



# Intercollegiate Relations Commission

October 2022

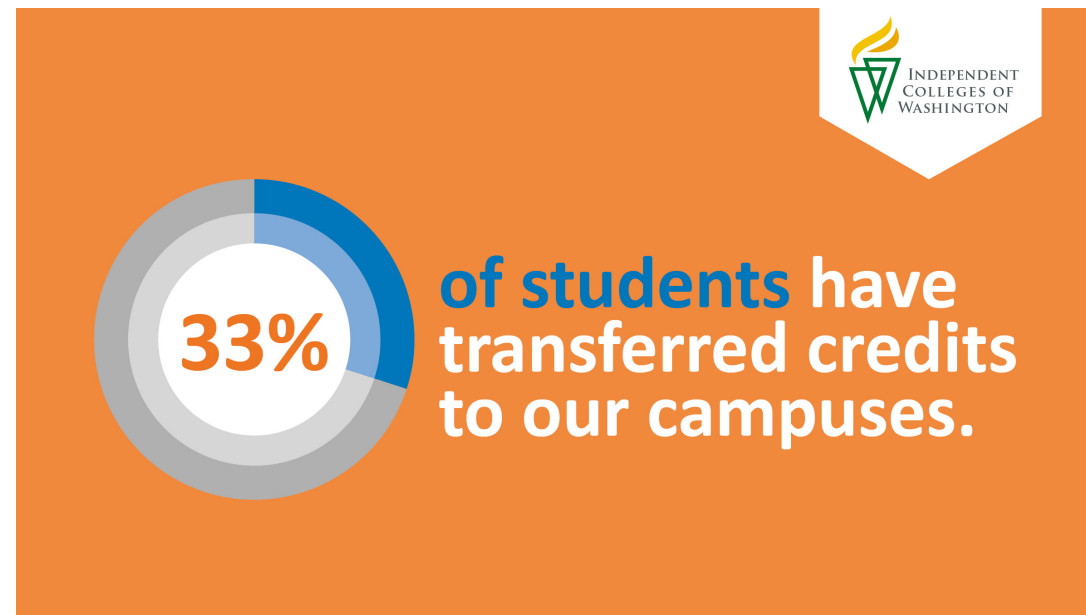


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# ICW Supporting Washington Students

- About us: [Play short animated video](#)
- Strengthening Transfer Pathways to the Liberal Arts
  - With support from The Teagle Foundation and The Arthur Vining Davis Foundations
- Expanding College in High School programs and working towards NACEP accreditation



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# Top Ten Degree Fields



**Business, Management,  
Marketing, and Related  
Support Services**



**Education**



**Health Professions and  
Related Programs**



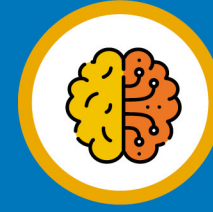
**Computer and Information  
Sciences and Support Services**



**Biological and  
Biomedical Sciences**



**Social Sciences**



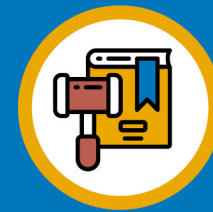
**Psychology**



**Engineering**

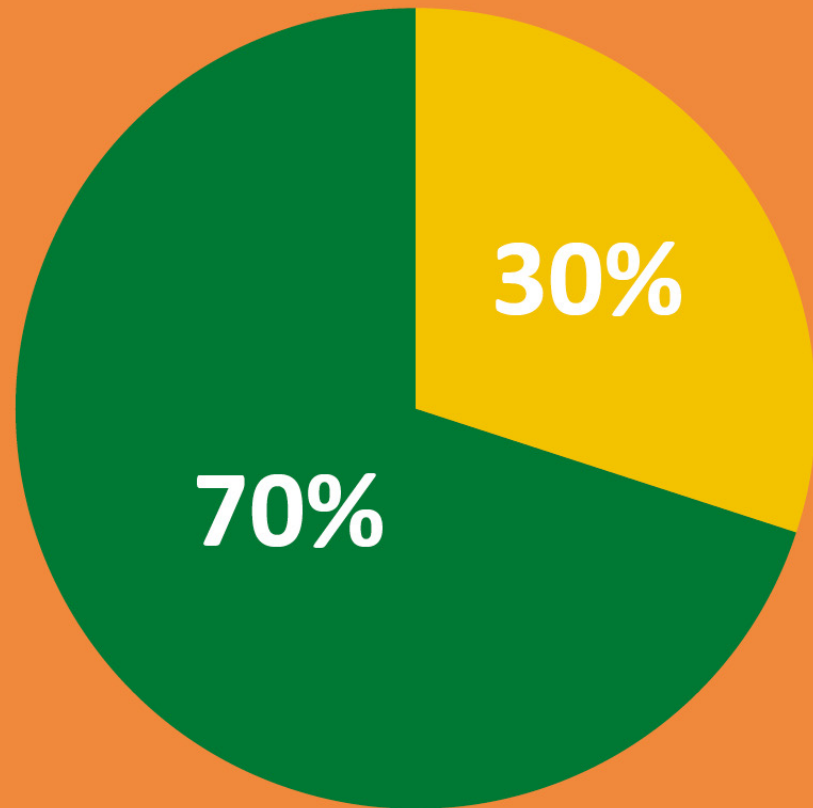


**Communication, Journalism,  
and Related Programs**



**Legal Professions  
and Studies**

# 800 PROGRAMS OF STUDY



## ENROLLMENT STATUS

- Graduate 30%
- Undergraduate 70%



INDEPENDENT  
COLLEGES OF  
WASHINGTON



One in five is a  
**first-generation**  
**college student**



**1,000+**  
veterans attend  
ICW schools



# Counselors for Students Transferring

College/University	Transfer Staff	Contact
Gonzaga University	Lindsey Spencer	spencerl2@gonzaga.edu
Heritage University	Miriam Soto Guillen	Soto-Guil_M@heritage.edu
Pacific Lutheran University	Jordan Pike	jordan.pike@plu.edu
Saint Martin's University	Caitlin Gordon	cgordon@stmartin.edu
Seattle Pacific University	Stephen York	admstephen@spu.edu
Seattle University	<i>Three counselors, based on last name of the student</i>	transfer@seattleu.edu
University of Puget Sound	Torri Henson	thenson@pugetsound.edu
Walla Walla University	Manuel Armesto	Manuel.Armesto@wallawalla.edu
Whitman College	Pam Fowler	fowlerpa@whitman.edu
Whitworth University	Raul Sanchez	rsanchez@whitworth.edu

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# Cross-Sector Efforts to Support Students



- Aim Higher (FAFSA/WASFA filing)
- College Promise Coalition
  - Washington College Grant
  - [Washington Student Engagement Networks](#)
- Joint Transfer Council
  - Direct Transfer Agreement (DTA)
  - Major Related Programs (MRP)
- The Washington Council for High School-College Relations
  - Intercollegiate Relations Commission

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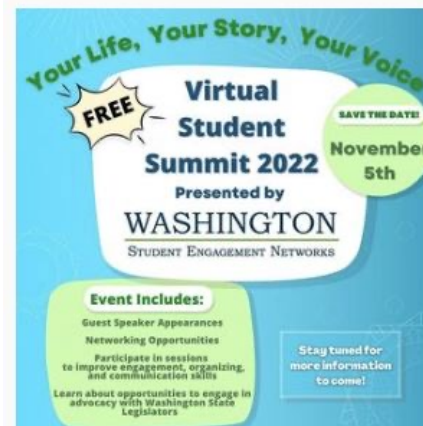
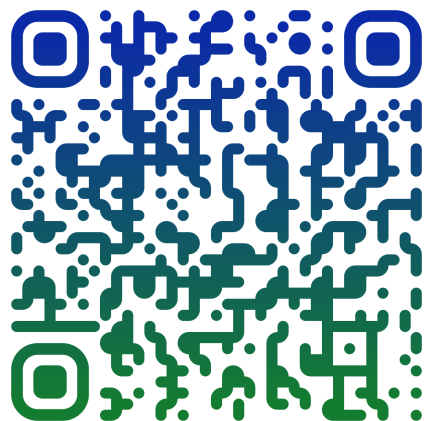


# Washington Student Engagement Networks

WA-SEN is a cross-sector, collaborative effort to mobilize and empower students to connect with and educate state legislators about the importance of financial aid and higher education attainment for all Washingtonians

Join WA-SEN November 5<sup>th</sup> for the Virtual Student Summit, a **FREE** event featuring guest speakers, state legislators and learning sessions on engagement and advocacy

Use this QR code to sign up for our mailing list to learn about the upcoming event and ongoing engagement opportunities.



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# Questions?

*If you have any questions, please contact:*

- Terri Standish-Kuon, Independent Colleges of Washington  
Email: [terri@icwashington.org](mailto:terri@icwashington.org); 206-623-4494

## Fall 2022 – ICRC Report

### Sector Work

Washington’s public baccalaureate institutions continue to proactively address emerging and existing issues.

Transfer Students -Washington Public Baccalaureate Sector- [2019-2020](#)

- 37,627 transfer students.
- 45% identify as students of color.
- 31% received a Washington College Grant.
- Students served in all 39 Washington counties.

### Admissions is Open - 2023

Applications for 2023 admission are now open. **Please encourage students to apply now!**

### Postsecondary Policy and Engagement

#### WSAC Transfer Task Force

COP, along with institutional and organization sector representatives participated in the WSAC-led SHEEO/Gardner Institute Transfer Initiative which completed its work this summer. The Task Force reviewed transfer in Washington through a 360 degree lens, with a focus on data, accountability and improvement, transfer philosophy and rationale, equity, learning curricular pathways and transfer receptive culture in Washington. This work identified emerging priorities to increase equitable outcomes in transfer. These included:

- Longitudinal and multi-agency data sharing to inform policy and practice decisions.
- A shared philosophy/rationale focused on equitable transfer to align and guide entities’ efforts
- Public-facing transfer information for stakeholders.
- Increase awareness of and access to prior learning assessment and reverse transfer.
- Increase investment in and access to comprehensive transfer advising and wrap-around student services for transfer students.
- Creation of a welcoming culture for transfer students through orientation, advising, and faculty training about the student experience and transfer success/outcomes.
- Strengthen a formal connection and regular dialogue between JTC and ICRC, and overall greater communication among stakeholders of transfer policies and practices.
- Develop future research agenda for the state, as well as evaluative measures to better understand transfer student experience, performance and navigation.

It is anticipated WSAC will complete a culminating document from this work this fall. The WSAC October 18 meeting include a high level transfer agenda item.

### Aim Higher Washington

COP continues to participate in the collective work of [Aim Higher Washington](#). Aim Higher Washington is a state level initiative to increase equity in postsecondary attainment by supporting a statewide college-going culture through early, accessible, pathway-relevant support of financial aid application (FAFSA and WASFA) completion. The Washington Student Achievement Council (WSAC) is leading the effort, with help from community leaders, colleges, universities, and other partners. In September the group met to discuss upcoming trainings for fall and updates regarding financial aid outreach initiatives. **Please continue to encourage students to complete the FAFSA or WASFA form which opened for the 2023-24 academic year on October 1!**

### ACPL Toolkit Project Group

The ACPL Toolkit Project Group met in September to finalize work around the ACPL Handbook to provide to institutions in Washington. COP along with institutional representatives and other education partners have participated in editing draft content.

## Transitions to College

### Transfer Advisor Workshop

In August, COP joined education and higher education organizations, agencies and institutions to present to transfer advisors. The annual Transfer Advisors Workshop hosted by the Washington Council for High School-College Relations ([WCHSCR](#)) is designed to provide community and technical college advisors with current transfer admissions and program information from Washington public and private baccalaureate institutions and state agencies/organizations. COP presented an overview of our sector and information about transfer overall, the transfer of professional technical credits, reverse transfer and new degrees implemented by Washington public baccalaureate institutions.

### Revised State Admissions Standards Policy

In August 2022, WSAC finalized a the annual review of the state's [Admissions Standards Policy](#). The following changes related to undergraduate admission were made:

- Language was added to clarify that in general special education courses do not qualify for CADR's.
- The "V" designation for the State Board of Education's COVID-19 waiver was updated to align with rules recently adopted by the Board to allow the waiver to remain active for the duration of the waiver program.
- Language was added to further clarify changes to standardized test policies for admissions and definitions were updated to include test not considered, test not required and test optional.

### Sector Review of College Academic Distribution Requirements (CADRS)

Washington's public baccalaureate institutions are in the process of review the College Academic Distribution Requirements (CADRs). In late July, the Directors of Admissions met to complete an initial review and revision of the [College Academic Distribution Requirements](#), followed by a meeting in October to continue this work. The goal is to finalize the revisions by winter for consideration during the review the states' Admission Standards Policy.

### Guaranteed Admission Program

The Washington Guaranteed Admission Program launched the 2022-23 initiative this week. Participating public baccalaureate institutions welcomed over 60 districts and schools to partner from across the state to increase the college going culture in Washington. District and school partners include both small and big, urban and rural school districts and partners in eight of the nine ESDs. More information can be found [here](#).

## Dual Credit

- ERDC submitted the [Dual Credit Report](#) to the relevant legislative committees in September. The Council of Presidents and WSU, representing the sector's institutional research perspective collaborated, with ERDC who engaged a broad group of policy, data and dual credit stakeholders from across multiple education sectors. In the 2022 legislative session, the Legislature passed SHB 1867 which moved the report from OSPI to ERDC and expanded the reporting requirements.
- Representatives from COP, SBCTC, ICW, WSAC, OSPI and WA Council are planning a series of sessions focused on a [deep dive](#) into each of the six dual credit programs offered in Washington. The sessions will take place over the fall term. between March and April.
- The CIHS Standards Report Review Committee kicked-off the 2022 review cycle of colleges and universities offering College in the High School programs in Washington. An initial review was completed in August and institutions were informed if additional information was required to complete the review process. The final review will be completed in November. The Committee will provide a list of eligible institutions of higher education to offer CiHS programs to institutions, organizations and state agencies.
- In August, COP partnered with SBCTC, OSPI, WSAC and the State Board of Education to update the dual credit [FAQs](#) for college preparatory programs with exams (AP/IB/Cambridge), College in the High School and Running Start.
- COP continues to participate both as an ambassador for the [College in the High School \(CiHS\) Alliance](#) and in monthly meetings of the CHSA Peer Learning Network. Each month, campus and state leaders meet to discuss dual enrollment topics. Over the summer topics included *Adapting Student Supports in Early College in Traditional Dual Enrollment Programs* and [Research Priorities for Advancing Equitable Dual Enrollment Policy and Practice](#).

## Mastery-Based Learning

In September, in collaboration with institutions and in partnership with the State Board for Community and Technical Colleges and the Independent Colleges of Washington, the Council of Presidents shared a joint response with the State Board of Education around proposed standards for mastery-based learning. Together, we proposed the following:

- Support learning outcomes that recognize the differentiation of learning, teaching and assessment rather than establish different standards for mastery-based learning.
- Develop standards that reflect the “how” of teaching and learning through mastery-based learning.
- Recognize and incorporate the strengths of mastery-based learning assessment in the development of standards or learning outcomes.

In addition, COP continues to participate in the State Board of Education-led Washington State Mastery-based Learning Collaborative (MBLC). The MBLC's purpose is to identify best practices for implementing Mastery-based Learning (MBL), identify sample tools for educators using a MBL approach, and offer professional learning to in-service educators, including teachers, principals, and counselors. The project's overarching goal is to inform future policy by helping decision makers better understand what quality MBL looks like, how long it takes to implement, and what resources are necessary.

## 2023 Biennial Legislative Session Coming Soon

The 2023 biennial legislative session will commence on January 9, 2023. We anticipate legislation and budget discussions around a range of both policy and fiscal issues, including compensation, student supports, high demand degrees, student financial aid, FAFSA/WAFSA filing, dual credit, and maintenance of current investments. The Governor's biennial budget request is anticipated in December.

A complete list of bills COP tracks and other legislative information can be found [here](#).

## COP and Sector Information

Discover the latest information about Washington's public baccalaureate sector and COP [here](#) and on social media on [Twitter](#) and [LinkedIn](#).



# Fall 2022 –JTC Report

## JTC Summer Retreat

The Joint Transfer Council held a retreat this summer. The Council focused on current and potential structures and governance. Members discussed the role and responsibility of the Council and within this framework the current and potential decision-making models, leadership structures and financing models.

The Council also spent time reflecting and reviewing the work to date including the WSAC-led Task Force, ICRC partners and student engagement at the spring JTC meeting. From the work to date, members recognized the need to honor student accomplishments in the transfer process, the value and role of faculty discipline groups to engage across sectors on transfer degrees, the importance of communication and community, the role of data and the need to reimagine transfer degrees including names, curriculum and disciplines.

JTC will meet this fall to continue the work from the summer retreat.

## JTC Activities

JTC is engaged in the revisions of statewide transfer degrees and other document updates to support students in the transfer process.

## Computer Science Transfer Degrees

During the spring JTC meeting, members reviewed the JTC computer science work group's proposed review computer science transfer degrees. Two degrees were proposed, one based on the DTA and the other based on the AS-T. JTC raised questions about the provisos in the degrees and the advancement of two computer science transfer degrees. JTC will continue this discussion at the fall meeting.

## Transfer Pathways in Liberal Arts

This work, led by ICW through the *Strengthening Transfer Pathways to the Liberal Arts*, is continuing work through a work group focused on identifying barriers to transfer in Psychology. Work to date has highlighted statistics as a major barrier and the need for the community and technical colleges to consider development of a 200-level stats course that could be a CCN. The work group is casting a wide net in its discussions focusing on the strategy of bringing together discipline faculty from around the state to talk about what transfer looks like.

## LPN to BSN Statewide Degree Options

The Practical Nursing transfer degree is effective this fall (2022). Three ICW member institutions are signatories to the degree and SBCTC also signed. Individual community and technical colleges can also sign on. The public baccalaureate institutions did not sign-on to this degree which is designed for LPN-to-BSN completion programs which are not currently offered at any of the public baccalaureate institutions. Council of Presidents did release a statement in support of this transfer pathway.

## Review of Transfer Degrees in the 2022-23 AY

JTC determined at the spring meeting to review the following degrees over the 2022-23 academic year: (1) Pre-Nursing and (2) Biology – DTA/MRP and AS-T Track 1. JTC will review SBCTC transfer degree completion data in the fall to determine if any existing transfer degrees should be eliminated.

## Transfer Engagement

During the spring JTC meeting, members met with students from all three sectors in a fishbowl and discussion centered engagement. Through this work a number of issues were raised, including:

- Misalignment between institution and degree program communications around admissions.
- No social network on the new campus.
- Dates, deadlines, expectations and the specifics on “how” to do all the things are not clear.
- Advisors are gatekeepers
- Feeling very lost
- Switching from a small community or technical college to a large baccalaureate institution can be difficult and overwhelming
- FAFSA/WAFSA a barrier
- Obstacles include money, time restraints and balance of need for current financial support for family

Through this discussion students also identified needs, including:

### Advising and Information

- Clear distinction between program admissions versus school admissions requirements at new institution
- Making “higher ed speak” transparent – students need more help on what to do and when to do it
- Multi-modal communication channels (including text)
- Enhanced advisor supports
- Recruit and retain advisors of color with diverse backgrounds
- Make more “kind” advisors available
- Advisors that are more familiar with the transfer experience.

### Arrival at New Campus

- Better orientations to show students how to use Canvas
- Avoid othering students (“transfer students “versus “transferring students”)
- A need to see people like them
- Social connections are critical
- Need for a technology assistant - all students are not fluent in today’s technology
- More long-term academic planning resources (for example, make available future course availability resources that advisors can see but students cannot see)

The discussion concluded with questions students posed for consideration around transfer practices, processes and policies, including:

- How do we make transfer “humane”?
- How do we “de-academify” the transfer process for students?
- How can we better connect transfer resources to prospective students?
- How can we promote better communications between program and school admissions offices?
- What can we do to address students’ desire for more flexibility in their course offerings?
- How do we get advisors talking across institutions to facilitate transfer?
- How can we better leverage student ambassadors?

## Meetings and Resources

JTC will meet for the Council's fall meeting on October 28.

For more information about JTC

- JTC [Webpage](#)
- JTC Document [Repository](#)



## ICRC Update

October 2022

### Student Services and Student Supports

#### Mental Health Counseling and Services Pilot Program

The four pilot colleges (Grays Harbor College, Lake Washington Institute of Technology, North Seattle College, and Wenatchee Valley College) are finishing their first year of the grant. The pilot colleges experienced success in expanding access to mental health counseling to students, including historically underserved student populations, while also overcoming challenges in staffing a diverse counseling department.

#### Health Insurance Outreach Proviso

In the FY 2023 operating budget, SBCTC received \$80,000 to fund a small pilot program to help students, including those enrolled in state registered apprenticeship programs, connect with health coverage. Yakima Valley College and South Puget Sound Community College are the two pilot schools for our sector. The Washington Student Achievement Council also received funding to pilot with two public baccalaureate institutions to do similar work and the Office of Financial Management will conduct a statewide survey related to student access to healthcare and insurance.

#### Financial Aid Outreach Initiatives

Two financial aid outreach initiatives were funded by the Washington State Legislature in 2022. House Bill 1835 created a pilot outreach program in two Education Service Districts with low FAFSA completion rates. Five colleges are involved in the pilot program: Columbia Basin, Walla Walla, Big Bend, Olympic and Peninsula. The colleges are staffing up and initial contacts have been made in the ESDs and high schools. Partners in the effort are the Washington Student Achievement Council and the Washington State Library. A second initiative provides funds for all community and technical colleges to contract with community-based organizations, also for purposes of financial aid outreach to students, families, and their communities.

#### Legislative Internship Program

SBCTC is recruiting students for two paid intern positions again this year. One intern will be based in Olympia and one will have a virtual work option. The application deadline for students is October 28.

#### Supporting Pathways: A Student Centered Approach Forum Review

The Supporting Pathways forum was a virtual professional development series held over four Tuesday mornings in August 2022 that focused on the role of funding a student's pathway. Centering students and advancing racial equity, this event provided practical information to staff and administrators to support the development of funding plans that prioritize state and federal financial aid, including utilizing Ability to Benefit and braiding multiple streams of available funding.

### **Supports for Students Experiencing Homelessness (SSEH) Pilot**

On April 16<sup>th</sup>, 2021, Governor Inslee signed into law HB1166 which increased the number of colleges participating in a pilot to provide accommodations to students experiencing homelessness or were in foster care at the time of high school graduation. For FY23, the SSEH pilot program has expanded to 26 community and technical colleges, including the original four pilot sites: Edmonds College, South Puget Sound Community College, Walla Walla Community College, Yakima Valley College.

## **Student Success and Strategic Initiatives**

### **Peer and Professional Learning Agenda**

The agenda for fall quarter is now available: <https://www.sbctc.edu/colleges-staff/programs-services/student-success-center/learning-agenda.aspx> Topics include math pathways, faculty and student engagement, and progress monitoring.

### **Reporting and Analysis**

Washington State Institute of Public Policy (WSIPP) is working closely with the Student Success Center and Policy Research team to gather the data needed to support their reporting on Guided Pathways Implementation to the legislature. Their first report, due December 2022, will draw from quantitative Data from SBCTC and qualitative data from the colleges. WSIPP will be reaching out to Guided Pathways leads in the next few months with questions that will help tell the story of statewide implementation of Guided Pathways.

The Community College Research Center (CCRC) has completed the Scale of Adoption Survey for Washington State, as well as two others. They are analyzing the data now and will publish two reports in the New Year. CCRC will be releasing the data files to SBCTC in the near future for use in the work plan analysis being completed by Dr. Debra Bragg, researcher and critical friend to Guided Pathways work in Washington.

### **ctcLink & Guided Pathways**

The Student Success Center and Education Division has been working with the Project Management Office and others to support the colleges with their ctcLink needs in Guided Pathways. To ensure the right peer and professional learning opportunities, we will be reaching out to colleges to gather information about their needs, particularly in relation to third party student success software. We will be reaching out to colleges to get interviews set up, and professional development will begin in January 2023.

## **Tribal Government Affairs**

### **Tribal Government Affairs**

The Tribal Relations and Curriculum Development office has been renamed the Tribal Government Affairs Office. The purpose of the Tribal Government Affairs Office is a response to RCW 43.376 Government-To-Government Relationship Building through Tribal Consultation to honor the 29 Sovereign Nations across Washington State. The Tribal Government Affairs Office supports increase to equitable access to adult basic education, career and technical training, specialized workforce education and certificates, and transfer degrees.

A primary aim is to develop a strategic plan supporting WA's 34 CTCs Equity Diversity & Inclusion (EDI) policies by acknowledging local Federally Recognized Tribes to reflect traditional territories and lands each CTC resides. The effort begins by honoring Tribal Sovereignty through Tribal Consultation and participation. SBCTC supports the development of WA CTC American Indian Indigenous Advisory Board (WCAAB) to guide the development of government-to-government relationship building between CTCs and WA Tribes. A key outcome will be a WA CTC training toolkit complete with policies, practices, cultural protocols, and resources. The WCAAB will develop a statewide CTC strategic plan that expands space for Indigenous knowledges throughout Academic Transfer/Basic Skills/CTE-Workforce & other curriculum pathways by way of sustainable Government-To-Government (G2G) Relations and Tribal Consultation principles.

## Dual Credit

### College in the High School (CiHS) & Running Start Pilot 2022-2023

The state has appropriated 500,000 to administer a pilot program to subsidize costs to students that qualify for a low-income waiver and are pursuing College in the High School and/or Running Start. These funds will cover additional fees and books outside of what the waiver covers, in addition to all CiHS fees. OSPI will be working with previous summer 2021 pilot colleges, Yakima Valley College, South Puget Sound Community College, and Skagit Valley College, to allocate out the 500,000 for 2022-2023 academic year to qualifying students.

### Running Start Elementary and Secondary Schools Emergency Relief Funds (ESSER) Grant 2022-2023

Thirty-two community and technical colleges applied for and received federal funds to cover tuition costs, fees, books, and materials that are not currently covered by the Running Start program for summer, fall, winter, and spring of the 2022-2023 academic year.

### Upcoming Dual Credit Events

Join state education leaders to learn more about each dual credit program in Washington. Each session will provide participants with information focused on a specific dual credit program(s) tailored to the program. Sessions will include updates with program providers, state agencies and the opportunity to connect with peers.

#### **CTE Dual Credit**

Wednesday, October 26

2:00 p.m. – 5:00 p.m.

<https://us02web.zoom.us/j/83483746557?pwd=MjdPWVJGcXJwQldiNDZnUFBpRkRrZz09>

Meeting ID: 834 8374 6557

Passcode: 302234

Phone: 253-215-8782

#### **College in the High School**

Tuesday, December 6, 2022

9:00 a.m. – 2:00 p.m.

<https://us02web.zoom.us/j/81687479850?pwd=QkprRmNIUWFUSnhmMUJESVF4eEVSz09>

Meeting ID: 816 8747 9850



Passcode: 815285

Phone: 253-215-8782

## Educational Technology & Open Education

### **Washington Community and Technical Colleges Saved \$10M for the Past Three Quarters**

OER and Low-Cost Labeling Policies implementation data indicated that, for the past three quarters (Fall 2021, Winter 2022, and Spring 2022), 5398 class sections used OER enrolling 65,309 students. In addition, 3123 class sections used Low-Cost Materials (that are \$50 and below) enrolling 38446 students. Based on these numbers, total student saving is estimated to be \$10,375,500 for just the past 3 quarters.

### **WA Course Design Checklist**

The newest version of the [WA Course Design Checklist \(V4\)](#) is ready to use. Review the [Meet the WA Checklist \(V4\)! webinar recording](#) in the [WA Checklist resources](#) shell for more information.

## Transfer Education

### **Bachelors of Science In Computer Science**

During the 2020-2021 legislative session, Washington State legislators passed Substitute Senate HB 5401, which permits community and technical colleges to offer a Bachelor of Science in Computer Science degree. A generous grant from Amazon provides funding for colleges to engage in the development or expansion of Bachelor of Science in Computer Science programs.

This program is designed to implement and scale Bachelor of Science in Computer Science programs that:

1. Prepare students for an employment in the growing field of computer science
2. Align with existing and emerging local workforce needs
3. Center equity as a core program component to increase access for students historically underrepresented in the computer science industry.

A minimum of \$20,000 is available to each college. Colleges are encouraged to prioritize their budget requests for amounts that exceed \$20,000 as those requests will be supported if additional funds are available. In addition to the \$20,000 allocation, colleges may also request funds to support faculty participation in statewide equity workgroups focused on increasing access and success for diverse students in computer science.

### **Climate Solutions**

In February 2022, the State Board received \$1.5 million in funds to initiate a statewide Climate Solutions Program focused on integrating climate solutions education across the curriculum, coordinating green workforce development, and making our colleges more sustainable. Colleges will be able to participate in this work through:

1. **Climate Justice Across the Curriculum**  
Faculty from 10 colleges will be trained as Climate Justice Faculty Leads. This train the

trainer model will prepare faculty to host curriculum development workshops for faculty on their campuses to create climate justice modules.

**2. Workforce Faculty Retreats**

These are 2-day events where faculty will learn from industry leaders, engage in field experiences, and learn from each other. The focus will be on emerging technologies and practices that support climate solutions, green workforce development and training needs in these sectors, and models for integrating sustainability concepts throughout the professional technical curriculum.

**3. Curriculum Development Workshops**

These will be 2–4-hour curriculum development workshops offered by faculty in our system who have successfully implemented these projects and are ready to train their colleagues and share their curriculum. These are held virtually and are open to all faculty.

**4. Facilities & Sustainability Director's Retreat**

This 2-day event will explore the possibility of creating a statewide Climate Action Plan.

## Questions and Follow Up

Valerie Sundby  
Director of Transfer  
[vsundby@sbctc.edu](mailto:vsundby@sbctc.edu)  
o: 360-704-4338  
c: 360-972-0872