

# AEAC

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Council for Basic Skills, Chair

## ADULT EDUCATION ADVISORY COUNCIL

### Adult Education Advisory Council (AEAC): Whitepaper-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 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.

Rationale: The Workforce Innovation and Opportunity Act (WIOA), which is the federal act governing Adult Education, requires approved providers to assist adults to become literate and obtain the knowledge and skills necessary to secure living-wage employment and economic self-sufficiency. It requires educators to provide individuals with the skills needed to attain a secondary school diploma and transition to postsecondary education and training through career pathways. Where in the past, adult education was only required to get individuals to a tenth grade competency level, WIOA now requires all programming to provide students with the academic and workforce skills needed to be college ready. Programs receiving funds under Title II (adult basic education) of WIOA are charged with the development and dissemination of instructional, navigational, and programmatic practices based on the most rigorous or scientifically valid research available in reading, writing, speaking, mathematics, English Language acquisition, technology, and employability skills. BEdA programming is also critical as the foundational piece of the system's Guided Pathways initiative.

A recent survey of Washington BEdA providers asked if their agency had an adequate number of full-time faculty to accomplish all of the instructional and other responsibilities needed to fulfill the requirements of WIOA and their agency's mission, or if their agency was overly dependent on part-time faculty. The result was an overwhelming plea for more full-time faculty to meet the needs of basic skills and to bring more equity to basic skills programs and populations of students.

In addition, they identified a greater need to provide contextualized, workplace-based Basic Education for Adults to meet the needs of both students and employers. One example is the current demand to provide contextualized, workplace basic skills training in the burgeoning work of registered apprenticeship. If we are to provide targeted workplace-based BEdA services, programs will need an increased percentage of full-time faculty.

Although part-time faculty offer the same quality in teaching, a sufficient complement of full-time faculty members is vital for ensuring retention; rigorous student centered curriculum; and effective transitions to college

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certificate and degree programs. Full-time faculty provide stability for planning and curriculum functions and offer the levels of availability that students need outside of the classroom. Full-time faculty serve on committees and hold regular office hours providing essential availability and support to students in navigating the college system. They are the ones responsible for the development of courses and programs ensuring the curriculum is current, rigorous, and meets the needs of both the students and workforce. Without more full-time faculty to actively participate in the development of guided pathways, BEdA students will continue to be left behind in the design, development, and implementation. Full-time faculty serve as faculty advisors providing student critical support in goal setting, educational planning, pathway navigation, and quarter-to-quarter registration all critical elements in bringing equity to the populations served.

Over the past three years, the Washington State Governor's appointed Adult Education Advisory Council (AEAC) has voiced concern that the ratio of Basic Education for Adults (BEdA) full-time faculty to adjunct faculty has never been on par with other CTC programs. In a comparison of the percent of credits taught by full-time and part-time faculty, the percent of BEdA credits taught by full-time faculty was between 29 and 33 percent during the last five years, while the percent of Transfer/Workforce/Precollege credits taught by full-time faculty was between 55 and 57 percent. Even with the implementation of the new allocation model the percent of full-time faculty has remained relatively stagnant over the past three years:

- 2016-2017: **81% Part-time** Vs. 19% Full-time
- 2015-2016: **80% Part-time** Vs. 20% Full-time
- 2014-2015: **81% Part-time** Vs.19% Full-time

The AEAC compliments SBCTC and the Washington Community and Technical College system for its much targeted work to bring equity to our Basic Education for Adults population of students and programming through the allocation model for state dollars and the equity points included in the newly revised Student Achievement Initiative.

The AEAC would now like to offer its support to find solutions for increasing the number of qualified full-time faculty dedicated to the population of adults who are most needed to fill the workforce gaps in our communities and state. AEAC supports and offers assistance in working to identify earmarked funds dedicated to converting Basic Education for Adults part-time faculty positions to full-time.