ADULT EDUCATION ADVISORY COUNCIL
SUMMER RETREAT 2018

Leavenworth, WA
June 6-7, 2018
Welcome
WHAT IS YOUR FAVORITE SUMMER MEMORY?
AGENDA REVIEW AND APPROVAL OF MINUTES

ANNOUNCEMENTS
STATE OF THE UNION

BASIC EDUCATION FOR ADULTS
Jon Kerr, Director for Basic Education for Adults, SBCTC

COUNCIL OF BASIC SKILLS
Katie Jensen, Dean of Transitional Studies, Everett Community College
THE STATE OF THE UNION
PATHWAYS TO COLLEGE & CAREERS
FOR WASHINGTON’S EMERGING WORKFORCE

Accelerated Pathways, Increased Opportunities
WIOA Transition

AEAC Summer Retreat June 2018
Jon M. Kerr, Director
Basic Education for Adults
State Board for Community and Technical Colleges
Primary Challenges in Washington State

• 740K job openings in WA in the next 5 yrs. with majority (70%) requiring some postsecondary education

• 700K adults in WA lack basic skills needed to meet workforce needs

• 571K 18 yrs.+ without a HS Credential

• In 2016 we served only 46,870 in BEdA
The 2015 Roadmap: Washington State’s Educational Attainment Goals

By 2023:

• All adults in Washington, ages 25–44, will have a high school diploma or equivalent.

• At least 70 percent of Washington adults, ages 25–44, will have a postsecondary credential.
SUCCESS DEFINED

THE TIPPING POINT
1 YEAR OF COLLEGE LEVEL CREDITS + A CREDENTIAL

After 6 years, students with 1 year of college credits + a credential had the most significant future earnings bump:

- $7,000 more/year for ESOL students
- $8,500 more/year for ABE students
- $2,700 more/year for workforce students entering with a GED®
- $1,700 more/year for students entering with a HSD
ADULT EDUCATION (TITLE II) DEFINED

• The term ‘adult education’ means academic instruction and education services below the postsecondary level that increase an individual’s ability to—

• (A) read, write, and speak English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;

• (B) transition to postsecondary education and training;

• (C) obtain employment.*

*WIOA, SEC. 203 Definitions (1)(A)(B)(C)
Major Guiding Changes in WIOA for BEdA

• Requires the development and implementation of effective and accessible college and career pathways.

• Requires that Basic Education aligns to the K12 standards and no longer gets students to 10th grade competency levels but provides them with the skills to be college ready.

• Requires employability skills be taught in every class at every level.

• It supports—I-BEST—or integrated, co-enrolled workforce and training programs that accelerate the transition to postsecondary certificates and degrees for both ABE and ELA.

• Includes math, reading, listening, and speaking strategies be taught at all levels for both ABE and ELA.

• Expands the provision for technology.
WA GUIDED PATHWAYS PRINCIPLES

1. Clarify the paths (Meta Majors)
   Curricular Alignment

2. Help students get on a path
   Student Support - On-Boarding

3. Help students stay on the path
   Student Support - Monitoring

4. Ensure students are learning
   Institutional Pedagogy
I-BEST in Guided Pathways

- I-BEST in Guided Pathways
- Meta Major 1
- Meta Major 2
- Meta Major 3
- Meta Major 4
- Meta Major 5
- Meta Major 6

Basic & Transitional Studies

Contextualized Instruction
ADULT BASIC EDUCATION ELIGIBLE INDIVIDUAL
(ELIGIBILITY DETERMINED BY CASAS TESTING OR HS CREDIT PLACEMENT)

• Attained 16 years of age
• Is not enrolled or required to be enrolled in secondary school
• Is an English language learner
• Is basic skills deficient
• Does not have a secondary school diploma or its equivalent
BEdA Target Population

- 175% below poverty: 602,285
- Limited ability to speak English: 433,429
- 18+ with no high school diploma: 571,416
BASIC EDUCATION FOR ADULTS AT A GLANCE 2016 - 2017

• Funded Providers
  ▪ 34 CTCs
  ▪ 7 CBOs

• Students
  ▪ 46,870
  ▪ 53% ESL, 47% ABE
  ▪ 56% Female, 44% Male

• Funding
  ▪ Federal $10,032,011
  ▪ Non-federal $46,696,742*

  *Reported for MOE

• Faculty
  ▪ 19% Full Time
  ▪ 81% Part Time

• Allocation Methodology
  Funds distributed based on a prorata share among providers for the following (3-yr average of data):
  ▪ 50% Performance based
    i. 10% Transitions
    ii. 20% Total Student Achievement Points
    iii. 20% SAI points per student
  ▪ 50% FTE Enrollment
Program Funding 2016-17

- Federal: 17%
- Non-federal: 83%
Enrollment
46,870 total

- Adult Basic Education: 16,929
- Adult Secondary Education: 5,187
- English Language Acquisition: 24,754
Participant Ethnicity or Race

- 31% White
- 19% Asian
- 12% Black or African American
- 3% Hispanic or Latino
- 2% Native Hawaiian/Pacific Islander
- 1% American Indian or Alaskan Native
- 2% Two or More Races
Participant Age

- 16-24: 25%
- 25-44: 55%
- 45 and older: 20%
Employment Status

- Employed: 34%
- Unemployed: 28%
- Not in the Labor Force: 38%
Participants Who Tested and Earned Student Achievement Points

- Made significant gains: 75%
- Did not make significant gains: 25%
Completers 2016-17

- Earned EFL with Transition to College: 4,906
- Completed High School Equivalency (GED®) or Earned High School Diploma: 2,247
GED® PASS RATES

AS OF APRIL 30, 2018

• Washington State Pass Rate: 81%
• National Pass Rate: 72%
CORRECTIONS
GED PASS RATES
AS OF APRIL 30, 2018

• Washington State Pass Rate: 81%
• National Pass Rate: 72%
TEAM TEACHING: THE HEART OF I-BEST

- I-BEST pairs a basic skills instructor and a career and technical instructor in the same classroom to jointly plan, teach, and assess students’ learning and skill development.

- This allows students to earn college and workforce credentials at the same time as mastering critical basic skills identified by employers.
I-BEST DEFINED

• **I-BEST is team-taught**
  ✓ One faculty member teaches college professional-technical content
  ✓ One faculty member teaches basic academic, employability and English language skills

• **I-BEST is contextualized**
  ✓ English, math and employability skills are taught in context to a career pathway

• **I-BEST provides wraparound services**
  ✓ Students are assisted with financial aid and other crucial supports
AFTER 12 YEARS

I-BEST

Continues to be Washington’s most successful instructional model that moves under-skilled adults to living wage jobs!
BEFORE I-BEST

• Only 3 to 6% of students reached the Tipping Point or earned a certificate or degree within five years of completing ABE.
I-BEST STUDENTS
Do Better and Go Further, Faster

Columbia University’s Community College Research Center found that I-BEST students in comparison with other basic skills students in workforce programs were:

• 3 times more likely to earn college credit
• 9 times more likely to earn an award
• More than doubled quarterly earnings compared to traditional ABE students
• Employed at double the hours per week
## I-BEST DATA

<table>
<thead>
<tr>
<th>Data Point</th>
<th>2014-2015</th>
<th>2015-2016</th>
<th>2016-17</th>
<th>2017-18*</th>
<th>Total</th>
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<tbody>
<tr>
<td>Students Enrolled</td>
<td>3,937</td>
<td>4,539</td>
<td>4,891</td>
<td>4,288*</td>
<td>17,655*</td>
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<tr>
<td>FTE</td>
<td>2,178</td>
<td>2,494</td>
<td>2,662</td>
<td>2,148*</td>
<td>9,482*</td>
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<tr>
<td>Degrees &amp; Certificates</td>
<td>1,984</td>
<td>2,042</td>
<td>2,237</td>
<td>1,116*</td>
<td>7,379*</td>
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<td>Total Performance (SAI) Points</td>
<td>17,179</td>
<td>21,553</td>
<td>22,497</td>
<td>N/A</td>
<td>61,229**</td>
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<tr>
<td>Earned</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Performance Points Earned per</td>
<td>4.5</td>
<td>4.7</td>
<td>4.6</td>
<td>N/A</td>
<td>4.6**</td>
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<tr>
<td>Student</td>
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</tr>
<tr>
<td>Federal Level Gains</td>
<td>958</td>
<td>1,102</td>
<td>1,229</td>
<td>1,041*</td>
<td>4,330**</td>
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</table>

*As of Winter 2018
** As of 2016-17
HS 21+

• Allows students 21 and older to attain a competency-based high school diploma

• Awards credit for prior learning, military training, and work experience

• Students can move quickly as outcomes are met saving both time and money
## HS 21 + DATA

<table>
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<tr>
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<tbody>
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<td>Students Enrolled</td>
<td>1,935</td>
<td>3,427</td>
<td>4,027</td>
<td>2,906</td>
<td>12,295**</td>
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<td>State FTE (Annualized)</td>
<td>1,189</td>
<td>1,911</td>
<td>1,846</td>
<td>1,019</td>
<td>5,965**</td>
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<td>Diplomas</td>
<td>702</td>
<td>1,317</td>
<td>1,637</td>
<td>920</td>
<td>4,576**</td>
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<tr>
<td>Total Performance Points (SAI) Earned</td>
<td>4,128</td>
<td>6,948</td>
<td>8,922</td>
<td>1,019*</td>
<td>21,017*</td>
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<td>Performance Points Earned Per Student (SAI)</td>
<td>2.2</td>
<td>2.0</td>
<td>2.2</td>
<td>NA</td>
<td>2.1***</td>
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<tr>
<td>Federal Level Gains</td>
<td>606</td>
<td>1,028</td>
<td>1,232</td>
<td>820</td>
<td>3,686**</td>
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</tbody>
</table>

* Through Fall Quarter 2017 only  
** Through Winter Quarter 2018 Only  
*** Through Spring Quarter 2017 Only
I-DEA

INTEGRATED DIGITAL ENGLISH ACCELERATION

I-DEA Provides Low-level ELA Adults:

• 50% Online Instruction
• Laptop Computers & 24/7 Internet Access
• An ELL Instructor & Technology Coach
• Intensive Teaching Training for all College and Community-based Providers
• Instruction in Problem Solving in Technology Rich Learning Environments
• 32 Free, Open-resource Modules of Instruction
## I-DEA DATA

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<td>Students Enrolled</td>
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<td>1,388</td>
<td>2,027</td>
<td>1,507*</td>
<td>5,671*</td>
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<td>State FTE (Annualized)</td>
<td>479</td>
<td>818</td>
<td>972</td>
<td>659*</td>
<td>2,928*</td>
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<td>Total Performance Points (SAI) Earned</td>
<td>1,366</td>
<td>3,130</td>
<td>4,777</td>
<td>N/A</td>
<td>9,273**</td>
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<td>Performance Points Earned Per Student (SAI)</td>
<td>1.8</td>
<td>2.3</td>
<td>2.2</td>
<td>N/A</td>
<td>2.2**</td>
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<tr>
<td>Federal Level Gains</td>
<td>382</td>
<td>771</td>
<td>1,082</td>
<td>796*</td>
<td>3,031*</td>
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</tbody>
</table>

* Through Winter Quarter 2018 Only  
**Through Spring Quarter 2017 Only
# ABE Data

(EXCLUDES: SPECIAL PROGRAMS, i.e., I-BEST, HS 21+, etc.)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Students Enrolled</td>
<td>14,722</td>
<td>13,152</td>
<td>11,923</td>
<td>8,311</td>
<td>48,108*</td>
</tr>
<tr>
<td>State FTE (Annualized)</td>
<td>3,645</td>
<td>3,108</td>
<td>2,841</td>
<td>1,462</td>
<td>11,056*</td>
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<tr>
<td>Total Performance Points (SAI) Earned</td>
<td>19,510</td>
<td>18,733</td>
<td>16,602</td>
<td>NA</td>
<td>54,845**</td>
</tr>
<tr>
<td>Performance Points Earned Per Student (SAI)</td>
<td>1.3</td>
<td>1.4</td>
<td>1.4</td>
<td>NA</td>
<td>1.4**</td>
</tr>
<tr>
<td>Federal Level Gains</td>
<td>3,332</td>
<td>3,067</td>
<td>2,764</td>
<td>1,992</td>
<td>11,155*</td>
</tr>
</tbody>
</table>

* Through Winter Quarter 2018 Only

** Through Spring Quarter 2017 Only
# ELA DATA

(EXCLUDES: SPECIAL PROGRAMS, i.e. I-BEST, HS 21+, etc.)

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Enrolled</td>
<td>2,226</td>
<td>1,488</td>
<td>16,090</td>
<td>12,683</td>
<td>32,487*</td>
</tr>
<tr>
<td>State FTE (Annualized)</td>
<td>677</td>
<td>360</td>
<td>5,120</td>
<td>3,725</td>
<td>9,882*</td>
</tr>
<tr>
<td>Total Performance Points (SAI) Earned</td>
<td>2,252</td>
<td>1,559</td>
<td>24,666</td>
<td>NA</td>
<td>28,477**</td>
</tr>
<tr>
<td>Performance Points Earned Per Student (SAI)</td>
<td>1</td>
<td>1</td>
<td>1.5</td>
<td>NA</td>
<td>1.2**</td>
</tr>
<tr>
<td>Federal Level Gains</td>
<td>641</td>
<td>430</td>
<td>6,507</td>
<td>5,118</td>
<td>12,696*</td>
</tr>
</tbody>
</table>

* Through Winter Quarter 2018 Only
** Through Spring Quarter 2017 Only
<table>
<thead>
<tr>
<th>2016-17 Student Achievement Points for I-BEST and Comparison Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program</strong></td>
</tr>
<tr>
<td>Headcount</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Transfer</td>
</tr>
<tr>
<td>Workforce</td>
</tr>
<tr>
<td>I-BEST</td>
</tr>
<tr>
<td>Basic Skills No I-BEST</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2016-17 College-level credits for I-BEST and Comparison Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program</strong></td>
</tr>
<tr>
<td>Headcount*</td>
</tr>
<tr>
<td>-----------</td>
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<tr>
<td>Transfer</td>
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<td>Workforce</td>
</tr>
<tr>
<td>I-BEST</td>
</tr>
<tr>
<td>Basic Skills No I-BEST</td>
</tr>
</tbody>
</table>

*Includes students taking courses at multiple institutions

**Transcript database, credits attempted (CLVL_IND = Y) credits earned (earn_ind = Y)

**Cohort definitions (SAI database):

- **Transfer**: Intent last = B, Kind of basic skilled = null, targeted program indicator = not like 1*
- **Workforce**: Intent last = F,G,M,I, Kind of basic skilled = null, targeted program indicator = not like 1*
- **I-BEST**: Targeted program indicator = 1*
- **Basic skills No I-BEST**: Targeted program indicator = not like 1*, Kind of basic skills = not null
QUESTIONS

Jon M. Kerr, Director
Basic Education for Adults
V (360) 704-4326
E jkerr@sbctc.edu

Washington State Board for Community & Technical Colleges
1300 Quince St SE | PO Box 42495 | Olympia, Washington 98504
UPDATE: INCREASE PERCENT OF FULL-TIME BEDA FACULTY

• AEAC Work Plan Objective 2.4: Advocate for more full-time Basic Education for Adults faculty.

• Action Requested: AEAC supports and offers assistance in working to identify earmarked funds dedicated to converting an increased percent of Basic Education for Adults part time faculty positions to full time bringing equity to BEdA students, programming, and faculty.

• Next Steps
BREAK
COLLEGE AND CBO HIGHLIGHT

SKAGIT VALLEY COLLEGE
AND
COMMUNITY ACTION COUNCIL
CLEARING THE PATH

• Student Achievement Strategy
• Inclusive Pedagogy Faculty Learning Group
• Working with Community Partners
• Building intentional, contextualized pathways through Area of Study HS21+ Diploma Maps
STUDENT ACHIEVEMENT STRATEGY
SVC | Skagit Valley College

Student Achievement Strategy

From First Student Contact To Degree Completion

- Initial Contact
  - Student Relationship Software
  - Accurate, up-to-date website
- Pre-Flight
  - Holistic Assessment
  - Required Online Orientation
- Take-Off
  - Mandatory Advising & Navigational Support
  - Guided Placement
- Degree Pathways
  - Meta-Majors
  - First Quarter Experience
  - Navigators
- Ongoing Support & Completion
  - Appreciative Advising
  - Mandatory Check Points
  - Completion Coaching

Key Institutional Commitments & Timeline

Equity & Inclusion
- Inclusive Pedagogy Faculty Learning Communities (2015-17)
- District-wide cultural competency training (2015-19)
- Inclusive practices embedded in/out of the classroom (2016-19)

Course Scheduling
- Student-centered course scheduling based on data (2015-2017)
- District wide coordinated schedule (2016-17)
- New updated online catalog system (2016-17)

Learning Outcomes
- FQE (2016)
- Program & General Education
  - Review (2016-17)
  - Revise (2017-18)
- Learning Community for each Pathway (2018-2019)

FQEs
- FQE For transfer students placing into Developmental English (2016)
- FQE for all Workforce programs (2016)
- FQE for each Pathway (2017-2018)

Degree Pathways
- Meta-Majors (2016-17)
- Consistent planning guides for each program (2016-17)
- Redesign of curriculum and sequencing of courses in programs (2016-2018)
At Skagit Valley College, Basic Education for Adults feeds all of the Areas of Study
INCLUSIVE PEDAGOGY
INCLUSIVE PEDAGOGY
FACULTY LEARNING GROUP

- Starting the conversation
- Examining practices
- Creating “Student Ready” courses and classrooms
INCLUSIVE PEDAGOGY
FACULTY LEARNING GROUP

• 67 faculty members have participated to date
• 3 cohorts
• 5 action research projects completed
• Now mandatory for all new faculty
• Title III Survey Results will inform curriculum for future cohorts
INCLUSIVE PEDAGOGY IS NOT JUST...

• Creating an environment in which everyone feels good at all times
• Simply adding minority authors and perspectives to course curriculum
• Implementing teaching strategies that address multiple learning styles
INCLUSIVE PEDAGOGY IS...

An ongoing process that involves critical awareness
EQUITY-MINDED PRACTITIONERS

• Call attention to inequities
• Assume responsibility for the elimination of inequities
• Focus on practitioners, rather than the shortcomings of students

-Center for Urban Education, University of Southern California
COMMUNITY PARTNERS
COMMUNITY PARTNERS

• Community Partners cross-train at SVC to become familiar with our programs and attend our Professional Development Week to improve alignment of coursework and practices

• Community Action educates students on SVC’s HS21+ pathways and procedures
• Community Action uses the outcomes for English 101 and 102 at SVC to align their curriculum through backward design
HS21+ DIPLOMA MAPS
GOALS

• Provide meaningful academic preparation for students entering SVC’s 8 Areas of Study
• Prioritize dual enrollment for High School 21+ / Open Doors students whenever possible
• Ensure that majority of High School 21+ / Open Doors students qualify for Ability to Benefit by the end of their first year in the program
## Area of Study: Education & ECE

### College Prep Diploma Map

<table>
<thead>
<tr>
<th>Subject</th>
<th>BEdA</th>
<th>College</th>
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<tbody>
<tr>
<td>English</td>
<td>College and Workforce Prep Academy – Jonathan Kozol Savage Inequalities</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>HSC 040 Integrated Algebra &amp; Geometry</td>
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<tr>
<td>Social Studies</td>
<td>HSC 060 U.S. History &amp; Govt. HSC 062 WA State Hist. HSC 064 World History &amp; Fine Arts</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>MUSC 105</td>
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<tr>
<td>Science</td>
<td>Nutrition 101 (I-BEST) PE Activity</td>
<td></td>
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<tr>
<td>Health/PE</td>
<td>CCB 050 College Prep</td>
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<tr>
<td>Occupational Ed</td>
<td>Math Prep Digital Literacy Additional Coursework TBD</td>
<td></td>
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<tr>
<td>Electives</td>
<td>SPAN 101</td>
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</tbody>
</table>

### College Ready Diploma Map

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>College and Workforce Prep Academy – Jonathan Kozol Savage Inequalities</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>MATH 99</td>
<td></td>
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<tr>
<td>Social Studies</td>
<td>ECED 105 (I-BEST) EDUC 202</td>
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<tr>
<td>Fine Arts</td>
<td>MUSC 105</td>
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<tr>
<td>Science</td>
<td>PHYS 111 EASC 111</td>
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<tr>
<td>Health/PE</td>
<td>PE 100/PE 200/PE Activity</td>
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<tr>
<td>Occupational Ed</td>
<td>ECED 115 (I-BEST)</td>
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<tr>
<td>Electives</td>
<td>Nutrition 101 (I-BEST) Additional program coursework</td>
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<tr>
<td>Foreign Language</td>
<td>SPAN 101</td>
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Contextualized College & Workforce Prep Academy

<table>
<thead>
<tr>
<th>Health Sciences or Public Service &amp; Social Science</th>
<th>STEM or Industrial Tech &amp; Transportation</th>
<th>Business or Food &amp; Beverage Management</th>
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<tbody>
<tr>
<td>Texts</td>
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<tr>
<td>• <em>Immortal Life of Henrietta Lacks</em></td>
<td>• <em>Spare Parts</em></td>
<td>• <em>Tomatoland</em></td>
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<tr>
<td>• <em>Designing Your Life</em> (Happiness Project)</td>
<td>• <em>Think like a Freak</em></td>
<td>• <em>Kitchen Confidential</em></td>
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<td>• <em>Designing Your Life</em> (AI Project)</td>
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<td>Ethics</td>
<td>Innovation</td>
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<td>Advocacy and Self-Care</td>
<td>Critical Thinking/Problem Solving</td>
<td>Green Technology</td>
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<td>Course Outcomes/Benefits</td>
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<td>Reading instruction</td>
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<td>Writing Instruction</td>
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<tr>
<td>Study Skills</td>
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WORKING LUNCH: UPDATES

Navigation Workgroup
Social Media Campaign
Funding Guide
Legislative Priorities
Navigation Update

• Navigation is a key strategy for creating equity in our system

• Navigation workgroup leads are developing the first-ever professional development strand dedicated to navigation at this year’s Rendezvous

• Navigators provided input on the Funding Guide Scenarios and are excited to use the document when it is complete
SOCIAL MEDIA CAMPAIGN 2017-2018

OVERVIEW:

1. Increase awareness of BEdA programs at WA State CTCs among WA residents 17-44 who have not graduated from HS; and

2. Generate qualified prospective BEdA student leads for state CTCs.
SEARCH ENGINE MARKETING

It's Not Too Late to Graduate
Earn Your High School Diploma
www.sbctc.edu/high_school/diploma
Earn Your Diploma at a Community or Technical College Near You. Learn How.

You Can Finish High School
Learn How to Earn Your Diploma
www.sbctc.edu/high_school/diploma
Earn Your Diploma at a Local Community or Technical College. Request Info Now!
SOCIAL MEDIA MARKETING

Washington's Community and Technical Colleges
Sponsored ·

You can earn your high school diploma or a GED®. Learn how you can earn credit for work, life and military experience. Get started now!

It's Never Too Late to Graduate
Open the doors to a brighter future. Thousands of people like you finish their high school diplomas or earn a GED® at Washington's community and technical colleges.

SBCTC.EDU

42 Reactions 1 Comment 1 Share
RESULTS

• **55% Increase in Traffic vs. Previous Year** for the full SBCTC website:

• **274% Increase in Traffic vs. Previous Period** for the full SBCTC website:

• **78,273 Unique Pageviews** of the campaign landing page
  • https://www.sbctc.edu/becoming-a-student/basic-education/never-too-late-graduate.aspx?

• **45% Bounce Rate** for the campaign landing page.
# RESULTS BY MEDIA

<table>
<thead>
<tr>
<th>MEDIA</th>
<th>SPEND</th>
<th>IMPRESSIONS</th>
<th>INTERACTIONS / CLICKS</th>
<th>CLICK THRU RATE</th>
<th>AVERAGE COST PER CLICK</th>
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<tbody>
<tr>
<td>BING SEARCH</td>
<td>$141.34</td>
<td>3,348</td>
<td>39</td>
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<td>BING DESKTOP</td>
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<td>335</td>
<td>7</td>
<td>2.09%</td>
<td>$2.01</td>
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<tr>
<td>GOOGLE DISPLAY</td>
<td>$22,126.75</td>
<td>6,868,498</td>
<td>39,854</td>
<td>0.58%</td>
<td>$0.56</td>
</tr>
<tr>
<td>GOOGLE DISPLAY</td>
<td>$22,126.75</td>
<td>6,868,498</td>
<td>39,854</td>
<td>0.58%</td>
<td>$0.56</td>
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<tr>
<td>GOOGLE SEARCH</td>
<td>$2,546.74</td>
<td>17,675</td>
<td>658</td>
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<td>$3.87</td>
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<td>GOOGLE DESKTOP</td>
<td>$1,332.57</td>
<td>11,365</td>
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<td>$3.60</td>
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<td>GOOGLE MOBILE</td>
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<td>FACEBOOK NEWSFEED</td>
<td>$17,350.05</td>
<td>331,170</td>
<td>38,097</td>
<td>11.50%</td>
<td>$0.46</td>
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<tr>
<td>NEWS FEED + AUDIENCE NETWORK</td>
<td>$17,350.05</td>
<td>331,170</td>
<td>38,097</td>
<td>11.50%</td>
<td>$0.46</td>
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<tr>
<td>TOTAL</td>
<td>$42,164.89</td>
<td>7,220,691</td>
<td>78,648</td>
<td>1.09%</td>
<td>$0.54</td>
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</table>

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<tbody>
<tr>
<td>BUDGET</td>
<td>$45,000</td>
</tr>
<tr>
<td>FINAL SPEND</td>
<td>$42,165</td>
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<tr>
<td>DIFFERENCE</td>
<td>$2,835</td>
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STUDENT AID FUNDING GUIDE

• Final Review
• Dissemination Suggestions
• Next Steps
BEDA EARLY LEGISLATIVE CONSIDERATIONS

• AA & HS Diplomas: SBCTC Agency Request Bill
  ▪ Revises 28B.50.535 to allow any student 16 years of age and older who receives an AA degree to be awarded a diploma from the college or school district

▪ HB 2846: Fine Forgiveness
  ▪ Revises RCW 28A.635.060 to remove grades and transcripts from being withheld due to unpaid fines in the K-12 system
STATE OF THE UNION: SBCTC & CTCS

SYSTEM DIRECTION
GUIDED PATHWAYS
LEGISLATIVE UPDATE

JAN YOSHIWARA, EXECUTIVE DIRECTOR
WACTCSA:
WA STATE COMMUNITY & TECHNICAL COLLEGE
STUDENT ASSOCIATION

LEGISLATIVE AGENDAS
2017-2018
2018-2019
LEADING FOR EQUITY
# THE EQUITY IMPERATIVE

<table>
<thead>
<tr>
<th>A Principled Approach</th>
<th>A Practical Approach</th>
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<tbody>
<tr>
<td>We do equity because “it is the right thing to do”</td>
<td>We do equity because “it works”</td>
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<tr>
<td>Equity is a moral imperative</td>
<td>Equity is in the interest of survival and growth</td>
</tr>
<tr>
<td>Equity is a question of principle and a matter of justice and human rights</td>
<td>Equity is a question of strategy and a tool to grow and strengthen WA State</td>
</tr>
<tr>
<td>Equity brings justice to equity-seeking groups who are directly affected by the injustice</td>
<td>WA State benefits from the greater participation of all groups</td>
</tr>
</tbody>
</table>
PATHWAYS TO GREAT JOBS IN WA STATE

THE FUTURE: DRAMATIC JOB GROWTH IN WASHINGTON STATE
Washington will have an unprecedented 740,000 job openings in the next five years. This growth rate (1.7 percent from 2016 to 2021) is nearly three times the projected national growth rate (2014–24), and well in excess of Washington’s historical average.

740,000 Job Openings in Washington State Between 2016–2021
Growth to Outpace National Forward-Looking Average and Washington Historical Trends

WASHINGTON ROUNDTABLE GOAL:

31%  →  70%

Class of 2006  Class of 2030

of Washington Students Earn a Postsecondary Credential by Age 26
WA Roundtable Report, cont’d…

No way to hit goal without closing attainment gaps

<table>
<thead>
<tr>
<th>Power Metric</th>
<th>Income</th>
<th>Race</th>
<th>Gender</th>
<th>2030 Target</th>
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<td>72%</td>
<td>58%</td>
<td>78%</td>
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<td></td>
<td>Non-Low (35%, -1%)</td>
<td>91%</td>
<td>73%</td>
<td>84%</td>
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<tr>
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<td>Native Am (2%, -5%)</td>
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<td>90%</td>
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<td>Hispanic (22%, 6%)</td>
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<td>Black (3%, -2%)</td>
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<td>White (37%, -1%)</td>
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<td>Asian (7%, 0%)</td>
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<td>Male (31%, 0%)</td>
<td>77%</td>
<td>57%</td>
<td>72%</td>
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<td></td>
<td>Female (49%, 0%)</td>
<td>67%</td>
<td>77%</td>
<td>81%</td>
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<td>Overall</td>
<td>74%</td>
<td>64%</td>
<td>76%</td>
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<td>2030 Target</td>
<td>84%</td>
<td>76%</td>
<td>63%</td>
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<tr>
<td>Postsecondary Enrollment</td>
<td>Low (45%, 3%)</td>
<td>65%</td>
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<td>55%</td>
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<td>2030 Target</td>
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<td>76%</td>
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<td>Postsecondary Graduation Rate</td>
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<td>43%</td>
<td>57%</td>
<td>55%</td>
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<td>2030 Target</td>
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<td>Reengagement Rate</td>
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<td>Non-Low (35%, -1%)</td>
<td>29%</td>
<td>41%</td>
<td>47%</td>
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<td>2030 Target</td>
<td>40%</td>
<td>40%</td>
<td>47%</td>
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</tbody>
</table>
CTC SYSTEM PRIORITIES

- ADVOCACY
- EQUITY
- ctcLink
- ENROLLMENT
- COMPLETION
WA STATE CTC EQUITY GAPS

• Students of color
• Low-income (Pell eligible)
• Academically underprepared
• First generation
• Adult
• Other populations specific to local community
Understanding the Equity Gap: Data Points

- Participation in higher education
- Completion of key momentum points in college
- Credential completion
- Post college outcomes
WA GUIDED PATHWAYS PRINCIPLES

1. Clarify the paths (Meta Majors)
   Curricular Alignment

2. Help students get on a path
   Student Support - On-Boarding

3. Help students stay on the path
   Student Support - Monitoring

4. Ensure students are learning
   Institutional Pedagogy
CCRC SOAA: ESSENTIAL EQUITY PRACTICES

Is there a common language to talk about equity?  
Does your college have established equity goals?  
Are there ways to measure or assess the goals?
**VOICES FROM THE FIELD**

“They have to cultivate the change”

“Equity moves in and out of our conversations”

“We need to raise the heat on equity with more data, disaggregation, and stories”

“Colleagues are powerful to change each other”

“This is hard work”
DIVERSITY, EQUITY, AND INCLUSION PROJECT

- Every Hire Matters
- Interaction and Engagement
- Lifelong Learning
- Together As One
- Professional Development
- System Alignment
- Human Resources
- Cultural Climate
WALK OUR TALK
AEAC 2016-2018 WORK PLAN:

REVIEW OF GOALS
WORK PLAN PRIORITIES, 2019-2021
FUTURE AGENDA ITEMS
FINAL THOUGHTS