

BEEdA COVID-19 Messages

April 20th through April 24th

This document will be used as a digest to catalogue all messages sent from the BEEdA office at SBCTC to the ABEDir listserv.

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CARES Act

April 22 - Emergency Financial Aid Grants, CARES Act

Hello, Colleagues:

As your college begins to finalize its policies and processes for distributing the emergency financial aid grants portion of the CARES Act, please refer to the [FAQs: Emergency Financial Aid Grants to Students](#) from the Department of Education's COVID-19 briefing on the CARES Act for Higher Education Stakeholders held on Tuesday, April 21. This is NEW guidance from the Department and should be used to inform the application, distribution, and documentation processes of these funds at your college.

Important points to remember:

- Only students who are or could be eligible to participate in programs under Section 484 in Title IV of the Higher Education Act of 1965, as amended (HEA), may receive emergency financial aid grants. **Per the Ability to Benefit (ATB) provision of the HEA, students without a high school credential who are enrolled in Title IV eligible programs may also qualify for federal financial aid. At this time, we are pursuing clarification and further guidance for this provision. Additional information forthcoming.
- Emergency financial aid grants must go directly to students.
- The disbursement of the emergency financial aid grant to the student must remain unencumbered by the institution; any debts, charges, fees, or other amounts owed to the institution may not be deducted from the emergency financial aid grant prior to disbursing. However, after receiving the grant, students can choose to pay any outstanding account balances via cash, check, or credit card.
- Colleges must document 1) the method in which the grants were distributed to students; 2) how the amount of each grant was calculated; and 3) any instructions or directions that the institution gave to students about the grant. Additional information will be forthcoming.
- Colleges who have already disbursed emergency financial aid grants from their own institutional funds may use the CARES Act funds to reimburse themselves for grants made on or after March 27th (the date the CARES Act was enacted) and to students who are eligible to receive the funds for authorized expenses related to the disruption of campus operations due to coronavirus. Colleges must document that reimbursements for institutionally-funded emergency grants to students are made in accordance with the CARES Act.

Critical considerations:

- Students who are struggling financially may not reach out for assistance (or may not have access to information on the emergency aid). Increase deliberate outreach and utilize various means of connecting to students, particularly students of color and other minoritized groups.
- Leverage all forms of student funding supports, including workforce education grants and Opportunity Grant.
- When sending the notification of an emergency financial aid award to the student, provide a list of other COVID-19 resources in the area.
- Maximize equity by keeping red tape for students to a minimum. Maximize impact by ensuring that the application and distribution processes are quick. Maximize efficiency by imposing as little administrative burden as possible on program staff.
- Be mindful of any biases and/or ways of thinking/doing that may interfere with the full intent of the emergency aid. Suspend judgment and seek understanding. Consult and collaborate with your colleagues and advocate for the students who are most severely impacted by COVID-19.

- Listen to and trust your students, and take the time to make a connection.

Students of color, particularly our Black, Latinx, Native, and refugee/immigrant students, are less likely to have the resources to weather a major public health emergency. According to our system's #RealCollege survey, rates of food insecurity are higher among Hispanic or Latinx (47%), Black (54%), and Indigenous (57%) students while students who identify as Middle Eastern, North African, Arab, or Arab American (26%), Indigenous (27%), and American Indian or Alaskan Native (33%) experience the highest rates of homelessness. Emergency financial aid grants provided by the CARES Act can help ensure our communities of color and other vulnerable populations have access to the resources they need during and after the COVID-19 pandemic.

Thank you endlessly for the incredible work you do on behalf of our students, particularly during this very challenging time. Please feel free to reach out should you have any questions.

Take good care and be well,

Ha (hnguyen@sbctc.edu)

Distance Education

[April 21 - Update on Face-to-Face and Distance Education Attendance](#)

Hello to You All,

I hope this finds you well.

As you know, due to COVID-19 and suspended operations, all face-to-face classes in Winter and Spring Quarter were able to shift online without a change in coding or implementing one of the approved Distance Education policies for proxy hour attendance.

Beginning Summer Quarter 2020, this will change slightly. If your program does not plan to open face-to-face during Summer Quarter, the program's classes will need to be coded distance education and the program's distance education policy will need to be applied to the classes. This will also be the procedure going forward. Distance Education policies are described in the [WA Assessment Policy](#) and the Student Contact/Attendance Hours section of the [BEdA Handbook Local BEdA Reporting and Compliance](#) page.

Alternatively, if the provider intends to move back to face-face classes during the quarter when social distancing eases, our earlier guidance on counting distance hours for face-to-face classes would apply. That means, organizations offering classes temporarily at a distance for the upcoming quarter would still be considered provisionally 'remote learning' and not required to code everything distance education.

Please do not hesitate to contact me with questions.

Troy Goracke (tgoracke@sbctc.edu)

CASAS

April 22- Updates on Students Unable to Test, Remote CASAS Testing, and Accountability

Good morning CASAS Cadre members,

This is just a reminder that WA BEdA providers are not permitted to conduct remote testing at this time. BEdA providers are only be able to give a CASAS test in a face to face setting. Right now you can just track and count all students that were not able to be tested (details in Troy's email below).

Later today CASAS is hosting a chat about their remote testing plans (info below). You are welcome to listen in if you want to learn more but please do not conduct any remote testing.

SBCTC will continue to work with CASAS to determine if there is a remote testing option appropriate for WA BEdA providers.

Thank you for your patience as we work on all the details. Let me know if you have any questions.

-Scott (stoscano@sbctc.edu)

OSPI Updates

April 22 - OSPI Student Learning and Grading Guidance

Hello to You All,

I hope this finds you well.

I wanted to share the guidance OSPI released yesterday concerning teaching and grading in K-12 for the rest of this school year. [Click here to review the Student Learning and Grading Guidance](#). While the rule changes exempt competency-based high school programs, and so will not impact HS+, the document is still worth a read. I felt the objectives for the guidance and rule changes and plan to implement were well reasoned.

Good thoughts about teaching and assessing students not only during a pandemic, but as general practice. Definitely ideas to consider as we work to ensure equity for our students in both the instruction they receive and the grades they earn.

Please let me know if there are questions.

Stay safe and healthy.

-Troy (tgoracke@sbctc.ed)