

HB 2158 & GUIDED PATHWAYS ESSENTIAL PRACTICES YEAR ONE (2019-2020) FUNDING GUIDELINES

Background

The 2019-2021 legislative budget included a significant infusion of resources (32.1 million) to implement Guided Pathways framework across our system.

General information regarding the allocation, timeline, and accountability related to the Guided Pathways funding is below. The SBCTC has drafted the attached guidelines for 2019-2020 in anticipation of the oversight board's request for information regarding the investment of funds by each college.

Please NOTE: *This includes the colleges who were considered early adopters and received funds prior to this year.*

2019-2020 year one information

2019-2020 allocation

All colleges received \$100,000

Expenditure guidelines

See page 2

2019-2020 Accountability

The oversight board requires the SBCTC to report how funds were spent at each college as soon as fall 2019. Funds must be clearly invested in alignment with Guided Pathways framework and HB 2158 identified areas (see page 3).

2020-2021 timeline

Time	Action
July 2019	Review guidelines, work plan timeline & template (WSSC/ IC/ WACTC)
August 29, 2019	Guided Pathways Advisory Council Meeting. Review and finalize guidelines, work plan timeline and template

CONTACT INFORMATION

Kristi Wellington Baker
Student Success Center Director
Student Success Center
360-704-1022
kwellingtonbaker@sbctc.edu

Time	Action
September 15, 2019	Scale of Adoption Assessment (SOAA) deployed, completion of the SOAA and follow up phone calls are required.
October 31, 2019	Scale of Adoption Assessment due
December 10, 2019	Scale of Adoption Assessment follow up calls with CCRC
March 1, 2020	Work plans due to SBCTC
April 1, 2020	Work Plan reviews completed and allocations submitted to budget package
May 6-7, 2020	State Board reviews and votes on proposed Guided Pathways funding allocation model as part of 2020-2021 budget package

Funding

(3)(a) \$2,000,000, or as much thereof as may be necessary, is appropriated for the fiscal year ending June 30, 2020, from the workforce education investment account and \$30,124,000, or as much thereof as may be necessary, is appropriated for the fiscal year ending June 30, 2021, from the workforce education investment account provided solely to implement guided pathways at each of the state's community and technical colleges by academic year 2020-21.

Framework

Guided pathways is a research-based approach that provides clear, structured, educational experiences for students with four elements:

Guided pathways is a research-based approach that provides clear, structured, educational experiences for students with four elements:

Clarify paths to students' end goals, help students choose and enter a pathway, help students stay on path, and ensure that students are learning.

Guided pathways implementation includes:

1. Increased student support services, including advising and counseling;
2. Faculty teaching and planning time to redesign curriculum, develop meta-majors, and engage in interdepartmental planning on pathways;
3. Data analytics and student tracking technology to help advisors and students address challenges that may impede a student's progress; and

Research and evaluation to ensure reforms lead to improvements for all students.

Guidelines for Investment

In light of the aforementioned accountability measures that will be monitored by the legislature, the State Board has developed guidelines for college investment of the Guided Pathways funding.

Priority 1

Development of college work plan for Guided Pathways implementation including college-wide engagement of faculty, staff, students, community and leadership

Priority 2

Investment in identified developmental areas within the Guided Pathways framework

Accountability

Investment reporting

The State Board for Community and Technical Colleges will report to the HB 2158 Oversight board as soon as fall 2019 how Guided Pathways funds have been invested at each college. ***Funds must be clearly invested in alignment with the Guided Pathways framework and HB 2158 identified investment areas.***

Outcomes reporting

The State Board for Community and Technical Colleges shall report to the legislature on an annual basis beginning December 1, 2020, on the impacts of guided pathways on postsecondary outcomes, including credential completion, transfer pathways, credit accumulation, grade point averages, and persistence.

<p>HB 2158 Identified Areas</p>	<p>GUIDED PATHWAYS ESSENTIAL PRACTICES <i>Below are essential practices drawn from the Guided Pathways framework, and are intended to be useful as you consider key areas for review and redesign. This is not an exhaustive list, but identified high impact practices embedded in the framework.</i></p>	<p>INVESTMENT GUIDELINES <i>Colleges who have not received funding prior to this allocation</i></p>
<p>Student Support Services – Advising & Counseling</p>	<ul style="list-style-type: none"> • Design a mandatory advising experience that provides equity-minded educational advising for every degree seeking student (structured to co-create education plan with every student) • Design an intake, onboarding, and orientation experience which includes a mechanism for all students to learn about the full suite of opportunities and choose a meta-major by the end of the first quarter of enrollment. • Design a financial aid experience including integration of strategic plans to address student food and housing insecurity. • Design a placement experience that considers a range of instruments in lieu of placement tests including high school GPA, high school and other college transcript analysis, Guided Self-Placement, etc. • Construct plan to integrate evidence-based intervention strategies with analysis of student credit accumulation on path 	<ul style="list-style-type: none"> • Redesign of the advising system • Redesign the intake/ orientation/ onboarding system • Redesign a holistic financial support system • Redesign the placement system • Develop an integrated evidence-based intervention plan • Engage students’ feedback in the redesign process
<p>Faculty Engagement</p>	<ul style="list-style-type: none"> • Engage faculty across disciplines in redesign efforts including meta major development, curricular design and integration of contemporary andragogy • Involve faculty in data analysis of course, program and labor market outcomes • Engage faculty in focus group facilitation related to the student experience 	<ul style="list-style-type: none"> • Engage interdisciplinary faculty in planning time for data analysis, meta major and curricular redesign efforts • Provide faculty professional development related to culturally relevant andragogy practices designed for equitable outcomes • Facilitation of student focus groups
<p>Meta Major Development/ Program Alignment/ Designing Degree Maps</p>	<ul style="list-style-type: none"> • Design Meta Majors and related programs using labor market information and in collaboration with industry to identify regional employer needs • Development of clear & transparent degree maps 	<ul style="list-style-type: none"> • Develop a Meta-Major structure aligning programs and curriculum with program maps for every student • Create effective communications materials for ease of use by students and

HB 2158 Identified Areas	GUIDED PATHWAYS ESSENTIAL PRACTICES <i>Below are essential practices drawn from the Guided Pathways framework, and are intended to be useful as you consider key areas for review and redesign. This is not an exhaustive list, but identified high impact practices embedded in the framework.</i>	INVESTMENT GUIDELINES <i>Colleges who have not received funding prior to this allocation</i>
	Design degree appropriate math and English credit structured within 1 year of enrollment for EVERY student	community members, including mode of delivery
Structured Exploration	<ul style="list-style-type: none"> Design an equity competent/ culturally relevant structured meta-major/ career exploration experience for ALL students Development of effective communication materials and strategies for/ with diverse student and community review and analysis 	<ul style="list-style-type: none"> Design or improve student structured exploration of pathways
Technology Data analytics and student tracking	<ul style="list-style-type: none"> Identify system-wide technology needs & potential solutions Construct a plan including integration support of relevant stakeholders to meet technology gaps 	<ul style="list-style-type: none"> Integrate technology solutions to collect and disseminate essential information (i.e.; degree maps, credit accumulation on pathway, early alert, to students, faculty and staff)
Research & Evaluation	<ul style="list-style-type: none"> Construct a plan to review disaggregated student success data college wide on an ongoing and consistent basis Develop research capacity plan to analyze essential practices (i.e. degree maps, credit accumulation on pathway, etc.) Identify evidence based excellent practices to improve student completion rates and eliminate equity gaps 	<ul style="list-style-type: none"> Improve infrastructure (i.e. data systems, IR, IT and end user capacities, etc.) designed to effectively analyze and disseminate disaggregated data for identifying practice improvement opportunities Enhance research and evaluation capacities

Colleges will be required to provide information regarding how the 2019-2020 Guided Pathways funds were invested. In order to receive the 2020-2021 funds, SBCTC anticipates colleges will be **required** to submit a work plan (see example).

Investing 2019-2020 funds in development of the work plan for colleges who have not done so would be reasonable.



[CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)

Except where otherwise noted

CONTACT INFORMATION

Kristi Wellington Baker
 Student Success Center Director
 Student Success Center
 360-704-1022
kwellingtonbaker@sbctc.edu