

TRAINING BRIEF

2026

“As we move towards getting free with students, and not just checking boxes, we are looking to foreground learning as a process. This is a process that includes our emotional and personal experiences rather than just a straight pathway between deficit and achieved outcome. If we take this approach, it helps to deepen our learning and understanding of the content we are studying while also clarifying how that content relates to ourselves and the world we live in.”

Morgan Owens, Course Designer

COMPLIANCE WITHOUT COMPLICITY: CULTURALLY SUSTAINING CCRS ALIGNMENT

Alignment with the College and Career Readiness Standards (CCRS) is a requirement of all WIOA-funded Basic Education for Adult (BEdA) programs in the state of Washington. Course and curriculum alignment is evaluated as part of the SBCTC's BEdA Program Review and monitoring visits that occur every four years for providers, which fulfills federal WIOA compliance requirements for standardization of adult learning programs. Unfortunately, compliance with federal instruction standards can feel restrictive and contrary to the student-centered approach that BEdA faculty strive for in our classrooms. This asynchronous training opportunity seeks to strike a balance between meeting grant requirements and serving students responsibly and responsively.

Something for Everyone

On the heels of the Great Resignation, we acknowledge that there exists in BEdA programs a significant divide between faculty possessing first-hand knowledge of the tremendous changes Basic Education has undergone in Washington State since 2014 and those hired during and after the COVID-19 Emergency who may have more recent anthropological training, but less access to BEdA systems knowledge. We attempt to honor the foundational knowledge and experience of all BEdA faculty by offering a breadth of opportunities for learning that will benefit both seasoned BEdA faculty and more recent additions to our teams.

1

CONTACT INFORMATION

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Four Modules from Four BEdA Faculty

Our designers offer unique perspectives and experiences on adult education.

Module 1: Humanizing Education & the CCRS

Carolina Forero (she/her/ella), Seattle Central College

Module 1 provides a framing for developing practices and strategies to create student-centered learning opportunities while incorporating the College and Career Readiness Standards (CCRS). The content of the module is grounded on humanizing adult education practiced and Indigenous ways of knowing, being, learning and thinking.

Module 2: Inside the CCRS - Structure, Purpose, and Design

Michal Ann Ure (she/her), Lower Columbia College

Module 2 introduces the College and Career Readiness Standards (CCRS) by exploring why they were created, how the document is organized, and how instructors can use it as a practical instructional tool. You will examine the overall layout of the CCRS and focus on the key instructional shifts in English Language Arts (ELA) and Mathematics, with an emphasis on how these shifts support deeper learning and real-world application. The goal of this module is to help you confidently navigate the CCRS and understand the priorities that guide effective ELA and math instruction in adult education classrooms.

Module 3: Align with Backward Design

Jen Boland (she/they), Skagit Valley College

Module 3 will take you through the process of applying Wiggins and McTighe's Backward Design framework from their book *Understanding by Design* to your existing classes. Whether you're revising your course outcomes or crosswalking existing curriculum to demonstrate how your program meets the College and Career Readiness Standards, this module will provide the support and examples you need to be ready for your next Program Review.

Module 4: Practicing Culturally Sustaining Pedagogy with CCRS

Morgan Owens (she/her), Seattle Central College

Module 4 will explore some strategies for bringing together everything we've learned so far and incorporating anti-colonial and culturally sustaining pedagogy into your teaching of the College and Career Readiness Standards. At the end of this module, you will have created or revised a lesson, project, or unit plan for one of your classes that incorporates both culturally sustaining pedagogy and College and Career Readiness Standards.



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Except where otherwise noted

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