 Council for Basic Skills

October 13-14, 2022, Meeting Minutes

# Call to order

A meeting of the Council for Basic Skills (CBS) was held at South Seattle College on October 13-14, 2022. Meeting Materials on SBCTC – [CBS website](https://www.sbctc.edu/colleges-staff/commissions-councils/cbs/meeting-cbs-2018-04.aspx).

# Attendees:

Yifan Sun & Angela Driver-Bates, Darrell Haynes-Bellevue, Judi Wise-BTC, Rosemary Parsons-BBCC, Lyn Eisenhour-Cascadia, Heidi Summers & Sara Gallow-Clark, Jenna Pollock-CPTC, Daphne Larios & Erin Holloway-CBC, Sandi York-CASC, Nicole Galipeau & Christine Kobayashi-EDCC, Katie Jensen & Sharon Moore-EVCC, Martin Reimer-GHC, Lionel Candido Flores & Kit Alston-GRC, Steve Washburn-Highline, Kelli Graham & Judy Faast-Hopelink, Karen Lee & Kelly Cover-Tan-LWIT, Cat Howell-Lit.Source, Theresa Stalick-LCC, Curtis Bonney-NSC, Sabine Burghagen & Ann Hayes-Garcia-Pierce, Ali Cohen & Sam Nelson-RTC, Katie Heizenrader & Sy Ear-Sea.Central, Jonathan Molinaro-Shoreline, Alison Fernandez & Frances Boydstun-SVC, Jennifer Barber-SPSCC, Scott Bean-So.Seattle, Sherri Fujita & Sarah Stiffler-Spokane, Rebecca Jayasundara-TCC, Amy Diehr-TCH, Carol Fitzgerald-WA State Penn, Christy Doyle-WWCC, Riva Morgan & Julie Fitch-WVC, Dawn Kroontje-Whatcom, and Marc Coomer-YVC

# Liaisons:

Michael Lee-IC Rep from CBC

# Members not in attendance:

Jeff Williams-Airway Heights, Elizabeth Grant-Cedar Creek/WA Corrections Center, Margret Friedley-Centralia, Maria Ethier-Clallam Bay & Olympic Corrections, Denise Kammers-Coyote Ridge Corrections Center, Sultana Shabazz-Mission Creek/WA Corrections Center for Women, Jamie Calley-Monroe Correctional Complex, Teresa McDermott-OC, Amie Batton-Peninsula, Shannon Klasell-Sound Learning, and Jayme Peterson-Stafford Creek Correction Center

# Business meeting

Approval of Minutes – May 2022– MOTION made to approve the May minutes as submitted/seconded and approved with no abstentions.

Elections – An election poll was held via [Google Forms](https://forms.gle/5t2soycBaXKscKfF7) for Treasurer and CBO Member at Large.

Treasurer: Sara Gallow volunteered

CBO Member-at-Large: Sandi York volunteered

Election Results: Sara Gallow was elected Treasurer and Sandi York was elected CBO Member-at-Large.

Treasurers Report – We have $17,086 – do we wish to reinstate dues for the 2022-23 year? Much discussion was had. MOTION made to approve reinstating $150/per member dues for the 2022-23 year. MOTION was seconded and vote called – approved with no abstentions.

# New business

## SBCTC Updates

### BEdA’s role within the system

Will provided an overview of SBCTC’s Basic Education for Adults office role as it pertains to Federal Funding and how it’s rolled out to the CTC/CBO system. Our system vision to advance racial and economic justice and equitable programming for all Washingtonians.

He shared our mission and provided “BEdA in a Nutshell”:

* “Read the fine print”: we review, analyze, interpret, and uphold relevant state and federal statute, rules and regulations, and guidance.
* Partnership: with state and federal agencies and other non-profits to advance our mission.
* Advocacy: we draft and advise on state and federal legislative priorities, decision packages, and statutes.
* Support: we provide training and technical assistance on many aspects of policy, programs, and pathways.

Will shared out BEdA staff’s roles and responsibilities:

* Policy (Scott & Troy)
* Programs & Pathways (Jodi & Nicole)
* Professional Development (MarcusAntonio)
* Corrections (Pat & Hanan)
* Administrative (Christy, Mandie & Will)

### Afghanistan/Ukraine New Arrival Funds

* 50% of $1.87 million allocation awarded so far!
* Contact Will Durden to apply

### Recent Federal Advocacy Efforts

* Will and Troy partnered with COABE Fellow Asha Dore (Shoreline)
* We requested $1 billion for adult ed and alternatives to standardized testing

### State Legislative Update

* Caseload Forecast strategy on pause
* Executive Director Paul Francis eager to strategize for next legislative session
* Contact Troy Goracke for more information

### IELCE Modules

* SBCTC is developing new “IELCE modules” for use in IELCE-funded programming
* These modules help bridge the gap from I-DEA or ESL 1-3 into I-BEST or other transitions into postsecondary
* Contact Jodi Ruback for more information

### Tracking Digital Literacy/Digital Equity

* We are participating in in-state efforts to define and support digital inclusion
* We are also monitoring the flow of dollars from the Federal Infrastructure bill’s Digital Equity Act
* Jodi Ruback is our point person on digital equity

### Federal Program Review of SBCTC

* The Feds recently concluded five-day federal program review
* Thanks to a very organized BEdA team – months spent preparing for review!
* Our biggest “commendation” is for our program review process – kudos to Scott Toscano!
* “Bland” results – that’s a good thing!
* Thanks to those who opened up their programs for the review:
	+ Highline College, Hopelink, Lake Washington Institute of Technology, Pierce College, Tacoma Community House, and Tacoma Community College
* And thanks to all who participated in a program panel!

### Professional Development

* MarcusAntonio Gunn continues to lead the way in PD for BEdA

### New Program Administrator Hire

* Watch for a job announcement coming soon

### New and ongoing administrator canvas course

* Excellent resource for new and returning administrators

### Navigator Study

* Opportunity to receive free training for career navigation services
* Email sent 10/12; Contact MarcusAntonio Gunn for more information

## IC Update

Michael shared that IC passed the following recommendation at their May 2022 meeting:

*The Instruction Commission of Washington State Community and Technical Colleges recognize that during remote operations due to the COVID-19 pandemic, students in Basic Education for Adults (BEdA) were able to demonstrate basic education needs, and resulting measurable learning gains, in alternative ways instead of the CASAS test. We recommend that Community and Technical Colleges be allowed to pilot alternative assessments of student need and learning gains. We have seen a number of colleges and universities in-state and nationwide moving away from standardized testing to place students into college-level classes. Retaining a high stakes test for one of our most at-risk populations is clearly inequitable. As our system has focused on ending systemic racism and discrimination, we advocate for the exploration of alternative means of measuring student learning to treat BEdA students as we do other students at our colleges*.

He also shared that he is rolling off as the CBS Liaison and our new rep will be Jenni Martin of Spokane.

He also asked if there were more items that we’d like brought forward to IC?

* Proper funding for basic education’s HS+ program (like Running Start), HS+ has no funding for the dual enrollment.
* Space utilization in campus buildings. BEdA classrooms tend to be in the least maintained building, which further promotes the feeling on not belonging. SAI points should connect to the facilities.

## CASAS Testing and Attendance requirements presentation

The Innovations Committee shared a presentation about Alternatives to CASAS Testing. We acknowledge that SBCTC BEdA is accountable to the Workforce Innovation and Opportunity Act (WIOA), Office of Career, Technical, and Adult Education (OCTAE), and the National Reporting System (NRS). This proposal aims to find ways to determine eligibility, appropriately place students, and measure their progress that is either in alignment with the current definition of Measurable Skill Gains (MSG) or follows authentic, student-centered assessment practices. This proposal does not replace CASAS.

This proposal aligns with the state board's vision to lead with racial equity and transform lives within a culture of belonging that advances racial, social, and economic justice. This is an opportunity to minimize the equity and opportunity gaps for BEdA students while demonstrating inclusive practices.

Standardized tests do not accurately and equitably depict all student's potential. Bias is inherent with standardized testing. This has been studied and documented for many years. The pandemic has provided an opportunity to reconsider long-standing testing practices. BEdA students are among the demographics that standardized testing hurts the most, yet BEdA providers lack the ability to offer alternate options. Additionally, this practice is not in alignment with the vision of SBCTC when a standardized test is the only measure granted to BEdA programming.

The Washington State Guided Pathways Advisory Committee adopted the Guided Pathways vision, mission, and guiding principles which seek to create an equitable system through “urgent, radical, equity-minded, transformational change” and “culturally responsive commitment to racial and social equity by dismantling systemic policies and practices that perpetuate inequities”. This proposal aligns with the vision and guiding principles and will advance the social and racial justice work being done within our programs to support BEdA students and align with Guided Pathways.

The CASAS was selected in 2003 as the systemwide assessment method. BEdA programs have evolved over the years. Programs have developed pathways, articulation agreements, and course assessments. It is time to re-evaluate assessment options for BEdA.

The BEdA handbook progression section states each provider must develop and follow a written progression policy describing how students advance and achieve MSG from entry to exit. One of the required elements of the progression policy is to document how students progress which may include: 1. Grades or course completion; 2. Evidence of progress (assessments, meeting course outcomes); 3. Employer progress report; 4. Passing occupation or knowledge-based exams; 5. CASAS scores. The framework for alternative methods for assessing student progression seems to be aligned and supported through existing compliance measures.

The Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act, Appendix B, aligns with the current NRS approved levels for ABE and ESL levels one through six. Exhibit B details educational functioning levels (EFL) by skills required at exit of every level rather than CASAS test ranges. These are approved through WIOA and use the College and Career Readiness (CCR) Standards for Adult Education as the foundation.

The ability to authentically assess our students will support a culture of belonging to education. This proposal is in alignment with the placement and assessment practices of higher education institutions throughout the state and nation. BEdA students are subject to additional testing due to systemic policies that are stagnant and preserve practices that separate them from the campus community. Standardized testing does not consider students who can demonstrate academic proficiency in other ways. Because standardized testing can lead to a focus on the achievement of one single assessment, colleges are moving towards other forms of assessment including Directed Self-Placement or Multiple Measures. BEdA programs should be allowed to demonstrate placement and progression in ways that align with the programming of their campus or organization.

Programs developed alternative methods to determine eligibility, place, and assess students from March 2020 to June 2021. The pandemic provided an opportunity for programs to experiment with alternate options to serve students in a virtual learning environment. BEdA students and faculty have successfully adapted to virtual instruction. BEdA programming will not return to the same structure that existed before the pandemic. The remote CASAS option is not conducive for the increase in numbers of fully online students. It is time consuming and costly for programs to conduct. Alternate options support the permanent shift to virtual instruction.

## activity – what are your top priorities for cbs to work on this year?

* What keeps you up at night?
	+ ctcLink
		- Students – log in, security questions, overall complexities especially with transitioning
		- Attributes going away from student records, coding on I-BEST
		- Employee use – faculty pay, very time-consuming to walk students through all steps
		- 1/3 of core mission area was omitted in consideration of the system
		- Class build functions (combine and co-reqs waitlists)
		- Academic Advisement Reports and making HS+ work in the system
		- Security roles consistent across the state (assigned to the job position) TCC is the only college to have access in BEdA to quick admit
		- Reporting integrity based on conversations from the Legacy system
		- Integration of outside applications does not work
		- Funding around ctcLink
		- Most providers do quick admit process
		- Abbreviated application for BEdA students actually has negative repercussions
		- More than 50% of staff Business offices and financial aid have left due to ctcLink
		- Narrative about colleges not bringing in the enrollment but challenges getting through the process
		- Not truly a state-wide system when students have to reapply to another college in the system
		- For CBO’s to send students to CTC and they can’t get in because of the challenges of ctcLink
* What is preventing GED®/HS+ students from enrolling?
	+ Disjointed admission process – see question above
	+ HS+ program awareness – [templates marketing materials](https://www.sbctc.edu/colleges-staff/collegeaccess/advertising-toolkit/basic-education-for-adults.aspx)
	+ Realization of time commitment
	+ Economy
	+ Partnerships with school districts and releases
* Where are you with your DEI work?
	+ What concrete actions can I make? Where to start as an individual or department?
	+ Leading with Racial Equity training that was sent out by SBCTC
	+ PD sent out will be Racial Equity work
	+ Look at Global Equity & Diversity work (from passive to proactive organization)
* What are your challenges moving students along their educational pathway?
	+ Advising for Transitions and 100% aligned pathways
	+ Money
	+ Delays in financial aid
	+ Biases toward BEdA students by Student Affairs
	+ Relationships with Advising
	+ Challenges with English or Math on building the pathway
* Anything Else?
	+ Monitoring Visit Review and user review
	+ WABERS+ from should not be separate from the admissions application- form stack to build application and WABERS+ intake form together. Can be done but must be separate from Online Admissions Application.
		- Federal requirement of WABERS+ from
		- $25 tuition waiver – move forward to IC to remove – draft by tomorrow (Troy)
		- New Name for our work

## cbs 2022-23 work plan

Using the work done on Activity 1, the council developed their 2022-23 Work Plan.

The Council for Basic Skills (CBS) has identified the following strategies to reach our overall goal of an equitable education system in alignment with the SBCTC vision of leading with racial equity. CBS strives to increase access and achievement, integrate advocacy, retention, and completion, evidence of success, professional development, and equity between colleges and community-based programs into their work.

* Strategy 1:

Eliminate Standardized Testing as a method to collect Measurable Skills Gains. (Innovations Committee) Sarah and Curtis

* Strategy 2:

Provide multiple modality EDI professional development opportunities driven by the needs of the providers. (EDI Committee) Lyn and Jen

* Strategy 3:

Create a funding model for pathway transitions (Guided Pathways) Daphne and Alison

* First six credits of ATB
* Dual Credit for BEdA students
* Strategy 4:

Reduce technology barriers and inequitable impacts to BEdA students as result of ctcLink and other systems. (Technology Committee)

* Strategy 5:

Determine the benefits and repercussions of eliminating the $25 Basic Skills Tuition. (Community Outreach and Retention Committee)- Amy and Amanda

* Continue ctcLink Task Force
	+ Create a memo to move forward to IC.
	+ Further refine BEdA Grading basis to fix unintended repercussions of the solution.

MOTION made to approve the Draft Work Plan as shared/seconded and approved with no abstentions.

## Action Items/Recap:

1. Remembering Diane Smith. For those who had not heard, our dear colleague, Diane Smith from Grays Harbor College passed away in August 2022. A scholarship has been set up in her name. Here’s the link to donate. Under “Direct Your Donation” you can choose the Diane Smith GED Testing Fund.
2. Did you know that $25 BEdA tuition waivers can be applied for the entire year? Students to not need to be reapproved each quarter. From the BEdA Handbook: A student requesting a waiver of the $25 will be required to complete and sign a program waiver form annually.
3. Many of us missed the change that we are now only required to track and report 12 hours of attendance per period of participation. This included in the *Counting Student Contact and Proxy Hours* section [BEdA Handbook Local BEdA Reporting and Compliance](https://www.sbctc.edu/colleges-staff/programs-services/basic-education-for-adults/beda-handbook/local-reporting.aspx) page.
4. Slides from the “Alternatives to CASAS Testing” presentation are attached. Thank you, Sarah Stiffler!
5. Notes from our discussion about Educational Interviewing are attached. Thank you again, Sarah Stiffler!
6. Our CBS work plan for 2022-23 was approved**.**
7. Join a committee! If you were able to attend the CBS meeting in person, complete the [survey to join a committee](https://forms.gle/U5EEGk2D5y5g3XoJ9). (Review the attached CBS work plan to see what committees will be doing.)
8. Complete the [evaluation for our in-person CBS meeting](https://forms.gle/NQ94hrTXmoyUjVH19).
9. Mark your calendar for our winter and spring meetings

## CBS 2022-23 Meeting Schedule

* January 27, 2023 – Virtual from 9:00 a.m. – Noon
* May 18 & 19, 2023 – on the Eastside, In-Person