Science
- 1 credit in Mathematics
- 1 credit in Social Studies

22 Washington State Profile of a Graduate

A Washington State graduate...

23 2022 Alignment Work

January to July
- Review current requirements and identify potential topics for recommendations
- Engage with students, educators, partner organizations, public

July to October
- Develop and refine draft recommendations
- Engage with students, educators, partner organizations, public

October to December
- Finalize recommendations
- Submit report with recommendations to the legislature
- Share report with public

24 Engagement formats
- Listening sessions
- Partner organization events and meetings
- Survey
- Graduation Pathway Options research
- Surveys and focus groups over 3 years
Survey on draft recommendations

- Opened in mid-August and remains open
- 200 respondents as of October 17

https://survey.alchemer.com/s3/6986473/Graduation-Requirements-Alignment

Fall results

- Recommendations that received the highest average ratings were:
  - Support for financial education
  - Increasing opportunities for students to earn the Seal of Biliteracy
  - Focusing on learning standards over seat time

- Recommendation with the lowest support:
  - Partner with advocates to build coalition on the implementation of Ethnic Studies

Fall listening session with students in Open Doors Re-engagement Programs and alternative schools

What is the most important thing that a school can do for students?

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Draft Alignment Report Recommendations

- Support the work of the Financial Education Public Private Partnership (FEPPP) and build capacity for districts to offer high quality financial education to all students.

- Create more flexibility in physical education and health to allow for mental health content.

- Develop a state policy for the waiver/excusal of physical education so that awarding of mastery/competency credit is more uniform.
Draft Alignment Report Recommendations II

- Ensure districts implement the Since Time Immemorial curriculum.
- Partner with advocates to build coalition on the implementation of Ethnic Studies.
- Support English Language Learners in meeting graduation requirements by allowing them to meet World Language graduation requirements when taking an English Language Arts course.
- Increase opportunities for students to earn the Seal of Biliteracy by promoting the adoption of district policies and ensure English Language Learners are evaluated for earning the Seal.

Draft Alignment Report Recommendations Cont.

- Focus on learning standards rather than seat-time to support mastery-based learning and interdisciplinary learning.
- Improve the high school transcript to support better reporting of mastery-based learning, multidisciplinary learning, and more detail on how graduation requirements are met.
- Improve the High School and Beyond Plan through state support for a limited number of online platforms that would improve uniformity and portability.

Contact Information

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Phone: 360-725-6025

Scan the QR code to the right to subscribe to get regular updates from us!
2022 WCHSCR FALL MEETING
SBCTC REPORT
JAVIE TRAUSOTT, DIRECTOR OF DLUL, CREDIT & K-12 ALIGNMENT-
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
October 18, 2022

STAFFING UPDATES
• SBCTC Executive Director Paul Francis
• Director of Student Services-TRIO

BRIDGE TO COLLEGE
The Bridge to College project is the collaborative effort of three organizations committed to student learning and success in Washington. The project is funded by the State Board for Community and Technical Colleges (SBCTC). The Office of Superintendent 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 website.

FINANCIAL AID OUTREACH INITIATIVES
• Two financial aid outreach initiatives were funded by the Washington State Legislature in 2022. House Bill 1535 created a pilot outreach program to two Education Service Districts with low FAFSA completion rates.
• Five colleges are involved in the pilot program: Columbia Basin, Walla Walla, Big Bend, Olympic and Peninsula. The colleges and staffing up and in class contacts have been made in the SSA and high schools. Partners in the effort are the Washington Student Achievement Council and the Washington State Literacy.
• A second initiative provides funds for all community and technical colleges to contract with community-based organizations, also for purposes of financial aid outreach to students, families, and their communities.
COLLEGE IN THE HIGH SCHOOL & RUNNING START PILOT

- The state has appropriated $500,000 to select CTCs to administer a pilot program to subsidize costs to students that qualify for a low-income waiver and are pursuing college in the high school and/or Running Start.
- These funds will cover additional fees and books outside of what the waiver covers, in addition to all CIBS fees.
- OSPI will be working with previous summer 2021 pilot colleges, Yakima Valley College, South Puget Sound Community College, and Skagit Valley College, to allocate out the $500,000 for 2022-2023 academic year to qualifying students.

RUNNING START SUMMER STATE SUPPORT

- Previously enrolled Running Start students were eligible to earn up to 15 college credits in the summer quarter through CTE, pursuant to E398 SS653, Section 533(16)(b)
- The legislature’s investment ($3 million) was intended to support the following:
  - Students that exceeded the maximum Running Start enrollment during the 2021-22 school year
  - Including Class of 2022 high school graduates that were 15 or fewer credits from earning an associate’s degree through any of the state’s community and technical colleges
- $1.33M Expended
  - 15 colleges and over 200 high schools participated
  - 6,647 credits were earned (445 FTE)

ESSER RUNNING START GRANT 2022-2023

- Thirty-two community and technical colleges applied for and received federal funds to cover tuition costs, fees, books, and materials that are not currently covered by the Running Start program for summer, fall, winter, and spring of the 2022-2023 academic year.
- Summer 2022
  - All Running Start students were able to enroll in courses tuition free at 32 of our community and technical colleges.
- Fall, Winter, and Spring 2022-2023
  - Students pursuing professional technical education will receive funds to cover tuition expenses, fees, books, and materials that are currently not covered by the Running Start program.

SUMMER 2021 LEGISLATIVE REPORT

Summer 2021 Highlights
- Participating Colleges: SPSCC, SJC, and YVC (+ 19 School Districts)
- 80% Completion Rate & 67% Retention Rate
- 41% Students of Color
- 27% Low Income & 29% First-Time FS Students

Recommendations
- Fall and Christmas Tuition Funding
- Funding to Support Summer Start
- Clear Eligibility Requirements
- Integrated Electronic Tracking and Reporting
UPCOMING DUAL CREDIT EVENTS

CTE Dual Credit
Wednesday, October 26
2:00 - 6:00 p.m.
https://www.facebook.com/events/521041203316795/
Meeting: 6134-9632
Passcode: 092234
Phone: 206-215-6782

DUAL CREDIT PROGRAMS REPORT

1887 Dual Credit Programs from ERCIC to include:
- Student participation rates, award of high school credit, award of postsecondary credit at an institution of higher education, and academic performance for each dual credit program.
- Total unduplicated head count and percentage of students enrolled, students who have been awarded high school credit, and students who have been awarded postsecondary credit at an institution of higher education, in at least one dual credit program course.
- Participation and enrollment of students in dual credit must be disaggregated by dual credit program, by the student categories and subcategories described in RDW 29A:300.042 (1) and (3), and by gender, students who are dependent or homeless, and students who are multilingual/English learners.

QUESTIONS

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