

CBS WebEx – 4.17.20 – Q and A

WebEx called to order and welcome by Monica Wilson and Jon Kerr.

Monica Wilson shared the link to the [COVID-19 Google Folder](#):

Jon's update:

- CARES ACT Implementation and BEdA Students (guidance prior to 4/21/20. No longer the most recent guidance on eligibility)
 - Who is Eligible to Receive Funds?
 - Everyone who has been impacted by COVID-19
 - Not limited to Title IV students
 - Not limited to credit students
 - Not limited to non-exclusively online students
 - International students not excluded
 - Inclusion of DACA students still not clear – ED guidance requested
- Jon introduced MarcusAntonio Gunn, our new Program Administrator HS+

Review of Guidance shared this week

- 2020-21 BEdA Master/IELCE Grant and Leadership Block Grant feedback has been entered in OGMS – **Required revisions are due by May 8, 2020** – Grants will be approved at the June State Board meeting.
 1. 2020-21 BEDA Master Grant Budget – questions? Contact Troy Goracke
 2. 2020-21 BEDA Program - IELCE Grant Budget – questions? Contact Will Durden
 3. 2020-21 BEDA Leadership Block Grant – questions? Contact Troy Goracke
- Updates on Students Unable to Test, Remote CASAS Testing, and Accountability
 - OCTAE is requiring an unduplicated head count of individuals that were not able to be administered a CASAS test due to suspended operations.
 - Programs must track students not tested. All students that were not able to be tested will be counted even if they end up taking a test later on in the same quarter. That means do not delete students who take a test once face to face testing is allowed. The count would begin again with the new program year July 1, 2020.
 - Programs can design their own tracking tool (e.g., Excel or Google Sheets).
 - Programs can use TOPSpro's new "Force Majeure" data field to track students.
 - Available in the online version. Corrections Education programs using the offline version of TE should track manually.
 - See TE Client Release Notes for Build 76 on 4/15/20.
 - Programs can upload student information into TOPSpro. This might be helpful to populate new spring students who have never tested before.
 - Record the program's counts of students not able to be tested on a quarterly basis using the [Quarterly Data Review and Checklist](#).
 - Report the unduplicated annual head count in your end of year Federal Report (usually released mid-July and due mid-September).

- SBCTC-BEdA staff recently attended a CASAS webinar to learn about options for remotely administering CASAS tests.
 - CASAS is considering 1:1 proctoring via Zoom as a possible short-term solution and is seeking to pilot test immediately. Other short-term software solutions were proposed and will be tested as well.
 - Meanwhile, CASAS is investigating the feasibility of an embedded software in TOPSpro Enterprise as a long-term solution which could be available as early as mid-summer.
 - BEdA staff determined that the proposed short-term solution (using Zoom) did not meet the needs of students and providers. Therefore, WA BEdA providers may not engage in remote testing at this time.
 - BEdA staff will review this decision as new information and solutions become available. We look forward to developing an option for remote CASAS testing as a supplement to in-person testing.
- State and federal performance targets will not be used for performance accountability for PY2019-20 due to the prolonged suspended operations.
- Emergency Assistance for Students Guidance for Financial Aid (*see Will's email 4.16.20*)
 - [Student Emergency Assistance Program](#)
 - SBCTC also recommends the following Hope Center guidance and resources related to serving students in need during the COVID-19 pandemic.
 - [Guide to Emergency Grant Aid Distribution](#)
 - [Supporting #Real College Students during COVID-19](#)
 - [COVID-19 Response for Students Who are Homeless or With Experience in Foster Care](#)
 - [Surviving COVID-19: A #RealCollege Guide for Students](#)
 - [#Real College During COVID-19 Survey Enrollment](#)
- I-BEST Webinar Series – Will Durden
[Spring 2020 I-BEST Webinar Series](#) | Fridays @ 10:30am – 11:30am
 - April 17th: Team Teaching Collaborative Planning for Online Instruction (Focus on Co-Planning Strategies and Tools)
 - April 24th: Navigation for Online Programs (Focus on navigation)
 - May 1st: Team Teaching Check-in: Successes, Challenges, and Next Steps
 - Future dates on demand and as need/topics arise
- Corrections Update – Pat Seibert-Love
 The Governor has ordered the early release of a number of our justice involved individuals. There are three planned options for releases under commutation, Rapid Reentry and furloughs from work release. Pat has asked the Corrections Education Deans and Directors to work with their Education Navigators both prison and campus based to identify current students and potential students to communicate educational opportunities as individuals are releasing in the next 7 days. DOC has provided us a full list of all individuals subject to release.

Chat Questions:

- Q)** Timeline on the CBO grant?
- A)** The feedback has been sent and any modifications need to be submitted by 5/8/20, same timeline as the BEdA Master and IELCE Grants.
- Q)** Re: CARES funds - Will this funding to students count against them in regards to Public Charge Final Rule?
- A)** No, it will not. But do remember that there is still work being done between Secretary DeVos and Dept. of Ed. to see if DACA students can be funded. Everything Jon has seen is that this funding is for every student, as they are all impacted by COVID-19. (Guidance was updated by DOE on 4/21/20. New guidance on eligibility was provided. Undocumented students are not eligible.)
- Q)** Will BEdA funding just follow last year' formula and performance?
- A)** This year's allocation formula FY20 is not affected by COVID-19. SBCTC will be bringing together a broader group of individuals to discuss contingencies for the possible impact to all funding models that are based on assumed impact to outcomes/performance, since most are partially funded by SAI.
- Q)** Peninsula – Is anyone else struggling with administration to ensure that basic skills are at the table for the COVID19 funding. (Please note that new eligibility guidance was issued on 4/21/20 by DOE. The new guidance will be shared at the April 24 CBS call.)
- SPSCC automatically included all students, including Transition Studies.
 - Yes, Centralia is struggling too
 - So did EvCC – We also have a VERY simple application.
 - We are blessed at BBCC...we are right in line for CARES funding
 - Highline finds that basic morals and ethics seems to work. Otherwise, guilt and shame
 - Whatcom hasn't received info on our students' access yet. Just emailed our FA dir. for more info
 - Cascadia is including BEdA students but hasn't finalized application/process yet.
 - RTC is including all students but I haven't seen a simple application yet, good to know about Everett
 - At WWCC, when the acting president talked to the deans, we were asked if anyone was interested in being on the disbursement committee. I jumped at the opportunity to ensure our students were included. BEDA will be included
 - SVC has included BEdA in CARES Act.
 - SPSCC - It is taking a little longer to process if our students were not already receiving financial aid.
 - Centralia - Yes. We heard the same thing that the funding needs to go to students impacted by COVID as if BEdA students are not.
 - GRC admin outlined 5 different areas in the to make sure representation is coming from these areas BEDA is included in this
 - Olympic is including all students.
- Comment** - Jon shared that we should remind others what our system vision/mission/goals are to bring equity to our students. Our system is entirely focused on equity and it is critical that basic

skills students are included if the system is really living up to bringing equity to our system. .
(Please note that new eligibility guidance was issued on 4/21/20 by DOE. The new guidance will be shared at the April 24 CBS call.)

Comment – At Centralia, she received information from their FA department that said the student needs to be attempting to receive a credential, either the GED or HS+. The concern was that they had a student who already has a credential, however, based on testing was placed into basic skills and this made them ineligible for the funding. Was there anything tied to credentialing in the funding?

No, but remember that it's a local decision on how to distribute the funding.

Anyone have an idea on how to address this?

- If the student's goal is a college credential, then that student is credential seeking, even if they are in Basic ed with a diploma.

- Jon wanted to remind you again that the COVID funding has NO strings on it, it is to go to everyone whom have been impacted by COVID-19 – which is everyone!

Will also shared from the AACC presentation, that they emphasized that the distribution is not a financial aid decision – it's a college decision and basic skills needs to be at the table helping guide the decision.

Q) TCH - Just for clarification, Troy said that there was feedback in OGMS (or an email) on the grants but didn't mention CBO grants. Jodi (?) said CBO grants are included in the completed group. I don't have feedback or an email on that grant. Is that still coming? Thank you.

A) CBOs - Michele didn't send me anything to send, but you have the same process. If you aren't being asked for feedback the timing is the same. Jodi

Q) SPSCC and GHC– appreciated the feedback from last weeks call that had already begun their classes – it helped them understand and give permission for faculty to provide more guidance to their students.

- EVCC – agrees, our faculty are tired today, but I am SO IMPRESSED at what they have produced online in a short period of time, and their tenacity at checking in with EVERY SINGLE ONE of their students. Truly humbling.

- Cascadia - don't think we've had many students drop. We definitely had several who never registered because of the online modality. We also had many "no-shows" but not that many more than usual. My faculty AND staff have been AWESOME and are sharing ideas and success stories. I'm so proud of them all.

- CASC - As a CBO serving an agricultural community, we are definitely seeing the digital divide. However, we are pleased for the students who are hanging in with their cell phones.

Comment - Internet access continues to be a problem in our remote areas – need more advocacy in this area – It's not a matter of ability, it's about ACCESS!

- Peninsula - yes that would be amazing! Forks and Neah Bay is struggling as well.

- SVC - We're having the same problems in parts of Skagit and Island counties with access to high speed internet.

- Highline has found that desperation has inspired innovation and are offering both online and remote formats to serve students. Our faculty have risen to the challenge amazingly well.

- WWCC, is having some of the internet issues in the remote areas of our service district as well.
- Sound Learning – Over 80% of our ELA students do not have internet access or computers at home. Internet access is a HUGE problem in Mason County. And we can't afford to purchase and support mobile hotspots. But the core of students that are showing up and having lessons over the phone, and other platforms and gaining ground.
- LWIT – have been in remote learning since early March, so many students dropped last quarter that didn't want to learn online. The students that have enrolled this quarter seem to be enjoying being in the online environment. The college provided lots of technology training for faculty. The more comfortable faculty are with technology, the more comfortable their students are.
- SPSCC – Some of our students are using the CARES Act fund to pay for internet access.
- WWCC – we have had a few students drop in both BEDS and Open Doors, but we have had more re-enroll that schedules didn't work in the past.
- TCH - We have said for years that we would like to have online materials to supplement classes. We didn't want a virus to give us the time, but....
- EDCC – in ELA we've had great retention of continuing students from winter, but far fewer new students.
- Sound Learning - I think that training with a range of tech and distance models for faculty would be a great bonus in the coming year.
- WWCC - We are also looking into programs that has phone apps for access. Also, continuing to encourage faculty to support our students learn how to support their children while practicing English language skills.
- GHC has made one of our parking lots Wi-Fi accessible.
- Literacy Source is finding that most students are participating. Some dropping out now, like mentioned before parents with students at home. Generally going better than expected. We do have students using phones. Need more computers and internet access/hot spots.
- Centralia - We created a list of Wi-Fi hotspots in the area.

Anything else that folks would like to share – some of you began classes this week, how's that going?

- SPSCC – started this week and receiving feedback on last weeks meeting about letting faculty focus on the student and their well-being vs. jumping right into the class work helped her to manage expectations.
- GHC – starting classes next week and hearing about how others dealt with their first week of classes was very helpful for her to also manage expectations.

Diane would like to hear about whether or not their students are coming with it all being online OR are you seeing a drop-in registration due to technology challenges in how classes are begin offered.

Comment – BBCC – was challenging to train faculty to use Canvas, however, the GED/HS+ and ESL students have embraced it and are not shying away from class. After we see this through, I predict many more Hybrid courses system wide.

Comment – Olympic, faculty were concerned about low-level ESL and technology, but the students are doing it and the faculty are pleased with how things are progressing.

Comment – Centralia, has seen a slight drop, as students struggle to keep up their remote learning AND having to teach/work more with their children at home and their online learning.

Comment – NSC - I am pushing North to use some of the CARES Act direct to student money to help students purchase a laptop and Wi-Fi. I will let you know how it goes :)

Comment – Cascadia has seen a drop, as students have just chosen to not engage in this new online environment.

Comment – CASC – CBO's serving the agricultural communities have seen the divide, however, they are pleased to see students hanging in there.

- Q)** If possible, I would appreciate hearing from folks in Corrections Education about how their programs are serving their populations.
- WSP – sending out lessons on laptops, teachers delivering packets to units, then they pick them up. This is how a lot of their work is getting done. She believes that when the pandemic is over, it will definitely have an impact on how lessons are taught in the future.
 - Pat – internet access is HUGE and is really necessary to get into the prisons. There's one pilot at the Washington Correction Center for Women has internet in the classroom, but unfortunately, they had not been able to get imaging and credential their laptops done. Corrections runs off-line Canvas on their laptops, as they cannot use the internet to run online classes, so there are issues for the students to view the Quizlets, YouTube sections of the training.
Primary way of teaching in corrections is old school packets. They receive completed work on Friday's, then when they come in on Monday, the paperwork has to be sanitized prior to reviewing the student work.
 - Garrett-Hine's is compiling and distributing packets to students.
 - Cedar Creek has smaller classes and the teacher gave out GED prep-books, prior to the pandemic, and is having one-on-one meetings with students.
 - OCC and Clallam Bay – they are using laptops for their classes and they are being picked-up and delivered to the students by the tech. department.

CBS is still looking to have a volunteer for Vice-Chair and Treasurer – please contact [Brent Carter](#) at BBCC.