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| **Council for Basic Skills Minutes (draft)** |
| February 7, 2025  8:00AM - 1:00 PM  virtual |

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| **Agenda Items** | **Action / Discussion** |
| **1.** Welcome, announcements, greetings | * Farewell to Rebecca Jayasundara |
| **2.** Instruction Commission updates | * IC recommends revisiting name change/possibly table due to other priorities * Recommendation: continue collecting $25, develop best practices for collecting |
| **3.** Collaboration time  New Federal Administration (Sherri)  AI (Cat)  Accessibility (Ricardo) | Federal Administration   * If DOE dissolves, options could be Title II and IV could move to DOL * Budget cycle - mid-March (Mar 14?); continue planning as normal. Master grant name change to BEDA Basic Grant, IELCE is the same. 2025-2026 in OGMS now. Suggestions review % of budgets federal funding, reporting, accountability * Refugee allocation - Gov Ferguson’s budget has no cuts (state money) so far * Discussion on how CBS members can support legislative advocacy for our funding, specifically the refugee special allocation. * ICE - some campuses report people recording staff and posting on social media, requesting information and harassing faculty/staff, some campuses report being overwhelmed with public records requests, “1st amendment auditors” posting online, RTC, Pierce, Green River * ICE rumors are hard to squash. Encourage and advocate for accurate, verifiable reports * Balance between remaining calm and aware considering the unknown, fears * Strategies for Red Cards- depending on your campus, some are leaving cards out like other community resources, consider partnering with another agency to hand out cards. * FERPA and directory blocks. Email guidance from the SCC registrar pasted below. Check with your registrar on your campus and how they want to handle. * Some campuses are considering more online class offerings for ESL * Consider how to ensure that off-site locations which are not affiliated with the college are safe for students   AI:  Take aways:   * AI is a tool and we need to teach how to use it well for learning and academic integrity   + Have students brainstorm how AI can help or hinder writing instruction * Need to incorporate AI into digital literacy instruction * Faculty/Staff training: really varies local ability - some campuses are providing this and others are really looking for resources for faculty * No accepted guidelines - lots of local decisions   + Interest in having students help develop academic integrity policies   + Ex: Tacoma Community College <https://www.tacomacc.edu/about/policies/academic-integrity>   + Literacy Source: [Academic Integrity, AI and Translation Policy.docx](https://literacysource.sharepoint.com/:w:/s/InstructionalProgramming/EQlYCzyguaVLhlj7o5n80VYBLUZukmeLd2hYMahIkbFfVw?e=DuwBpQ) * Generally syllabus requirements across the system * Connections with math faculty, college faculty * Concerns:   + Not accessible technology under ADA and not private data   + Best practices for addressing plagiarism when we see it   + Writing math assessments that AI can’t solve   + English-language learners writing and evaluation * Environmental and labor impacts of AI - we need to be talking about this * Some schools have an AI task force (Seattle Central, Edmonds, Lover Columbia) doing PD, working on institution standard-policies/framework, info for syllabi * Asynchronous online classes may be hard to check/teach good use of AI * Teaching with AI (book being read at SCC/Jessica) * In corrections: AI not allowed, important training for re-entry because correction students haven’t had exposure * Many faculty using it for instruction   + Leveling materials   + Creating activities   + Modeling for students   Questions/further resources:   * Resources for best practices in teaching AI, especially in asynchronous online classes (special case), maybe add training to SBCTC professional development calendar on using/teaching AI   Accessibility   * Trainings and resources   + <https://wa-cc.org/>   + (get links) |
| **4.** Committee Reports | * Guided Pathways. Co-chairs: Daphne Larios, Amie Batton   Where do we store the best practices?   * Colleges in the system are going to google as there email/communication system. They do not have access to teams. * Current CBS Canvas is outdated. New CBS? Maybe that align with the 5 year grant cycle so we know information is being updated at least even 5 years?     Best practices list   1. Articulation Agreements 2. Program Maps 3. Workflow maps 4. Intake process 5. Progression Policies 6. PLA 7. ATB     Attendees   1. Amie Batton-Co-Chair 2. Judi Wise 3. Henry Brewster 4. Riva Morgan 5. Elaine 6. Nicole Daughtry 7. Dawn Draus 8. Lori Griffin  * Technology. Co-chairs: Christine Kobayashi, Jenna Pollock   + Discussion about emergent issues   + MFA: crowd-source ideas for Tokens or YubiKeys for MFA   + Student directory information management * Community Outreach and Retention. Co-chairs: Lindsey Garcia, Ali Cohen   + Tabled tuition waiver discussion   + In fall talked about marketing HS+; videos - student testimonials,   + Retention of ESL; variations in attendance patterns * Innovations. Co-chairs: Rozella Cruz-Yu Jung, Cat Howell * Attendance: Carla Gelwicks, Rheannon Van de Voorde, Steve Washburn, Katie Honeycutt, Sara Gallow, Lionel Candido Flores, Kelly Cover-Tam, Allison Cohen, Kelli Graham, Cat Howell, Rozella Cruz, Troy Goracke   + Form subgroups to work on each:   + CASAS project overview; preliminary data will be shared when ready - possible by March 4. CBO’s need more information about what is needed.     - Next steps: plan for advocacy when data is complete; Wisconsin may be a state to partner with     - Proposed change is sub-regulartory - advocacy is at DOE/OCTAE level   + Collecting employment exit data - LACES     - What strategies could be effective communicating with exited students using a survey     - Concerns about capacity * 3 course repeat rule - different courses with different outcomes; management of many classes * EDI. Co-chairs: Jessica Strickland, Ricardo Chavez   + Created a message to share with CBS   Equity, diversity, and inclusion (EDI) are fundamental to the mission and values of Community and Technical Colleges in Washington State. The EDI Committee recognizes that fostering a just, equitable, and enriching learning environment is essential to the success of our students, faculty, staff, and the broader community. Upholding these values strengthens our institutions, creating opportunities for all to thrive. The EDI Committee remains steadfast in its commitment to integrating EDI principles across CBS efforts, ensuring that every student has the support and resources needed to achieve their goals. Together, we continue to build a more inclusive and equitable future in higher education.   * Create monthly drop-in of support hosted by EDI committee * First Friday of each month 12:00-1:00<https://us02web.zoom.us/j/4768239067> |
| **5**. SBCTC updates | * Guidance is not available - too soon * Federal funding freeze - restraining order in place to stop the freeze, timeline unknown * DOE administrative leave impacts Title II staff, including director; monthly meetings have stopped * WIOA reauthorization: Title II - BEdA Basic Grant and IELCE. Has been expired, but has continued to be appropriated. No information on reauthorized/funded. * Executive orders. Unsure about DEI/funding; modifications, etc. * Continued Reauthorization; March 14 deadline. If not resolve, leads to government shut down. Past shut downs have not impacted our funding. * Appropriations Committee Senate - possible support with Senators Collins, Patty Murray * Professional Development calendar will be released soon and before grant is due * Continuation grant is open, Will will clarify due dates * Red cards distribution guidance is different than last administration. Handing them out could be viewed as giving legal advice. Defers to campus decisions. Various ideas/approaches. * Director hiring in progress * Department of Congress RFP Cybersecurity * Digital Equity funding is likely not funded * Basic and IELCE is 100% federal; Refugee allocation and I-BEST proviso is 100% state; Governor’s budget does not have cuts to Community and Technical College system; if allocation continues - we will know in summer * Q’s:   + Billing timeline - follow up info from Will will come   + Highlighting DEI in grant. SBCTC Strategic Plan, Mission, Values   + Grant program income - follow up needed |
| **6.** Business meeting | * Approval of [Fall Minutes](https://sbctcedu.sharepoint.com/:x:/r/sites/CouncilforBasicSkillsCBS/Shared%20Documents/General/Membership%20and%20Committees/Committee%20Matrix/2024-2025%20CBS%20Committee%20List.xlsx?d=w57c1c3cae9dd4b8599e064603dbcd4db&csf=1&web=1&e=NLmWha) * Motion Jody Bortz Second: John Bowers; approved. * CBS Budget Update: $25,xxx.xx?   + - Has not moved to SBCTC * New Name (Lionel) IC passed back to CBS with other suggestions. Table this for now * Fee Update; IC did not accept recommendation, interest in revisiting this * Language line and device resources shared in chat |
|  | FERPA - Non disclosure of directory information from SCC, please check with your registrar.  As a reminder, [directory information](https://catalog.spokane.edu/StudentRights.aspx?page=PV2) consists of a list of information that does not require a student’s release in order to provide the information to a third party. While we have a general practice as a district to not even share directory information without permission, there are times when we may choose to do so such as celebrating honors, the commencement program, etc. so students may want or feel more comfortable with preventing us from sharing directory information under any circumstances.  The easiest and fastest way for a student to block their directory information from being disclosed is through their Student Homepage in ctcLink. They may also reverse this at any time in their Student Homepage as well. Below are the steps:  1. Log in to ctcLink and navigate to Student Homepage  2. Click on the Profile tile  3. Click on Privacy Restrictions in the left navigation  4. Click on FERPA Block  5. Click Restrict All Data  6. Click the Restricted box in the pop-up screen and save  Once a student does this it automatically places a window shade () in the top corner of every screen for that student in ctcLink so we all know they have restricted their information. In addition, it automatically removes their information from lists we might use for the time we do release directory information on students.  If students are struggling with using ctcLink to block their directory information they may also use our [Request for non-disclosure of directory information](https://signnow.com/s/ympDcUh3) form and return it the Registration Office and we will complete the steps in ctcLink on their behalf.  Let me know if you have any questions and please share freely. |