

CBS WebEx – 5.8.20 – Q and A

WebEx called to order and welcome by Troy Goracke and Jon Kerr.

Troy Goracke shared the link to the [COVID-19 Google Folder](#):

Jon's update:

- Something that doesn't directly affect basic skills, but could affect some colleges in the disbursement of the CARES ACT direct aid to students. Yesterday, the Trump administration put out guidance that requires colleges to publicly detail how they are distributing funds to students. The details need to be posted publicly on their respective websites.
- As you all know the Stay Home—Stay Safe order has been extended to May 31. The first phase of the reopening of our state and economy has begun:
 - In addition to:
 - Residential Construction
 - Some outdoor recreation (hunting, fishing, golf, parks)
 - Some elective surgery
 - Essential Low-risk Workforce Training Programs are being allowed. This could affect some of our I-BEST students and teaching teams.
- All allowable programs are required to list standards for reopening. They are required to:
 - Develop and post a comprehensive COVID-19 exposure control, mitigation, and recovery plan at each location
 - Maintain social distancing of 6ft. at all times
 - Have a site-specific COVID-19 supervisor
 - Conduct safety training the first day of classes for all individuals
 - Maintain attendance lists and contact information for everyone on campus
 - Provide personal protective equipment
 - Follow all sanitation and cleanliness protocols
 - Have students and employees must stay home if not feeling well and all individuals must be screened at the beginning of each day.
- The Basic Skills section (Title II) of the WIOA state plan has been approved and will go into effect July 1, 2020, along with our new Vision/Mission/Values and Goals.
- We have also completed target negotiations with OCTAE and fared well in getting our targets lowered. They then go through a statistical adjustment model in December that takes into consideration all COVID-19 effects (no testing, etc.).

Review of Guidance shared this week

- Department of Commerce media announcement: *Drive-in Wi-Fi hotspots launch event*
Public-private partnerships seek to bridge “digital divide” by providing free broadband access to all through community drive-in Wi-Fi hotspots.
Launching primarily as parking lot hotspots in response to the COVID-19 pandemic, the free community Wi-Fi is accessible regardless of how users arrive at the locations. Some sites also offer indoor public access during business hours. Everyone using the sites – outside or inside – must practice social distancing and hygiene precautions, including staying in your vehicle or at least six feet from other users and wearing a mask if necessary.

Each hotspot will have its own security protocol. Some will be open and others will have Children's Internet Protection Act (CIPA) safe security installed.

For complete information and a map of locations, visit www.driveinwifi.wa.gov. The [map](#) will be updated as more sites come online.

- Additional Phase 1 Plan Clarifications - SBCTC staff have fielded several questions related to the Phase 1 Protocols and sought clarification from the Division of Occupational Safety and Health (DOSH) within the Department of Labor & Industries. The areas of concern are addressed below.
 - **COVID-19 Supervisor:** It has been clarified that Colleges should declare COVID-19 Supervisor(s) within their Phase 1 plan and colleges may delegate this responsibility to designees, which could be a trained faculty member if appropriate. A college must have a COVID-19 Supervisor or designee at each location operating. For example, each campus of a college may choose to designate a campus dean at that location as the "COVID-19 Supervisor." Your plan may then specify designated individuals to serve within each part of campus as the supervisor for their respective area. Similarly, if a college operates offsite locations for programs like apprenticeship, the college must designate an individual to serve as the COVID-19 Supervisor of that off campus location. A trained faculty member is capable of serving as the designated supervisor in this example. It is important that supervisors are familiar with all aspects of the plan for the programmatic areas under their supervision. Individuals operating programs should be able to easily identify who is their location supervisor and it is necessary to maintain a log of who has acted in this role for all operating sites following the same concepts as the attendance/visitor logs in item 26 of the Phase 1 protocols document. A potential solution to this would be a sign in each lab indicating who is the COVID-19 Supervisor for that location and their contact information. Keep in mind this person must be available to respond.
 - **Person-to-Person Contact:** Instructional aspects that require direct person-to-person contact such as some aspects of phlebotomy instruction or certain skills required for physical therapy instruction that require students to practice on each other are not allowable under this phase of reopening. These are only examples; the person-to-person contact restriction is in no way limited to these programs. Item 10 of the protocols allows for creativity in addressing this to some extent, but does not remove this requirement.
 - **Cleaning vs Disinfecting:** The sanitation and cleanliness section of the Phase 1 Protocols addresses at length the requirements for colleges to develop thoughtful plans for cleaning and sanitizing facilities and equipment between sets of students and employees. Questions have been raised as to the specifics of when cleaning and disinfecting is required and the difference between these levels of sanitation.
 - **Clinical Rotations:** Students who have advanced to the clinical rotation components of their program are able to do so if the college, student, and employer partner are all comfortable with their ability to provide a safe working/learning environment. The student would then operate and be subject to the COVID-19 plan of the clinical site while participating in these aspects of their program.
- Professional Development Opportunities – Monica Wilson
 - The University of Southern California has developed a free six-part webinar series, "[Racial Equity in Online Environments](#)" Webinars are held from 12:00-1:30 PST.

1. Being Aware of Learning Opportunities and Constraints Posed by Online Teaching and Moving Towards Anti-Racist Practices – Thursday, 5.7.2020
 2. Online Support as an Anti-Racist Practice – Thursday, 5.14.20
 3. Equity-Minded Mathematics Instruction – Thursday, 5.14.2020
 4. How to Express Care with a focus on Racial Equity – Thursday, 5.28.2020
- Cross-Institution Faculty of Color [Mentorship Program](#) for the 2020-2021 Academic Year
 - Register now for the Distance Education Webinar next week May 12 or May 14, 2020 online via Zoom – see registration email sent 5/5/20 – *Questions? Contact Jodi Ruback*
 - As we mentioned on the Friday CBS COVID 19 call, the BEdA team is trying to determine if there is a need to hold an additional online I-DEA training to assist ELA instructors in preparing for continued online instruction.

If you would take 2-3 minutes to answer this [short survey](#) regarding the need for I-DEA training in spring 2020 before Friday's call, it would be greatly appreciated. Note: The survey only has 5 questions (provider name, do you have instructors who need training, how many instructors, possible date ranges, and possible times).

- Teaching the Skills that Matter in Adult Education (TSTM) Project - As a state, Washington has an exciting opportunity to apply to participate in the Teaching the Skills That Matter in Adult Education (TSTM) Project run by the American Institutes of Research (AIR) under a contract with the Office of Career, Technical, and Adult Education (OCTAE) the office in the Department of Education the oversees WIOA Title II. If selected, five individuals from our state would receive face-to-face training and coaching integrate the skills that matter (civics education, digital literacy, financial literacy, healthy literacy, and workforce preparation) into classroom instruction utilizing contextualized instruction, project-based learning, and problem-based learning models. This cohort will then work to train and scale this approach in the state. Here is a link to more information on the TSMT Project.

We are requesting nominations for four interested faculty from our providers. We are hoping to create a team composed of an ELA instructor, an ABE instructor, a high school completion instructor, and an I-BEST instructor so that all instructional areas and initiatives are represented. When nominating a faculty please include their name in the email and a copy of their resume or CV.

Please have all nominations to Troy Goracke by Wednesday, May 20, 2020

Q) Lionel Candido Flores - Hi Troy. Would faculty be receiving a stipend for their time?

A) Troy will investigate and send response out next week.

- Register now for the Culturally Responsive Curriculum & Project Based Learning Web Series Fridays May 15, 22, and 29, 2020 – *Questions? Contact MarcusAntonio Gunn*

We are pleased to be hosting a webinar series on [Culturally Responsive Curriculum and Project Based Learning](#) developed and facilitated by Camille Pomeroy on [Fridays May 15, May 22, and May 29 from 9:30am to 12:00pm.](#)

The purpose of this workshop is to acknowledge the impacts of COVID-19 on our instruction and learning of our students while critically analyzing the tenets of inclusive, responsive and trauma informed pedagogy to help us respond to those impacts. Participants will share and analyze impacts of COVID-19 on teaching and learning within BEdA. Identifying ways to make remote instruction more responsive, inclusive and equity based. Participants will review how to synthesize and apply Project Based

Learning design elements with the tenants of culturally responsive education. Even if you already attended the training earlier this year, you will benefit from attending this webinar series. We look forward to having you attend.

[Culturally Responsive Curriculum and Project Based Learning](#) (participants are expected to attend all sessions, participants only need to register once, registration link is below)

- [May 15th 9:30am to 12:00 pm: Webinar Part 1: COVID-19 and how it has impacted our work](#)
 - [May 22nd 9:30am to 12:00pm: Webinar Part 2: Deeper Dive into the Culturally Responsive Education Score](#)
 - [May 29th 9:30am to 12:00pm: Webinar Part 3: Review of the Design Elements of Project Based Learning](#)
- I-BEST Webinar Series – Will Durden
[Spring 2020 I-BEST Zoom Series](#) | Fridays @ 10:30am – 11:30am
 - May 8th - Welcome, Land Acknowledgment, Announcements and Q&A
 - May 15th - Welcome, Land Acknowledgment, Announcements and Q&A
 - May 22nd: No Meeting - Memorial Day Weekend
 - May 29th - [Team teacher training](#) registration
 - WSAC College and Career Compass Website
Thanks again to those of you who have submitted your form for the Washington Student Achievement Council College & Career Compass site, and to those of you who are still working on completing it. This is a friendly reminder to submit your form to me at wdurden@sbctc.edu by this Friday, May 8th. If you have any questions in the meantime, please send them my way.
Attachments:
 - [WSAC File Template - Blank](#)
 - [WSAC Instructions Q&A](#)
 - [WSAC File Template - SPSCC Example](#)
 - Just a reminder that WA state will not be participating in the CASAS remote testing at this time. Please be sure to share this with whomever may need to know on your campus(s). Questions? Contact Scott Toscano, Jodi Ruback or Troy Goracke

Sharing Successes...

- Sound Learning – Shannon has had one instructor that has been resistant of the use of technology in the classroom. She learned how to do online instruction due to attending a CASAS training and is extremely excited and is moving forward with technology!!

Chat Questions:

- Q) GHC - What are the expectations regarding DPI projects for this year?
- A) Scott - you will write about your DPI project in the end of year report

- Comment)** TCC - I am looking for suggestions for assessing Math for placing new students
 - WCC - We pulled a quiz off of Canvas Commons and created a rubric for scoring into levels. It's not perfect, but gets close.
 - Wenatchee had some decent assessments for math and English on paper – hopefully Joey or Julie can scan and share them out with us

- WWCC - We are working with students using comfort level with math and previous classes taken. No perfect, but we are being flexible
- SVC - We're using guided self-placement. We present a few different math problems and ask students if they feel comfortable answering them. We did something similar for English and technology self-assessment.
- Sound Learning - We have developed assessment using some New Readers Press materials. I'll have to look to see if it is available electronically yet.

Comment) Brent Carter - Next Friday, we will have some CBS business meeting activities on the agenda...So catalog all your questions and ideas!! Need a treasurer and VC and how to move forward with our work plan.

Comment) Shoreline - Just wanted to let folks know that Shoreline Community College is hiring a new Assistant Dean for Transitional Studies. Please share this:
<https://www.shoreline.edu/hr/default.aspx> - from Lauren Wilson (in the role temporarily and enjoying these Friday meetings!)