



SPECIAL STATE BOARD MEETING AGENDA

State Board Office
 1300 Quince Street SE
 Lacey, WA 98504

Cascade A/B (*Directives on social distancing may require overflow rooms to be used.*)

Business Meeting: Monday, March 23 // 1:00 to 5:00 p.m.

Board members

Wayne Martin, chair // Carol Landa McVicker, vice chair // Anne Fennessy // Jay Reich
 Phyllis Gutierrez Kenney // Fred Whang // Ben Bagherpour // Crystal Donner // Chelsea Mason
 Jan Yoshiwara, executive director // Beth Gordon, executive assistant
 Statutory Authority: Laws of 1991, Chapter 28B.50 Revised Code of Washington

March 23 Special Meeting Agenda

Time	Item	Location
1:00 p.m.	Welcome and introductions Wayne Martin, Chair	
1:15 p.m.	Adoption of Special Meeting Agenda	(Action)
1:17 p.m.	Adoption of Consent Agenda <ul style="list-style-type: none"> a. Pierce College Fort Steilacoom, local expenditure increase, phase three, Cascade building Resolution 20-03-15 b. Skagit Valley College, ground lease extension Resolution 20-03-16 c. Clark College, property exchange, PacTrust Resolution 20-03-17 d. December 5, 2019, State Board meeting minutes 	Tab 1 (Action)
1:20 p.m.	21-23 Operating Budget Development Cherie Berthon	Tab 2
2:20 p.m.	2020 Capital Budget Update Wayne Doty	Tab 3
2:50 p.m.	2020 Operating Supplemental Budget Cherie Berthon	Tab 4
3:20 p.m.	Legislative Session Wrap Up and Intern Report Arlen Harris	Tab 5

3:50 p.m. Consideration of Strategic Plan
Resolution 20-03-18
Jan Yoshiwara

Tab 6

4:20 p.m. Open Public Comment

4:25 a.m. Executive Director Report

4:45 p.m. Board Discussion

5:00 p.m. Adjourn: Next Meeting ~ May 6-7, 2020, Skagit Valley College

EXECUTIVE SESSION: Under RCW 42.30.110, an Executive Session may be held. Action from the Executive Session may be taken, if necessary, as a result of items discussed in the Executive Session. **PLEASE NOTE:** Times above are estimates only. The Board reserves the right to alter the order of the agenda. Reasonable accommodations will be made for persons with disabilities if requests are made at least seven days in advance. Efforts will be made to accommodate late requests. Please contact the Executive Director's Office at 360-704-4309.

CONSENT ITEM (RESOLUTION 20-03-15)

March 23, 2020

Tab 1a

Pierce Fort Steilacoom — local capital expenditure authority increase for phase three of Cascade building renovations

Brief Description

Pierce College is seeking approval to use an additional \$1,250,000 of local funds to complete phase three renovations and addition for the Cascade building project 30000987.

How does this item link to the State Board's priorities?

This project supports enrollments and completions by providing modern campus facilities.

Background information and analysis

Pierce College Fort Steilacoom is currently in design phase for building renovations. State funds of \$35,100,000 and \$2,000,000 in local funds approved in State Board resolutions 19-06-36 and 19-10-44 are currently available for this project.

Design phase activities indicate the need for additional funds in the Dental Hygiene, Veterinary Technology, and Emergency Medical Services programs.

During Spring quarter 2019, the students voted on a new fee to be used for acquisition of equipment to make the campus safer. The student security fee will contribute \$250,000 for security equipment in this project and the Pierce College Board of Trustees approved an additional \$1,000,000 in local funds on January 15, 2020.

Potential questions

Is this project consistent with State Board's goals of being responsive to the changing needs in the community and using resources efficiently?

Recommendation/preferred result

Staff recommends approval of Resolution 20-03-15 giving Pierce College Fort Steilacoom the authority to spend up to an additional \$1,250,000 in local funds toward phase three renovations and addition of the Cascade building project 30000987.

Policy Manual Change Yes No

Prepared by: Wayne Doty, capital budget director

(360) 704-4382, wdoty@sbctc.edu

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 20-03-15**

A resolution relating to Pierce College Fort Steilacoom's request to use up to an additional \$1,250,000 in local funds for phase three renovation and addition of the Cascade building project 30000987.

WHEREAS, phase three renovations are underway using \$35,100,000 in state funds and \$2,000,000 in local funds previously approved in State Board resolutions 19-06-36 and 19-10-44; and

WHEREAS, additional costs in the Dental Hygiene, Veterinary Technology, and Emergency Medical Services programs have been identified; and

WHEREAS, the student security fee will contribute \$250,000 for building security equipment and the Pierce College Board of Trustees approved an additional \$1,000,000 in local funds on January 15, 2020; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Pierce College Fort Steilacoom to spend up to an additional \$1,250,000 in local funds for phase three renovation and addition of the Cascade building project 30000987; and

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board's Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on 03/23/2020

Attest

Jan Yoshiwara, secretary

Wayne Martin, chair

CONSENT ITEM (RESOLUTION 20-03-16)

March 23, 2020

Tab 1b

Skagit Valley College — Skagit Regional Public Facilities District ground lease extension

Brief Description

Skagit Valley College is requesting a 15-year extension of their current ground lease with Skagit Regional Public Facilities District.

How does this item link to the State Board's priorities?

The performance arts and conference center lease is consistent with the State Board's goal to advocate for resources that support college enrollment.

Background information and analysis

Skagit Valley College received approval to enter a ground lease agreement with Skagit Regional Public Facilities District in State Board Resolution 2-09-21 on September 19, 2002 for the site of the performance arts and conference center now known as McIntyre Hall.

The current 30-year lease is due to expire in 2026. Washington legislature recently approved a general 15-year extension to all public facilities districts in the 2019-21 legislative session.

The Attorney General's office has determined the proposed lease is not financing and as such does not require specific legislative approval.

Skagit Valley College is seeking State Board approval to extend the existing ground lease to 2041.

Potential questions

Is this project consistent with State Board's goals of being responsive to the changing needs in the community and using resources efficiently?

Recommendation/preferred result

Staff recommends approval of Resolution 20-03-16 giving a 15-year extension of the current Skagit Valley College ground lease with Skagit Regional Public Facilities District and the performance arts and conference center known as McIntyre Hall.

Policy Manual Change Yes No

Prepared by: Wayne Doty, capital budget director

(360) 704-4382, wdoty@sbctc.edu

STATE OF WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 20-03-16

A resolution relating to Skagit Valley College's request for a 15-year extension of their current ground lease with Skagit Regional Public Facilities District.

WHEREAS, Skagit Valley College received approval to enter a ground lease agreement with Skagit Regional Public Facilities District in State Board resolution 2-09-21 on September 19, 2002 for the site of the performance arts and conference center now known as McIntyre Hall; and

WHEREAS, the current lease is due to expire in 2026; and

WHEREAS, Washington legislature approved a 15-year extension of all ground leases for public facilities districts; and

WHEREAS, the Attorney General's office has determined the proposed lease is not financing and as such does not require specific legislative approval; and

WHEREAS, Skagit Valley College seeks State Board approval to extend the existing lease to 2041; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes a 15-year extension of the current Skagit Valley College ground lease with Skagit Regional Public Facilities District and the performance arts and conference center known as McIntyre Hall; and

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board's Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on 03/23/2020

Attest

Jan Yoshiwara, secretary

Wayne Martin, chair

CONSENT ITEM (RESOLUTION 20-03-17)

March 23, 2020

Tab 1c

Clark College property exchange

Brief Description

Clark College is seeking approval to exchange property with PacTrust at Clark College Columbia Tech Center.

How does this item link to the State Board's priorities?

Providing more transportation and food service options for students and employees is consistent with the State Board's mission and are needed to meet the state's post-secondary attainment goals and workforce needs.

Background information and analysis

The 9.7 acres in east Vancouver was acquired in 2005 for \$2.3 million in local college funds. The college would like to exchange approximately 2.5 acres of the property with frontage on SE 18th Ave for approximately 1.6 acres adjacent to the current north property line plus improvements for 166 replacement parking stalls on college property.

Based on the current value of \$435,600 per acre and \$5,000 per parking stall, the 2.5 acres with 166 parking stalls is estimated to have a value of \$1,919,000. The exchange property plus improvements for 166 replacement parking stalls has an estimated value of \$1,540,000. See Attachment A for a site plan with proposed parking.

PacTrust is a private developer and land management company in Vancouver Washington. The Clark College Columbia Tech Center is part of PacTrust's Columbia Tech Center that consists of 430-acres of a mixed-use development.

The exchange will allow PacTrust to develop property adjacent to the Clark College Columbia Tech Center for a restaurant and coffee shop. Clark College has tried to provide food service at the Columbia Tech Center but found it to not be fiscally viable. Providing coffee and prepared sandwiches cost the college an average of \$46,000 per year. The exchange will benefit students and employees at the Columbia Tech Center by providing convenient access to food service.

PacTrust will bear all costs for the exchange and improvements for the replacement parking. The development will comply with all public work laws and pay prevailing wages for the construction.

On February 6, 2020, Clark College's Board of Trustees requested the State Board authorize the exchange. The college will work with Department of Enterprise Service for the property exchange and public work delivery in accordance with State Board policy 6.40.

Potential questions

Is the exchange consistent with the State Board's goal to advocate for resources that support college enrollment?

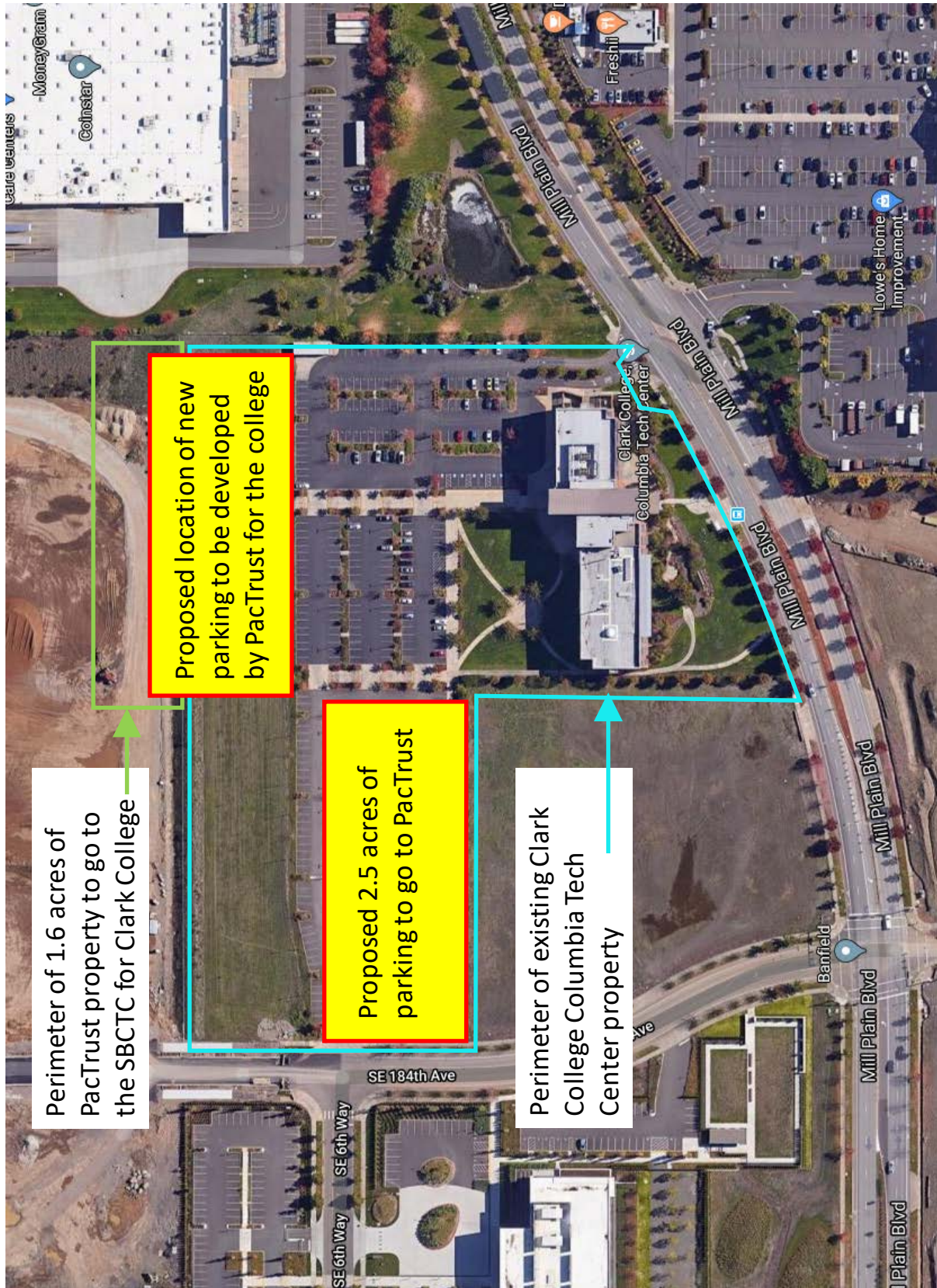
Recommendation/preferred result

Staff recommends approval of Resolution 20-03-17 giving Clark College authority to work with DES to exchange approximately 2.5 acres of property currently used for parking with PacTrust for approximately 1.6 acres of new property plus improvements for replacement parking on college property and other tangible benefits

Policy Manual Change Yes No

Prepared by: Wayne Doty, capital budget director

(360) 704-4382, wdoty@sbctc.edu



Perimeter of 1.6 acres of PacTrust property to go to the SBCTC for Clark College

Proposed location of new parking to be developed by PacTrust for the college

Proposed 2.5 acres of parking to go to PacTrust

Perimeter of existing Clark College Columbia Tech Center property

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 20-03-17**

A resolution relating to Clark College's request to exchange college land with PacTrust for other land and development of parking for the Clark College Columbia Tech Center.

WHEREAS, the location and use are consistent with the Clark College facility master plan; and

WHEREAS, PacTrust will use the existing Clark College parking for a new restaurant and coffee shop adjacent to the Clark College Columbia Tech Center Clark College; and

WHEREAS, the exchange will benefit students and employees at the Clark College Columbia Tech Center by providing convenient access to food service; and

WHEREAS, PacTrust will bear all costs for the exchange and improvements of the existing property to provide replacement parking; and

WHEREAS, the development will comply with all public work laws and pay prevailing wages for the construction; and

WHEREAS, the college will work with the Department of Enterprise Services for the exchange and public work process; and

WHEREAS, on February 6, 2020, Clark College's Board of Trustees requested the State Board authorize the exchange and development; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Clark College to exchange approximately 2.5 acres of parking at the Columbia Tech Center for approximately 1.6 acres of adjacent property plus development of replacement parking and other tangible benefits.

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board's Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on 03/23/2020

Attest

Jan Yoshiwara, secretary

Wayne Martin, chair

STATE BOARD MEETING MINUTES

State Board Office, Olympia

Business Meeting: Thursday, February 6 // 8:30 a.m. to 2 p.m.

Board members

Present:

Wayne Martin, chair // Carol Landa McVicker, vice chair // Crystal Donner
Jay Reich // Phyllis Gutierrez Kenney // Fred Whang

Absent:

Anne Fennessy // Ben Bagherpour // Chelsea Mason

Statutory Authority: Laws of 1991, Chapter 28B.50 Revised Code of Washington

Call to order and adoption of agenda

Chair Wayne Martin called the meeting to order at 8:30 a.m., welcomed those present, and asked for audience introductions.

Motion: Moved by Jay Reich, seconded by Phyllis Gutierrez Kenny, and unanimously approved by the Board the adoption of its February 6, 2020, regular meeting agenda as presented.

Approval of consent agenda (Resolutions 20-02-01 to 20-02-08)

Adoption of Consent Agenda

- a. Bellevue College, local expenditure increase, student success center
Resolution 20-02-01
- b. Green River College, local expenditure, Science building improvements
Resolution 20-02-02
- c. Spokane Community College, local expenditure, increase for Lair building remodel
Resolution 20-02-03
- d. Spokane Community College, local expenditure, landscaping
Resolution 20-02-04
- e. Spokane Community College, local expenditure increase, P2 parking lot expansion
Resolution 20-02-05
- f. Spokane Community College, local expenditure, building 50 and parking lot replacement
Resolution 20-02-06
- g. Spokane Community College, local expenditure, campus security cameras
Resolution 20-02-07
- h. Yakima Valley College, property acquisition, 1127 Baker Street
Resolution 20-02-08
- i. December 5, 2019, State Board meeting minutes

Motion: Moved by Jay Reich, seconded by Carol Landa McVicker, and unanimously approved by the Board the adoption of its February 6, 2020, consent agenda.

Applied Baccalaureate Proposals

Columbia Basin College – BAS in Health Physics

Columbia Basin College proposes the development of a Bachelor of Applied Science (BAS) degree in Health Physics beginning fall 2020 to meet the high demand in the local area for qualified professionals devoted to protecting workers, the public, and the environment from the potential hazards of radiation at the Hanford nuclear site. The proposed BAS degree will provide graduates with a foundation of radiation control that incorporates an understanding of many disciplines including physics, biology, biophysics, engineering, chemistry, toxicology, and ecology. Health Physics will be an educational pathway built on the college's associate degree in nuclear technology. This proposed degree would be Columbia Basin College's eighth applied baccalaureate degree. The Board heard this colleges' initial presentation in October 2019.

Motion: Moved by Fred Whang, seconded by Jay Reich, and unanimously approved by the Board the adoption of resolution 02-02-09 approving Columbia Basin College's Bachelor of Applied Science in Health Physics.

5b) Clover Park Technical College – BAS in Cybersecurity

Clover Park Technical College proposes a Bachelor of Applied Science degree in Cybersecurity beginning fall 2020 in order to prepare the college's Computer Networking and Information Systems Security (CNISS) associate degree graduates for today's job market. The proposed degree will equip graduates with the skills, knowledge, and abilities demanded by local employers for entry into positions that are more advanced as well as mid-career positions. Students will develop, coordinate, and implement cybersecurity solutions in a complex enterprise environment; apply critical thinking to solve challenging problems and confront unexpected situations; lead a multidisciplinary team analyzing risk and recommending appropriate controls; and to plan and respond to cyber incidents. This proposed degree would be Clover Park Technical College's third applied baccalaureate degree. The Board heard this colleges' initial presentation in February 2019.

Motion: Moved by Jay Reich, seconded by Carol Landa McVicker, and unanimously approved by the Board the adoption of resolution 20-02-10 approving Clover Park Technical College's Bachelor of Applied Science in Cybersecurity.

5c) Clover Park Technical College – BAS in Mechatronics Engineering Technology and Automation

Clover Park Technical College proposes a Bachelor of Applied Science degree in Mechatronics Engineering Technology and Automation beginning fall 2020. This degree will better prepare graduates of the college's current AAS-T in mechatronics for today's job market. The new degree builds upon the college's current AAS-T in mechatronics by adding additional engineering math and physics. Additionally, the BAS degree will include hands-on work with cutting-edge industrial technology and practices such as IIOT, Digital Twins, Sustainable Manufacturing, and Data Analytics. This proposed degree would be Clover Park Technical College's fourth applied baccalaureate degree. The Board heard this colleges' initial presentation in October 2019.

Motion: Moved by Jay Reich, seconded by Phyllis Gutierrez Kenney, and unanimously approved by the Board the adoption of resolution 20-02-11 approving Clover Park Technical College's Bachelor of Applied Science in Mechatronics Engineering Technology and Automation.

5d) Edmonds Community College – BAS in Advanced Manufacturing & Materials Engineering Technology

Edmonds Community College proposes a Bachelor of Applied Science degree in Advanced Manufacturing and Materials beginning fall 2021. The degree proposal is based on discussions with

the Boeing Company and a way to fill a gap in the labor force that works with composite materials and additive manufacturing. Graduates will demonstrate technical expertise in engineering materials as well as their properties and manufacturing processes; articulate and demonstrate professional integrity through the ability to communicate effectively to a diverse audience; apply the principles of quality, safety, and organizational skills to a manufacturing environment; and utilize knowledge of analysis techniques to evaluate and determine solutions to technical problems. The proposed degree would be Edmonds Community College's second applied baccalaureate degree. The Board heard this colleges' initial presentation in May 2019.

Motion: Moved by Carol Landa McVicker, seconded by Phyllis Gutierrez Kenney, and unanimously approved by the Board the adoption of resolution 20-02-12 approving Edmonds Community College's Bachelor of Applied Science in Advanced Manufacturing & Materials Engineering Technology.

5e) Lake Washington Institute of Technology – BAS in Applied Management-Entrepreneurship

Lake Washington Institute of Technology proposes the Bachelor of Applied Science in Applied Management-Entrepreneurship degree beginning fall 2021. Graduates will be prepared for supervisory positions and be ready to function as a small business owner or independent contractor/consultant. Applied Management and Entrepreneurship is intended for those students who have received their applied associate's degree in several professional-technical disciplines and seeking to advance or change their careers. The combination of their past practical experiences and entrepreneurial applied business management education will prepare graduates to assume a leadership role in a variety of businesses. This proposed degree would be Lake Washington Institute of Technology's twelfth baccalaureate degree. The Board heard this colleges' initial presentation in October 2018.

Motion: Moved by Crystal Donner, seconded by Jay Reich, and unanimously approved by the Board the adoption of resolution 20-20-13 approving Lake Washington Institute of Technology's Bachelor of Applied Science in Applied Management-Entrepreneurship.

5f) North Seattle College – BAS in Accounting with International Accounting

North Seattle College proposes a Bachelor of Applied Science degree in Accounting with International Accounting, beginning fall 2020 to serve the support businesses, public agencies, and non-profit organizations in all sectors of the economy in the central Puget Sound area. This would be the second applied baccalaureate program in accounting in Washington State (alongside Bellevue), and would address the area's long-standing unmet demand for accounting professionals. This proposed degree would bring together theory and practice and prepare graduates to work effectively in positions that require applied accounting skills, build upon the business and accounting associate in applied science degree programs at North Seattle College, and provide accounting content needed for success in the occupation and in preparation for Certified Public Accountant (CPA) licensure. This proposed degree would be North Seattle College's fifth applied baccalaureate degree. The Board heard this colleges' initial presentation in May 2019.

Motion: Moved by Phyllis Gutierrez Kenney, seconded by Jay Reich, and unanimously approved by the Board the adoption of resolution 20-02-14 approving North Seattle College's Bachelor of Applied Science in Accounting with International Accounting.

Lake Washington Institute of Technology, Applied Baccalaureate in Physical Therapy Assistant, Statement of Need

Lake Washington Institute of Technology proposes the development of a Bachelor of Applied Science degree in Physical Therapy Assistant beginning fall 2020. This proposed degree would be Lake Washington's thirteenth applied baccalaureate degree. This degree, in particular, recognizes the changes in increased credentials required for Physical Therapists and creates a rare pathway for applied baccalaureate graduates to seek a doctoral degree. The Applied Physical Therapist Assistant program is intended for those students who have graduated from a Commission on Accreditation in Physical Therapy Education accredited Physical Therapy Assistant program and have passed the National Physical Therapy Exam and seeking to advance their careers. Graduates will have advanced leadership, technical and evidence based knowledge to progress in their current role in the physical therapy field, or pursue graduate education at the Doctoral level from state or regional institutions as is required by the American Physical Therapy Association for licensure.

Employee Diversity

The Board heard a presentation describing the demographic trends of the community and technical college system employees over the past five years. This includes race and gender by employee type (full-time faculty, part-time faculty, classified staff, and administrative/exempt staff). Specific trends over time and comparisons between employee types and the intersection of race/ethnicity and gender were also discussed. The Board provided guidance on future direction and noted they look forward to meeting more of the state board staff during their March meeting and ctcLink presentation.

Open Public Comment

- There were no requests for public comment.

Executive Director Update

- Shoreline Capital project pause
- Running Start access and funding
- Financial Aid Train the Trainer workshops
- Association of Washington Business convention invitations to our college programs
- Complete Count 2020, our system is actively involved in efforts to support the data collection. State Board staff developed a tool kit and deployed it to the colleges in our system.
- Aspen Institute Leadership Program, four of the 25 slots in the program went to Presidents from our system.

State Board Chair Update and Board Member Discussion

- Chair Wayne Martin discussed his attendance at the presidents meeting.
- Chair Martin and Executive Director Yoshiwara met with labor partners. Chair Martin reported that he was pleased to hear the labor representative's good remarks on their interactions and open communication with our staff.

Adjournment/next meeting

There being no further business, the State Board adjourned its regular meeting at 1:10 p.m.

Jan Yoshiwara, secretary

Wayne Martin, chair

REGULAR ITEM

March 23, 2020

Tab 2

2021-23 Operating Budget

Brief Description

Discussion of the system's biennial budget request for 2021-23 has already begun. Customarily, the State Board invites stakeholders to participate in the process. At this meeting, State Board members will hear from representatives for students, labor, trustees, and college presidents. Each stakeholder will have approximately five minutes to share his or her thoughts with the Board and there will be time for general discussion.

How does this item link to the State Board's Priorities?

Legislative operating and capital appropriations to the State Board for Community and Technical Colleges are the foundation for the system's operation. State resources provide the means to make progress on our goals.

Background information and analysis

At the December meeting, the State Board had a robust discussion about the 2021-23 operating budget development process. Members said they want everyone engaged in the planning process to be acutely aware of the context of the Workforce Education Investment Act, E2SHB 2158, and the importance of fulfilling the obligations associated with the new funding. Additionally, any budgetary priorities should be aligned with the new strategic plan strategies. Comments were also made supporting review of the 2019-20 request, with focus on items not funded by the Legislature, such as competitive compensation and high demand program funding. In general, Board Members were not inclined to support proposals for new policy initiatives until we have shown success with our current efforts.

In the past, stakeholder input has been solicited through a small group discussion and then summarized for all to hear. This year, the format will be simpler and more direct. Rather than working in small groups, participating stakeholders will have the opportunity to share their thoughts directly with the Board. We have offered three questions for their consideration, but they will be free to share whatever thoughts they have on budget priorities. The questions are:

1. How can we best strengthen the system through new budget investments?
2. What should the State Board keep in mind as it weighs the various possibilities for budget requests?
3. How can we work together to be successful in the 2021 Legislative Session?

In February, State Board staff sent out the College Budget Priorities Survey. Due to the intense focus on COVID-19, the results of this survey will not be available at the March meeting. Staff will provide a full briefing on the college budget priorities at the May State Board meeting.

Potential questions

- What are our operating budget priorities and how does the new strategic plan impact them?
- Should we take a disciplined approach to our overall request? What does that look like?
- How can we leverage stakeholder participation to strengthen our budget strategy?

Staff Recommendation

No staff recommendation needed at this time.

Next Steps

The college budget priorities will be reported at the next State Board meeting, as will any recommendations from WACTC. The State Board will adopt a set of policy proposals at its June meeting so that staff can develop decision packages over the summer.

Policy Manual Change Yes No

Prepared by: Cherie Berthon, operating budget director
(360) 704-1023, cberthon@sbctc.edu

REGULAR ITEM

March 23, 2020

Tab 3

Capital Budget Update

Brief Description

RCW 28B.50.090 gives the State Board the power and duty to submit a single budget request for state capital funding for the State's 34 community and technical colleges. This law also gives the State Board the responsibility to disburse the funds received for the colleges. This agenda item will provide an update on the 2019-21 state capital funds currently appropriated for the colleges, the 2020 supplemental capital budget request, and the development of the 2021-23 capital request.

How does this item link to the State Board's Priorities?

The built environment supports enrollment, equity, diversity and completions.

Background information and analysis

2019-21 Capital Budget

In the 2019-21 biennial budget, Substitute House Bill 1102 enacted in May 21, 2019, the legislature appropriated funding for lists of minor projects, design and construction phases of major projects, and equipment funding to be used in a career preparation and launch competitive grant program. The bill also authorized financing at seven colleges backed by local resources.

In June 2019 the State Board adopted resolution 19-06-31 directing staff to allocate the resources in the enacted 2019-21 biennial capital budget and complete the 2020 supplemental capital request.

All of the minor project funding was allocated to the colleges for the projects in July 2019 except the funding for the emergency and hazardous materials abatement pools managed by State Board staff in accordance with policy 6.50, and the funding provided for the State Board to administer its capital program.

Each of the system-wide pools started with two million dollars. As of February 26, 2020, five colleges had been allocated a total of \$531,148 from the Emergency pool and four colleges had been allocated a total of \$353,300 from the hazardous materials abatement pool.

\$1,175,000 was provided for program administration including the biennial facility condition survey, the new infrastructure survey, an inventory software license for the system, and other staffing needs. The facility condition survey of approximately 22 million square feet of facilities has been completed, 358 deficiencies estimated to cost \$77,800,000 were prioritized for consideration in the 2021-23 request target of \$47,523,000. The infrastructure survey is almost complete and it looks like there will be about 150 deficiencies for the \$34,000,000 targeted for infrastructure replacement in the 2021-23 request.

The career preparation and launch equipment grant started with \$5 million. The equipment funding is being allocated along with other funding for career preparation and launch programs through a competitive grant administered by the State Board's education division. The grant program is open until all funding is allocated. As of March 2, 2020, a total of \$784,647 of the equipment funding had been allocated to four colleges.

The following six major projects received construction-phase funding in the 2019-21 biennial budget:

- \$29,531,000 for Wenatchee Valley College Wells Hall Replacement
- \$7,652,000 for Olympic College Shop Building Renovation
- \$31,592,000 for Pierce College Fort Steilacoom Cascade Building Renovation, Phase 3
- \$23,376,000 for South Seattle College Automotive Technology Renovation
- \$40,828,000 for Bates Technical College Medical Mile Health Science Center
- \$36,642,000 for Shoreline Community College Allied Health, Science and Manufacturing Replacement

Funding for construction is allotted from the Office of Financial Management based on progress. The projects at Wenatchee Valley College, Bates Technical College, and South Seattle College were bid last fall and construction funding was allocated for them. The projects at Olympic College, Pierce Fort Steilacoom, and Shoreline have not been bid yet.

The project at Shoreline Community College involves replacing five old buildings with a single new building. The building permit for the new building was submitted in January and bids are due in April 2020. One of the old buildings was scheduled for demolition in May 2020 to make room for the new building. On January 31, 2020 the Shoreline Community College Board of Trustees asked the State Board to pause the project to allow more time to finalize plans for the programs located in the building set for demolition.

The following five major projects received design-phase funding in the 2019-21 biennial budget:

- \$3,160,000 for Lake Washington Institute of Technology Center for Design
- \$2,552,000 for Olympic College Innovation and Technology Learning Center
- \$2,802,000 for Bates Technical College Fire Service Training Center
- \$2,839,000 for Bellevue College Center for Transdisciplinary Learning and Innovation
- \$3,369,000 for Pierce College Puyallup Science, Technology, Engineering and Math Building

Funding for design is also allotted from OFM based on progress. Colleges must complete a predesign and get OFM's approval of it before the remainder of the design-phase funding may be allotted. The funding for all of the predesigns were allocated to the colleges in July 2019.

Only the predesign for the Lake Washington Institute of Technology project has been completed so far. It was approved by OFM on February 18, 2020 and the remainder of its design-phase funding for the project was allocated to the college.

2020 Capital Request

The 2020 capital request was submitted to the Office of Financial Management and the legislature in September 2019. Financing authority for a Student Wellness and Fitness Center at South Seattle College was added to the request in State Board resolution 19-12-52 on December 5, 2019.

The Governor's proposed 2020 supplemental budget released on December 18, 2019 did not include any new capital funding or local financing authorities for the community and technical college system.

As of February 27, 2020, both the Senate and House proposals take back the 2019-21 construction appropriation for the Allied Health Replacement project at Shoreline Community College and authorize \$10,000,000 in local financing for a Student Wellness and Fitness Center at South Seattle College backed by student-voted fees.

The Senate proposal includes \$2,954,000 for design of the Baker Hall replacement project at Everett Community College and \$20,000,000 toward the \$37,140,000 requested for construction of Spokane Falls Applied and Fine Arts replacement project.

The House proposal provides \$275,000 in predesign funding for replacement of Baker Hall and fully funds the construction at Spokane Falls.

The legislature will work toward a compromise once both the Senate and House proposals are passed to the other chamber. This legislative session is scheduled to end on March 12, 2020. A comparison of the legislative budget to the State Board's request will be available prior to the March 23, 2020 State Board meeting.

2021-23 Capital Budget Request

The March 2019 resolution 19-05-17, the State Board adopted selection criteria, identified colleges eligible to compete, set a minimum score, and established a process for adding projects to the pipeline of projects for the State Board's 2021-23 biennial capital budget request.

Of the five colleges that were eligible to submit a proposal, only South Puget Sound Community College and Yakima Valley College submitted proposals in December 2019. A nine-member task force with representatives from the president's association and its commissions for business administration, instruction, and student services, and facility council and State Board staff are scoring the proposals with oversight from the trustee's association. The results from this selection are expected to be available prior to the March 23, 2020 State Board meeting.

The president's association is preparing to make a recommendation in April or May for the State Board's 2021-23 capital budget request. The State Board will have an opportunity to act in May or June. The request will be due to OFM in September 2020.

Potential questions

- Is the allocation of 2019-21 state capital funding going as expected?
- Are there any questions about the 2020 supplemental capital budget?
- Are there any questions or additional guidance for development of the 2021-23 capital request?

Preferred result

State Board staff will provide an update on the implementation of the 2019-21 capital budget, the 2020 supplemental capital request, and the development of the 2021-23 capital request. State Board members will be more informed about the capital budget, provide guidance for future budget development, and be more prepared to adopt its 2021-23 request in May or June 2020.

Policy Manual Change Yes No

Prepared by: Wayne Doty, capital budget director

360-704-4382, wdoty@sbctc.edu

STUDY SESSION ITEM

March 23, 2020

Tab 4

2020 Operating Supplemental Budget

Brief Description

The Legislature has concluded the 2020 Session and passed a Supplemental budget that makes minor changes to the community and technical college system's biennial budget. We will review these changes and discuss any impacts on the coming fiscal year. The State Board will be asked to allocate Supplemental Operating Budget funds at its May meeting.

How does this item link to the State Board's priorities?

Legislative operating and capital appropriations to the State Board for Community and Technical Colleges are the foundation for the system's operation. State resources provide the means to make progress on our goals.

Background information and analysis

In even-numbered years, the Legislature passes a supplemental budget modifying the biennial budget they produced the prior year. Last year's biennial budget brought the community and technical college system the largest influx of new funding the system has seen in many years. When considering the potential for a supplemental budget request last summer, the State Board decided not to request funding for new policy efforts. A maintenance-level request was submitted to cover legal expenses associated with current litigation. That funding was provided and will be helpful in covering litigation expenses charged by the Attorney General's Office.

On March 11, the Legislature released its supplemental budget. The system was successful in maintaining all of the investments from the Workforce Education Investment Act, two of which were threatened in the Senate budget. Additionally, new funding was provided for incumbent worker training. A few highlights:

- \$2.4 million in one-time funding for the Job Skills Program for incumbent worker training offered through college-business partnerships.
- Guided Pathways and Nurse Educator Salary funding remains unchanged. And the budget provides flexibility for colleges to use Nurse Educator Salary funding for nursing program equipment if not all of it has been spent on nurse educator salaries.
- The Washington Student Achievement Council will convene a task force to propose strategies to eliminate financial and non-financial barriers to low-income students participating in dual credit. An earlier proviso directing the colleges to provide very detailed financial information about their Running Start funding to the Legislative committees, OFM and OSPI has been changed to say, SBCTC will coordinate with WSAC and the dual credit task force to provide the data.

Attached is a table with more details about the 2020 Supplemental Budget (attachment A).

With these supplemental changes, the system continues to prepare for the 2020-21 allocation to colleges. WACTC recently adopted recommendations to the State Board for distribution of two policy items, High Demand Faculty Salary increases and Guided Pathways funding. This year each college received \$100,000 to begin planning for Guided Pathways. Full funding begins in 2020-21.

WACTC recommends

- That the high demand faculty salary funding be distributed based upon each district's share of two factors: STEM/Skills Gap FTE and All Faculty FTE (three-year averages).
 - The STEM and Skills Gap FTE are two categories of weighted FTE within the allocation model. This factor would be assigned a 75 percent weighting.
 - The all faculty FTE is included as a proxy for college size and to recognize that colleges may have high-demand programs not included on the skills gap list. This factor would be assigned a 25 percent weighting.
 - The STEM and Skills Gap lists will be a helpful tool; however, the legislation provides local flexibility to identify high demand programs. Colleges that provide faculty raises for high demand classes or programs that are not on the lists should plan to send data to SBCTC documenting how they determined the area is high demand.
- That Guided Pathways funding be distributed based on each district's share of two factors: 50 percent student FTE including Running Start and 50 percent student headcount without Running Start. WACTC believes this scenario will give colleges the most equitable distribution across the system, given the various program and student mixes at all of the colleges.

A representative of WACTC will participate in the meeting to discuss these recommendations. The State Board will review the full allocation for 2020-21 at its May meeting.

Potential questions

- How do changes in the supplemental budget inform our Legislative outreach strategies going forward?
- Do the recommended allocation methods for High Demand Faculty Salaries and Guided Pathways funding align with the system's new strategic plan?

Next Steps

The Governor is expected to sign the budget shortly after session. The State Board will review the full allocation for 2020-21 at its May meeting.

Policy Manual Change Yes No

Prepared by: Cherie Berthon, operating budget director
360.704.1023, cberthon@sbctc.edu

2020 Supplemental Operating Budget Community & Technical College System

Near General Fund State + Workforce Education Investment Acct

Dollars in Thousands

	Legislative Conference 3.11.20		
	FY 2020	FY 2021	Biennial Total
Maintenance Level	804,442	833,674	1,638,116
Policy Level			
Guided Pathways*	2,000	30,124	32,124
Nurse Educator Salary Increases*	20,400	20,400	40,800
High Demand Faculty Salary Increases*		20,000	20,000
Job Skills - Incumbent Worker Training		2,443	2,443
Other Changes			
Part-time/Full-Time Faculty Study		200	200
Interpreter Training Program (Spokane)		100	100
Firefighter Apprenticeship Study		300	300
Housing Coordination		500	500
Addressing Sexual Misconduct (HB 2327)		197	197
OFM Central Services-One Washington Project		1,823	1,823
Wolf v. SBCTC/State of Washington	784	779	1,563
Total	827,626	910,540	1,738,166

*This funding was provided in the budget last year, but it is being shown here to clarify the amounts are continuing and are not cut in the supplemental budget.

Description of Supplemental Items

Guided Pathways

Guided Pathways funds are maintained at the level in the biennial budget, \$32.6 million for the biennium.

Nurse Educator Salary Increases

Nurse Educators Salary funding is maintained at the level in the biennial budget, \$40.8 million, and flexibility is provided to allow the funds to be used for nursing program equipment in FY 20 and FY 21.

High Demand Faculty Salary Increases

Nurse Educators Salary Increase funding is maintained at the level in the biennial budget, \$20 million as an ongoing, annual appropriation.

Part-Time/Full-Time Faculty Study

One-time funding is provided to develop plans to increase the ratio of full-time tenure-track faculty to adjunct faculty, expand opportunities for adjunct faculty, and achieve pay equity between full-time and adjunct faculty. A report is due to the Legislature by December 31, 2020.

Interpreter Training Program

Funding is provided for the expansion of the interpreter training program at Spokane Falls.

Firefighter Apprenticeship Study

Funding is provided for a firefighter training and apprenticeship study, including examination of the firefighter Joint Apprenticeship and Training Committee.

Housing Coordination

Funding is provided for an FTE and contract services to coordinate housing at Highline, Lake Washington, North Seattle, and Tacoma.

Addressing Sexual Misconduct

Funding is provided to implement Engrossed Substitute House Bill 2327 (sexual misconduct/postsecondary).

OFM Central Services

These funds are provided to SBCTC to finance the One Washington Project (state financial system replacement), however the total billing will be \$2,7 million.

Pension Benefit Increase

PERS & TRS 1 plan members will receive a .3% benefit increase, up to \$62.50 per month as provided for in HB 1390.

Wolf v. SBCTC/State of Washington

Funding is provided to reimburse the Attorney General's Office (AGO) for costs related to defending Washington State in the Wolf v. SBCTC/State of Washington litigation.

STUDY SESSION ITEM

March 23, 2020

Tab 5

2020 Legislative Agenda and Priorities

Brief Description

The board will be given an end of legislative session report (attachment A).

How does this item link to the State Board's priorities?

Identifying possible changes to state law that result in improved service delivery to students supports four system goals:

- **Enrollment, Completion and Equity:** When legislative goals are met, community and technical colleges have the resources to maintain open doors and promote student success to completion.
- **Advocacy:** To accomplish the college system legislative goals, State Board members, staff, and system leaders are engaged with the legislature and policy makers to support colleges in promoting student success.

Background information and analysis

The primary focus entering the 2020 legislative session was the college system's capital budget request and a request for two pieces of legislation.

Capital Budget

The Capital Budget request provides students with high-quality classroom and lab space and places for educational support so they can achieve their education and career goals. Our college system faces a backlog of needed projects which funding of the 2020 request to the legislature would greatly reduce. If fully funded, the list will fund 25 major projects including six construction projects.

Policy Issues

State Board request legislation:

- **HB 1715/SB 5669, *Removing school districts' ability to withhold grades and transcripts of students.***
 - If a student owes a fine or fee to a school district and the payment of that fine prevents a college from receiving that student's grades or transcripts, that fine or fee will not be required to be paid.
 - **Status:** Passed House on January 27; 65 yeas, 32 nays, 1 excused. Passed to Senate Rules Committee for second reading on February 28.
- **HB 2517, *Customized Training Program Tax Credit***
 - In 2017 the State Board requested to lift the sunset on the successful Customized Training Program.
 - The Washington Customized Training Program provides interest-free training loan assistance to businesses that provide employment opportunities in the state. The State Board for Community and Technical Colleges provides grants for customized training. After the training is complete, the business repays costs to the State Board interest-free.
 - The first payment is equal to 25 percent of the full cost of the program and is due upon training completion.

- The remaining 75 percent is spread over the next 18 months.
 - As each payment is made, the business may take a state B&O tax credit equal to 50 percent of the payment. Thus, the total tax credit will be equal to 50 percent of the full cost of the training.
 - The B&O Tax credit is due to sunset in 2021. Staff recommend asking the legislature to extend the tax credit until 2026 and to continue monitoring the Customized Training Program on a regular basis.
 - This proposal is supported by the Association of Washington Businesses
 - Status: First reading on January 15 and referred to Finance Committee.
- **HB 1702, *Online Educational Resources/Low Cost college materials***
 - Similar to HB 1375 from 2017, this bill requires community and technical college courses with low cost materials to be highlighted in a college on-line course catalog. Low cost is defined as less than \$50.
 - Status: Delivered to the Governor for signature on March 11.

Other issues in the 2020 legislative session for discussion:

- **SB 6505, *Expanding access to dual credit opportunities by eliminating direct costs to students and families.***
 - Staff participated in a work session of the House Education Committee on January 14.
 - Status: Moved to Senate Rules “X” file on March 24.
- **HB 2468, *Improving the effectiveness and adequacy of the workforce education investment surcharge by decreasing compliance and administrative burdens for taxpayers and the department of revenue.***
 - Status: Public hearing in the House Committee on Finance on January 23.
- **SB 6492, *Addressing workforce education investment funding through business occupation tax reform.***
 - Status: Governor signed and effective February 10.
- **SB 6484, *Allowing counties to seek voter approval for a property tax levy to fund community and technical college districts.***
 - Status: Referred to Higher Education and Workforce Development Committee.

Legislative Interns

The legislative internship program resumed in 2020, with two students, Deanna George, Tacoma Community College, and Matthew Rounsley, Centralia College, joining the State Board team in January. The Legislative Interns and their staff lead, Katie Rose, will participate in the legislative session wrap up to share highlights and learnings from their internship.

Potential questions

- Does the State Board have feedback or questions about legislative issues and progress towards meeting system wide legislative goals?

Recommendation/preferred result

The State Board is asked to provide feedback on the 2020 legislative session.

Policy Manual Change Yes No

Prepared by: Arlen Harris, legislative director
360.704.4394, aharris@sbctc.edu



2020 LEGISLATIVE SESSION REPORT

**A DETAILED SUMMARY OF LEGISLATIVE IMPACTS TO
WASHINGTON'S COMMUNITY AND TECHNICAL COLLEGE
SYSTEM**

Table of Contents

Table of Contents.....	2
A Letter from the Executive Director.....	4
Budget Summaries	5
Supplemental capital budget.....	5
Supplemental operating budget	5
2020 Legislation.....	7
Education/Instruction.....	7
HB 1702 (Van Werven): Low-cost course materials/CTC.....	7
2SHB 2513 (Slatter): Higher education debt collection.....	7
ESHB 2551 (Lekanoff): Tribal regalia/graduation	8
SHB 2556 (Dent): Early learning provider regulations	8
SHB 2589 (Callan): Suicide prevention/ID cards	8
SHB 2711 (J. Johnson): Educational outcomes.....	9
2SHB 2864 (Paul): Running Start summer pilot	9
ESSB 6141 (Randall): Higher education access	9
Human Resources/Benefits.....	11
2SHB 1661 (Chandler): Higher education retirement.....	11
2SHB 1888 (Hudgins): Employee information disclosure.....	11
ESHB 2327 (Pollet): Sexual misconduct/post-secondary	11
SHB 2614 (Robinson): Paid family & medical leave	12
HB 2739 (Kloba): Shared leave program	12
SB 6123 (Hunt): Organ donation leave.....	13
Finance.....	14
ESB 5457 (Keiser): Naming of subcontractors.....	14
ESSB 6492 (Pedersen): B&O tax/workforce education	14
Financial Aid.....	15
SHB 2543 (Paul): In-state residency/veterans	15
SB 6374 (Holy): Apprenticeship materials	15
SB 5197 (Hobbs): National Guard education grant	15
2SSB 6561 (Lias): Undocumented student support	15
Workforce.....	17
SHB 2308 (Slatter): Job title reporting	17
SHB 2441 (Entenman): TANF access.....	17
SHB 2456 (Callan): Working connection eligibility	17
SSB 6540 (C. Wilson): Working connection payments.....	18

System Involvement 19

 Presidents and Chancellors 19

 Trustees..... 19

 Students 19

 Faculty, Staff, Administrators and Associates..... 19

 SBCTC Staff 20

This report, which includes active links to legislation and other information, is available electronically at the SBCTC Legislative Outreach webpage: <https://www.sbctc.edu/colleges-staff/programs-services/legislative-outreach/default.aspx>.

If you have any questions regarding the content of this report, please contact:

Arlen Harris
 SBCTC legislative director
aharris@sbctc.edu
 360-704-4394

Julie Walter
 SBCTC legislative coordinator
jwalter@sbctc.edu
 360-704-4313

A Letter from the Executive Director

The Legislature adjourned its 2020 session March 12. The main focus throughout the 60 day session was passing supplemental operating, capital and transportation budgets, a task challenged by the passage of I-976, the voter-passed initiative which cut car tabs to \$30 thereby slashing a transportation budget funding source. Other issues dominating the session were fixing revenue collection for the Workforce Education Investment Act and funding the state's response to the novel coronavirus (COVID-19).

An early priority of the legislative session was Senate Bill 6492, a bill addressing a funding shortfall in the historic Workforce Education Investment Act (E2SHB 2158) passed by the Legislature a year ago. ESSB 6492 clarified how the Department of Revenue will collect the business and occupation (B&O) surcharge, provided B&O relief to small businesses impacted by the legislation, and imposed a B&O surcharge on hospitals and advanced computing companies. Gov. Inslee signed ESSB 6492 into law on Feb. 10.

Most of the short legislative session was spent educating lawmakers on the impact of numerous bills that could affect community and technical colleges. As a result, the college system saw some positive outcomes over the 60 days.

These successes include:

- A new summer Running Start pilot program which would allow for basic education funding to support students as they complete their associate degrees in the summer immediately following high school graduation.
- Notifying students in the online course catalog when a class offers open education or low-cost (\$50 or less) course materials.
- Financial aid support for undocumented students.

Protecting the promises made with 2019's Workforce Education Investment Act along with our other achievements were made possible through active participation throughout session by State Board members, chancellors and presidents, trustees, administrators, faculty, staff, students, and State Board staff. Advocates participated in one-on-one meetings, sent emails and made phone calls to legislators, and testified before legislative committees.

During the interim period before the start of the 2021 legislative session, the community and technical college system will continue to build relationships with legislators and stakeholders so they understand the value our colleges bring to our students, their families and our communities. As a follow up to questions from legislators during the legislative session, interim meetings will focus on dual credit opportunities in the community and technical college system, focusing on Running Start.

Legislators continued to make a difference for all learners, now and in the future, to prepare students for fruitful jobs and careers, fulfilling the economic needs for themselves, their families and communities, and Washington state. We look forward to continuing our work together as we invest in our students by preparing them to enter or reenter the workforce, to transfer to continue their education, and to build basic skills and knowledge.

Jan Yoshiwara
SBCTC executive director

Budget Summaries

Supplemental capital budget

The 2020 supplemental capital budget ([ESSB 6248](#)) was delivered to the governor on March 12 and has \$89.4 million in new appropriations from debt-service limited bonds. Below are highlights for the community and technical colleges:

- \$20 million for construction of Spokane Falls Community College's Fine and Applied Arts facility. The appropriation in this section is subject to the following conditions and limitations:
 - The appropriation authorizes Spokane Falls to enter into a contract for the construction of this project. It is the intent of the Legislature that \$17.1 million will be appropriated for this project in the 2021-2023 fiscal biennium.

SBCTC will work with the Department of Enterprise Services (DES) and the Office of Financial Management (OFM) to determine if this means the college can bid the entire project as currently designed or if it needs to be split it into phases.

- \$275,000 for a predesign of the Everett Community College's Baker Hall replacement facility.
- Authorizes \$10 million in local financing for South Seattle College's Student Wellness and Fitness Center.
- Removes the \$36.6 million appropriation in the 2019-21 budget for the construction of the Allied Health, Science & Manufacturing facility at Shoreline Community College.
- Reduces the reappropriation in the 2019-21 budget by \$91,000 for Yakima Valley College's Palmer Martin Building to reflect the final cost after completion.
- Adds a proviso to the reappropriation in the 2019-21 budget for North Seattle College's Technology Building Renewal project that was substantially completed in July 2017. The college has reported the remaining work is expected to be performed during the summer of 2020. The proviso reads, "It is the intent of the Legislature that all remaining work on this project be completed by June 30, 2023."

Supplemental operating budget

The 2020 supplemental operating budget ([ESSB 6168](#)) was delivered to the governor on March 12.

The community and technical college system was successful in maintaining all of the investments from the Workforce Education Investment Act after two provisions were threatened in the Senate budget. Additionally, new funding was provided for incumbent worker training. Descriptions of supplemental items are listed below.

- Guided Pathways funds are maintained at the level in the biennial budget, \$32.1 million for the biennium.
- Nurse educator salary funding is maintained at the level in the biennial budget, \$40.8 million, and flexibility is provided to allow the funds to be used for nursing program equipment in fiscal years 2020 and 2021.
- High-demand faculty salary increase funding is maintained at the level in the biennial budget, \$20 million as an ongoing, annual appropriation.

- \$2.4 million in one-time funding for the Job Skills Program for incumbent worker training offered through college-business partnerships.
- The Washington Student Achievement Council will convene a task force to propose strategies to eliminate barriers to low-income students participating in dual credit programs like Running Start. The task force will address financial and non-financial barriers.
- \$200,000 in one-time funding is provided to develop plans to increase the ratio of full-time tenure-track faculty to adjunct faculty, expand opportunities for adjunct faculty, and achieve pay equity between full-time and adjunct faculty. A report is due to the Legislature by Dec. 31, 2020.
- \$100,000 is provided for the expansion of the interpreter training program at Spokane Falls Community College.
- \$300,000 in one-time funding is provided for a firefighter training and apprenticeship study, including examination of the Firefighter Joint Apprenticeship and Training Committee. A report is due to the Legislature by Jan. 31, 2021.
- \$500,000 is provided for staff support and contract services to advance the building of student and employee affordable workforce housing at:
 - Highline College
 - Lake Washington Institute of Technology
 - North Seattle College
 - Tacoma Community College
- \$197,000 is provided to implement Engrossed Substitute House Bill 2327 (Addressing sexual misconduct at postsecondary educational institutions).
- \$1.5 million is provided to reimburse the Attorney General's Office for costs related to defending Washington state in the Wolf vs. SBCTC/State of Washington litigation.
- \$1.8 million is provided to finance the One Washington Project (state financial system replacement).
- PERS & TRS 1 plan members will receive a 0.3 percent benefit increase, up to \$62.50 per month as provided in Engrossed House Bill 1390.

2020 Legislation

SBCTC staff monitored approximately 115 pieces of legislation during the 2020 session. Staff work on behalf of the community and technical college system included analyzing bills, providing testimony to legislative committees, and collaborating with legislators and legislative and college employees on possible amendments and impacts of legislation.

Below are the bills affecting the community and technical college system that passed the Legislature. Descriptions include:

- Bill number
- Prime sponsor
- Bill short title
- Bill description
- Link to the Session Law
- Any SBCTC or college implications

The information contained in this section will also serve as a resource for SBCTC and college staff as they track bill implementation.

Education/Instruction

HB 1702 (Van Werven): Low-cost course materials/CTC

Requires community and technical colleges to inform students during registration whether a course uses low-cost instructional materials that are \$50 or less. Information may be provided either in the course description or a link to the bookstore's website. Policy must be implemented no later than the first full quarter after a college has implemented ctcLink. This applies to the required instructional materials only.

[Session Law](#): TBD – delivered to the governor on March 11

SBCTC/college implications

- Identify the courses with the low-cost instructional materials and label them according to the [SBCTC OER & Low-cost Labeling Implementation Guidelines](#).
- Integrate the labeling system into ctcLink and class registration system.

2SHB 2513 (Slatter): Higher education debt collection

Prohibits higher education institutions from withholding a student's official transcripts or registration privileges as a tool for debt collection, except for debt related to unpaid tuition fees, room and board fees or financial aid funds owed. Establishes circumstances under which institutions must release official transcripts, regardless of debt. Requires reporting by the institutions on the use of transcript and registration holds, debt levels and collection practices.

[Session Law](#): TBD – delivered to the governor on March 12

SBCTC/college implications

- College can only withhold official transcripts or registration privileges as a tool for debt collection related to unpaid tuition fees, room and board fees or financial aid funds owed.
- Report to the Legislature on the use of transcript and registration holds, debt levels, and collection practices annually beginning Dec. 1, 2020.

ESHB 2551 (Lekanoff): Tribal regalia/graduation

Colleges may not prohibit students who are members of federally recognized tribes from wearing tribal regalia or culturally significant objects along with or attached to a gown at graduation ceremonies and related events. Colleges may not require these students to wear caps if they are incompatible with the regalia or object. The bill takes effect immediately.

Session Law: TBD – delivered to the governor on March 9

SBCTC/college implications

- Revise college policies and procedures in accordance with the act.
- Due to emergency clause, the bill takes effect immediately, thus it is applicable to spring 2020 commencement ceremonies.

SHB 2556 (Dent): Early learning provider regulations

Adds a non-credit bearing community-based training pathway for licensed child care providers to meet professional education requirements associated with state child care licensure. This training is to be implemented by July 1, 2021 and offered as an alternative to existing credit-bearing educational programs offered through community and technical colleges.

Session Law: TBD – delivered to the governor on March 11

SBCTC/college implications

- Requires SBCTC and Department of Children, Youth and Families (DCYF) to collaborate with stakeholders to develop a plan to allow community-based training to qualify for college credit.
- DCYF plan is due to the Legislature by Dec. 1, 2021

SHB 2589 (Callan): Suicide prevention/ID cards

Student and employee identification cards issued for the first time or as replacements must have contact information for:

- A national suicide prevention organization.
- At least one campus, local, state or national organization specializing in suicide prevention, crisis intervention or counseling, if available.

Where supplies of unissued cards exist, colleges may issue those cards until the supply is depleted, but only until June 30, 2021.

Session Law: TBD – delivered to the governor on March 9

SBCTC/college implications

- Newly issued and replacement ID cards for employees and students must provide the contact information specified in the bill.

SHB 2711 (J. Johnson): Educational outcomes

Directs the Office of the Superintendent of Public Instruction, in collaboration with other entities, to convene a work group focused on students in foster care, students experiencing homelessness, or both. Assigns certain duties to the work group including reviewing education outcomes, engaging stakeholders, and developing recommendations. The work group's final report is due to the Legislature by July 1, 2024.

Session Law: TBD – delivered to the governor on March 12

SBCTC/college implications

- Plan for cross-system collaboration to promote educational stability and improve educational outcomes for foster children including K-12 through to postsecondary partners.

2SHB 2864 (Paul): Running Start summer pilot

Creates the Running Start Summer School pilot program to evaluate interest in and barriers to expanding the Running Start program to include summer quarter. The Office of the Superintendent of Public Instruction (OSPI), in consultation with SBCTC and other key stakeholders, will select up to three community colleges to participate in the pilot program during the 2021 and 2022 summer academic quarter. Per the legislation, one community college must be located in eastern Washington and another must be located in a county with a population between 115,000 and 150,000. Under the pilot program, eligible students may enroll in a participating community college tuition-free for a maximum of five college credits per summer academic quarter. Provisions relating to student fees and fee waivers apply to eligible students participating in the pilot program.

Session Law: TBD – delivered to the governor on March 11

SBCTC/college implications

- SBCTC staff will be involved in developing the implementation plan for the program, including the process for selecting the participating colleges, by July 2020.
- SBCTC staff will work with OSPI to prepare report, due to the Legislature by Nov. 10, 2020, with findings and recommendations from the pilot program.
- Participating community colleges must establish agreements with the school districts of eligible students about data sharing, credit transfer, funds transfer and other administrative matters.

ESSB 6141 (Randall): Higher education access

Requires the Washington Student Achievement Council (WSAC) to develop a financial aid calculator to provide estimates of federal and state aid for public four-year institutions. Directs WSAC, in collaboration with the public four-year and two-year higher education institutions, as well as independent colleges in Washington state, to develop clear and consistent definitions for financial aid award letters. Allows school districts to administer financial aid advising day with information

sharing requirements contained in the High School and Beyond Plan (HSBP) and requires that the HSBP include information about the Washington College Grant and other scholarship opportunities.

Session Law: TBD – delivered to the governor on March 12

SBCTC/college implications

- Participate in developing a clear and consistent definition for financial aid award letters.
- By July 1, 2021, colleges must adopt a standardized template for financial aid awards.
- Assistance from the financial aid train-the-trainer program may be needed to assist the high school financial aid day.

Human Resources/Benefits

2SHB 1661 (Chandler): Higher education retirement

Establishes institution-specific contribution rates for the Higher Education Retirement Plan Supplemental Benefits (HERPSB) and provides for a biennial schedule for the rates to be revised by the Pension Funding Council (PFC). For the 2021-23 biennium, the community and technical college rates decrease from 0.5% of participants' salary. Authorizes the PFC to determine when an institution has accumulated sufficient assets, shifting responsibility for paying benefits from the institution to the Department of Retirement Systems. Adds language describing the HERPSB Fund as a dedicated fund, similar to the other state retirement system funds, and that the funds of institutions within the fund be accounted for separately. Clarifies authority of the State Treasurer to establish a Higher Education Retirement Plan Supplemental Benefit fund, which will provide consistency over time to higher education retirees.

Session Law: TBD – delivered to the governor on March 12

SBCTC/college implications

- With a reduction in contribution payments, college costs could also be reduced.
- This could result in long-term stability of higher education retirement plans.

2SHB 1888 (Hudgins): Employee information disclosure

Exempts month and year of birth, photographs and payroll deduction information of government employees and volunteers held in certain personnel files from public disclosure, but permits the news media to have access to full dates of birth and photographs.

Exempts certain personal demographic details of individual state employees from public disclosure.

Requires a governmental entity to provide notice when a records request has been made for information exclusively in an employee's personnel, payroll, supervision, or training file.

Session Law: TBD – delivered to the governor on March 12

SBCTC/college implications

- Colleges that receive a request for information located exclusively in an employee's personnel, payroll, supervisor or training file must provide notice to the employee, any union representing the employee and the requestor.
- If requested by news media, college must permit access to full dates of birth and photographs held in certain personnel files.

ESHB 2327 (Pollet): Sexual misconduct/post-secondary

Requires postsecondary educational institutions to complete investigations into sexual misconduct, make written findings of whether sexual misconduct complaints or allegations are substantiated, and maintain substantiated findings in an employee's personnel file or employment records.

Requires institutions to ask and require applicants to sign statements regarding substantiated findings of, or investigations into, sexual misconduct before an official offer of employment, beginning Oct. 1, 2020.

Requires institutions to disclose information about substantiated findings or investigations into sexual misconduct when asked for reference checks about previous or current employees, beginning July 1, 2021.

Prohibits settlement agreements between institutions and employees that prevents disclosure of sexual misconduct.

Exempts personal identifying information held in personnel, student, or investigation files by institutions from the Public Records Act.

[Session Law](#): TBD – delivered to the governor on March 12

SBCTC/college implications

- Continue current practice of completing (alleged sexual misconduct) investigations on employees that separate during investigative process.
- There will be some costs associated with conducting background checks via a third party vendor.

SHB 2614 (Robinson): Paid family & medical leave

Makes numerous revisions to the Paid Family and Medical Leave program to provide clarity and improve the program's administration, including waiting periods, conditional waivers, and supplementation of benefits. New language addresses ambiguity in the former law making it easier to implement law.

[Session Law](#): TBD – delivered to the governor on March 9

SBCTC/college implications

- None. (Clean-up bill clarifying language in Paid Family and Medical Leave Act.)

HB 2739 (Kloba): Shared leave program

Adjusts certain requirements of the shared leave program.

- Allows an employee to maintain up to 40 hours of the applicable leave in reserve and still be eligible for shared leave.
- Allows use of shared leave for employees isolated or quarantined by a public health official or health care provider as a result of suspected or confirmed COVID-19 infection or exposure during the declared state of emergency.
- Allows intermittent and nonconsecutive use of shared leave.
- Removes the requirement that an employee pursue and be found ineligible for industrial insurance wage benefits for shared leave eligibility.
- Limits the amount of shared leave that an employee may receive when also receiving industrial insurance wage replacement benefits to 25 percent of base salary.
- Requires parental leave be used in the 16 weeks immediately following birth or placement, or after pregnancy disability has resolved provided that it is not used more than one year after birth.

[Session Law](#): Chapter 6, 2020 Laws (effective March 17, 2020)

SBCTC/college implications

- Revise shared leave policies.
- Human Resource staff will need training on revisions to “Shared Leave” law.
- Monitor/track leave balances appropriately.

SB 6123 (Hunt): Organ donation leave

Requires agencies to allow employees to take paid leave as needed, not exceeding 30 days in a two-year period, for participation in life-giving procedures.

When planning for and granting leave for life-giving procedures, agencies:

- Are required to take into account provisions of collective bargaining agreements that cover leave usage.
- May continue to implement any informal, flextime, ad hoc, or other leave, and take into account program implementation and staffing requirements.

Life-giving procedure is defined as a medically supervised procedure involving testing, sampling, or donating organs, tissues, and other human body components for the purposes of donation, without compensation, to a person or organization for medically necessary treatments. Life-giving procedure does not include donating blood or plasma.

Session Law: TBD – delivered to the governor on March 11

SBCTC/college implications

- Revise leave policies.

Finance

ESB 5457 (Keiser): Naming of subcontractors

Adds new requirements for the naming of subcontractors by prime contract bidders. Current law requires listing heating ventilation and air conditioning (HVAC), plumbing, and electrical subcontractors within one hour of the bid opening. This bill adds a requirement for naming of structural steel and rebar subcontractors within 48 hours of the bid opening. It also requires the Capital Projects Advisory Review Board (CPARB) to report on subcontractor listing policies by Nov. 1, 2020.

[Session Law](#): TBD – delivered to the governor on March 11

SBCTC/college implications

- Changes may require more time for bidding.

ESSB 6492 (Pedersen): B&O tax/workforce education

Eliminates the Workforce Education Investment Act (WEI Act) surcharges retroactively to Jan. 1, 2020. Replaces the current WEI Act surcharge with a 1.75 percent business and occupation (B&O) rate for most service activities beginning April 1, 2020. Imposes a 1.5 percent service activities B&O rate for hospitals, taxpayers subject to the advanced computing surcharge, and taxpayers with less than \$1 million in gross receipts in the preceding calendar year beginning April 1, 2020. Imposes an advanced computing surcharge of 1.22 percent of a business's gross service and other income beginning April 1, 2020.

[Session Law](#): Chapter 2, 2020 Laws (effective Feb. 10, 2020)

SBCTC/college implications

- Protects funding for the WEI Act passed in 2019 which includes:
 - Full funding of the Washington College Grant
 - Funding for nurse faculty and high-demand faculty salaries at community and technical colleges
 - Funding for Guided Pathways efforts at community and technical colleges

Financial Aid

SHB 2543 (Paul): In-state residency/veterans

Expands in-state residency for tuition purposed to various categories of veterans, active duty and their spouses and dependents.

- Provides in-state residency to students on certain leave from active duty from the uniformed services who have veteran education benefits.
- Expands in-state residency to students who are eligible for, rather than entitled to, transferred Post-9/11 GI Bill benefits.
- Expands in-state residency to eligible students accepted into an institution before the individual in the uniformed services is reassigned out of state.
- Expands in-state residency to students that have separated from the uniformed services who were discharged due to their sexual orientation or gender identity.

[Session Law](#): TBD – delivered to the governor on March 12

SBCTC/college implications

- Codifies current college residency for tuition purposes practices.

SB 6374 (Holy): Apprenticeship materials

Adds the cost of apprenticeship materials to the Running Start scholarship provided under the Washington Dual Enrollment Scholarship pilot program. No additional funds allocated to pilot program to cover potential apprenticeship materials cost.

[Session Law](#): TBD – delivered to the governor on March 10

SBCTC/college implications

- No SBCTC or college implications.

SB 5197 (Hobbs): National Guard education grant

The Washington National Guard Conditional Scholarship program is renamed the Washington National Guard Postsecondary Education Grant Program. The Washington Student Achievement Council's Office of Student Financial Assistance is responsible for administering the grant program, coordinating with the Washington Military Department in selecting eligible participants and developing rules related to repayment obligations.

[Session Law](#): TBD – delivered to the governor on March 11

SBCTC/college implications

- No SBCTC or college implications.

2SSB 6561 (Liias): Undocumented student support

Creates the Undocumented Student Support Loan Program to offer low-interest loans to students eligible for resident tuition who would not otherwise be eligible for federal financial aid programs such as Pell Grants and federal student loans because of their citizenship status. Program to be

administered by the Office of Student Financial Assistance under the Washington Student Achievement Council.

[Session Law](#): TBD – delivered to the governor on March 12

SBCTC/college implications

- Post this additional student aid source on college websites.

Workforce

SHB 2308 (Slatter): Job title reporting

Requires employers to periodically report standard occupational classifications or job titles of workers and requires employers to include this occupational data of its employees in the employer's quarterly tax reports to the Employment Security Department (ESD). Reporting the standard occupational classification or job title of each worker is optional for employers until Oct. 1, 2022. The intended use of this data includes workforce education program planning, evaluating the effectiveness of training programs and guiding students on their career pathways.

[Session Law](#): TBD – delivered to the governor on March 11

SBCTC/college implications

- Report requested data to ESD.

SHB 2441 (Entenman): TANF access

Federal rules limit the length of time an adult can receive Temporary Assistance for Needy Families (TANF) benefits to a cumulative total of 60 months. This bill requires the Department of Social and Health Services to review each case to consider any barriers to work and waive sanction policies for recipients who cannot work for good cause. If good cause is not established, the family's grant will be reduced after two consecutive months of noncompliance, instead of immediately, and terminated after 12 months.

[Session Law](#): TBD – delivered to the governor on March 12

SBCTC/college implications

- WorkFirst is the TANF employment and access to case reviews for good cause may impact student access to postsecondary education.
- WorkFirst staff will need to communicate to students about the good cause and sanction policies and resource options to address barriers to work.

SHB 2456 (Callan): Working connection eligibility

Directs the Department of Children, Youth, and Families to extend a homeless grace period in the Working Connections Child Care program from four to 12 months for providing verification of meeting work participation requirement.

[Session Law](#): TBD – delivered to the governor on March 12

SBCTC/college implications

- This will increase access to Working Connections Child Care subsidies for student parents experiencing homelessness as defined in [McKinney-Vento](#).
- Student parents in Basic Food Employment and Training (BFET) and WorkFirst programs or a single full-time student parent in a vocational program are already eligible for the exemption to work requirements.

SSB 6540 (C. Wilson): Working connection payments

The 12-month authorization period for Working Connections Child Care subsidies is changed from the date of eligibility to the date childcare is expected to begin.

Session Law: TBD – delivered to the governor on March 11

SBCTC/college implications

- Student parents will no longer lose months of eligibility for subsidies while securing a child care provider.

System Involvement

Community and technical college system representatives are key to a successful legislative session. College presidents, chancellors, trustees and students made additional trips to Olympia, outside of regular system meetings, to meet with legislators from their home and college legislative districts. Members of the State Board, with leadership from Chair Wayne Martin, also participated through meetings, letters, emails and phone calls to key legislators.

System representatives and SBCTC staff testified 40 times before House and Senate committees:

- 38 times on bills
- 2 times at work sessions
- 18 times before House committees
- 22 times before Senate committees
- 21 college system representatives
- 11 SBCTC staff members

Through their participation, the college system's view was well represented. The below list of presidents, chancellors, trustees, students, system advocates, and SBCTC staff who testified on behalf of the community and technical college system during the 2020 legislative session.

Presidents and Chancellors

- Sheila Edwards Lange, Seattle Central College
- Bob Mohrbacher, Centralia College
- Amy Morrison, Lake Washington Institute of Technology
- Shouan Pan, Seattle Colleges
- Cheryl Robert, Shoreline Community College
- Tim Stokes, South Puget Sound Community College
- Jerry Weber, Bellevue College

Trustees

- Heather Mansy, Lower Columbia College
- Bob Ryan, Tacoma Community College

Students

- Deanna George, Tacoma Community College and SBCTC legislative intern
- Matthew Rounsley, Centralia College and SBCTC legislative intern

Faculty, Staff, Administrators and Associates

- Marco Azurdia, Northwest Athletic Conference
- Christie Fierro, Olympic College
- Julie Huss, Centralia College
- Jennifer Jones, Highline College

- Kyrrah Nork, Seattle Central College
- Marissa Schlesinger, Tacoma Community College
- Sultana Shabazz, Tacoma Community College
- Stephen Smith, Tacoma Community College
- Loretta Taylor, Department of Corrections
- Nicole Walker, South Puget Sound Community College

SBCTC Staff

- Jan Yoshiwara, executive director
- Cherie Berthon, operating budget director
- John Boesenberg, business operations deputy executive director
- Boyoung Chae, educational technology and open educational resources policy associate
- Scott Copeland, associate director for campus relations and policy guidance
- Wayne Doty, capital budget director
- Troy Goracke, Basic Education for Adults policy associate
- Arlen Harris, legislative director
- Nate Humphrey, workforce education director
- Ed McCallister, human resources director
- Pat Seibert-Love, corrections education policy associate



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Washington State Board for Community and Technical Colleges

REGULAR ITEM (RESOLUTION 20-03-18)

March 23, 2020

Tab 6

Community and Technical College System Strategic Plan

Brief Description

In June 2019, the State Board approved a new vision statement for the college system. At the Board's August 2019 retreat, Board members, along with leaders from the state associations for trustees, and, presidents, faculty and staff unions and students, developed a framework for a strategic plan to achieve the new vision statement. The Board reviewed feedback from college system stakeholders that was collected over the Fall quarter. The Board also discussed metrics by which to establish goals, targets and progress at its October 2019 and February 2020 meetings.

Background information and analysis

System feedback

State Board members and senior staff discussed the draft strategic plan with trustees, college presidents, chief diversity officers, faculty unions and associations, college vice presidents and deans, student government leaders and State Board staff. The feedback was insightful and led to substantial revisions to the draft strategic plan.

Metrics

At the February 2020 State Board meeting, Board members discussed metrics and targets for the key goals in the strategic plan. Revisions are reflected in the new draft attached (attachment A). Staff propose metrics and targets for enrollments, completions and equity. In addition intermediate outcomes metrics are proposed for completion and equity to track progress towards longer term completion goals.

Potential questions

- Does the proposed 2020-2320 Strategic Plan for Washington Community and Technical Colleges (attachment A) align with the vision statement approved by the Board?

Recommendation/preferred result

Staff recommends approval of Resolution 20-03-18 adopting the 2020-2030 Strategic Plan for Washington Community and Technical Colleges.

Policy Manual Change Yes No

Prepared by: Jan Yoshiwara, executive director

(360) 704-4382, jyoshiwara@sbctc.edu

STATE OF WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 20-03-18

A resolution relating to the 2020-2030 Strategic Plan for Washington Community and Technical Colleges.

WHEREAS, Washington's community and technical colleges were designed around a revolutionary idea: that education past high school should be available to everyone, regardless of their economic or academic backgrounds; and

WHEREAS, today, this vision is more important than ever and people need education past higher education just to get started in a well-paying job, and continuous skill-building to keep up and get ahead; and

WHEREAS, each year, about 363,000 students come to our colleges and find the educational path that's right for them, however we have more work to do; and

WHEREAS, as our state's largest system of public education, community and technical colleges need to improve completion rates so more students reach their dreams and our state reaches its educational goals; and

WHEREAS, the 2020-2030 Strategic Plan for Washington Community and Technical Colleges (attachment A) emerged from a collaborative process that included students, presidents, trustees, educators, and business leaders and we thank them for their vision;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the 2020-2030 Strategic Plan for Washington Community and Technical Colleges that aligns with the vision statement approved by the State Board members in June 2019: *"Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities."*

APPROVED AND ADOPTED on 03/23/2020

Attest

Jan Yoshiwara, secretary

Wayne Martin, chair

2020-2030 STRATEGIC PLAN FOR WASHINGTON COMMUNITY AND TECHNICAL COLLEGES

DRAFT 3-17-20

INTRODUCTION

Washington's community and technical colleges were designed around a remarkable idea: that education past high school should be available to everyone, regardless of their economic or academic backgrounds.

Today, this vision is more important than ever. A high school diploma for most is no longer enough to earn a good living and lead a comfortable life. People need education past high school just to get started in a well-paying job, and continuous skill-building to keep up and get ahead. At the same time, employers need skilled workers to stay competitive and thrive. However, however, [only 56 percent of adults in Washington have a certificate or degree](#) past high school.

In 2013, the Washington Student Achievement Council issued a Roadmap Report to increase educational attainment in Washington. In 2014, Gov. Inslee signed legislation endorsing the goals proposed in that report. The two educational attainment goals are:

- All adults ages 25-44 will have a high school diploma or equivalent, and
- 70 percent of adults ages 25-44 will have a postsecondary credential.

The call to increase educational attainment in Washington became more urgent in 2016, when the Washington Roundtable issued a report that found that most of the 740,000 job openings in the coming years will require education past high school. The Washington Roundtable set a goal that by 2030, 70 percent of Washington students will earn a postsecondary credential by the age of 26.

Washington's community and technical colleges are central to meeting the state's education goals because we serve as a nexus between high school, higher education and the workforce.

Each year, about 363,000 students come to our colleges to find the educational path that's right for them — whether it's to train for a career, learn a skilled trade, earn an industry certificate or apprenticeship, or transfer to a university. We train healthcare workers, IT technicians, welders, construction workers, engineering technicians, nurses and educators. Our university-transfer students make up 37 percent of bachelor-degree graduates from Washington's public universities.

However, we have more work to do.

As Washington's largest system of public higher education, community and technical colleges need to improve completion rates so our students reach their personal goals and our state reaches its goals for a skilled and educated citizenry.

This strategic plan establishes three goals for our system:

1. Achieve educational equity for students historically underrepresented in higher education.
2. Improve completion rates for all students across all types of programs.
3. Increase enrollment and retention among populations who can benefit the most from college access.

Measurable outcomes will be reported every year to drive improvements throughout our college system.

This strategic plan emerged from a collaborative process that included students, presidents, trustees, educators and business leaders. We thank them for their vision.

RACIAL EQUITY – THE HEART OF OUR NEW VISION STATEMENT

This strategic plan aligns with a vision statement approved by our governor-elected Washington State Board for Community and Technical Colleges in June 2019:

“Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.”

The vision statement reflects the diverse nature of our students, who represent all ages, backgrounds, incomes, races and ethnicities. They work, raise families, pay bills and care for their loved ones. In any given class, a student can be sitting side-by-side with a 16-year-old Running Start student, a worker who is training for a new career, and a 50-year-old veteran. How well we serve these students will shape the future of our state’s families, communities and businesses.

Our goal in this strategic plan is to improve completion rates across-the-board for all students, and to improve completion rates faster for students of color. This is both a moral and practical imperative. People who earn a college credential tend to earn higher incomes, participate more fully in their communities, and reap the benefits of a thriving economy. However, SBCTC research shows our colleges are producing white graduates at a higher rate than graduates of color.

Additionally, both the Washington Student Achievement Council and the Washington Roundtable warn that reaching state education goals will be impossible without closing equity gaps. As our state becomes more diverse, equity gaps will hold more people back and impede progress toward our state’s educational goals.

As the doorway to college first-generation college students and students of color — 47 percent of our students are students of color compared to 32 percent of the general population — community and technical colleges face an urgent need to close equity gaps.

OUR GOALS

This strategic plan calls upon our community and technical college system to achieve three goals:

- 1. Achieve educational equity for students who are historically underrepresented in higher education.**
 - Eliminate inequities in college access, retention and completion for students historically underserved in higher education: Hispanic, American Indian/Alaska Native, Pacific Islander, Black/African American and Asian.
 - Eliminate inequities in wages and university transfers. Our colleges offer a wide range of credentials. Generally, the longer the credential, the higher the wages upon graduation. We want to see students of color equally represented in degree programs that either result in sought-after skills and higher wages or successful transfer into a university.
- 2. Improve completion rates** for all enrolled students across all types of programs and credentials – workforce degrees, transfer degrees, certificates and apprenticeships.
- 3. Increase access and retention among populations who can benefit the most** from college access. This includes young adults, working adults, low-income people, people of color, immigrants and single parents.

OUR STRATEGIES

The following strategies will advance the three goals outlined above.

Strategy 1: Implement actions, policies and investments that produce equitable outcomes.

- Using the new vision statement, engage college system leaders in equity-based professional development, advocacy and actions across the college system.
- Develop a ladder of professional development opportunities that lead to leadership positions. Cultivate future, equity-minded leaders with faculty and staff at all levels, from frontline staff to aspiring mid- and senior-level college administrators.
- Conduct policy audits to eliminate barriers for students in the key areas that can make or break their ability to enroll, and stay, in college. Examples include admissions, financial aid, precollege education and basic skills instruction.
- Create an equity resource bank of best practices in the areas of student services, curricula, hiring and employment to share successful practices throughout the system.
- Implement accessible technology for students, faculty and staff.

Strategy 2: Implement research-based strategies that are proven to improve completion rates for all students. These strategies include Guided Pathways and Career Launch programs.

Guided Pathways involves fundamentally redesigning the college experience for all students — from advising and support services to course sequencing and program maps. Advisers help students choose a path, stay on the path and get a degree or certificate. This work is especially important for students of color, low-income students, and those who are the first in their families to go to college. Guided Pathways is a way to make sure that students who enter our college system receive the proper supports that guide them, in a structured manner, through to completion.

- Develop new partnerships with industry associations and labor organizations to ensure pathways align to the skills required by employers, thus helping to close the skills gap.
- Ensure that every career pathway – health care, for example – reflects the full range of available credentials, including certificates, workforce degrees, university-transfer degrees, applied bachelor’s degrees and apprenticeships. This enables students to see the broad horizon of professional opportunities in the field and how credentials align with certain careers.
- Embed equity strategies throughout the implementation of Guided Pathways.
- Expand technical assistance to colleges on Guided Pathways.
- Expand partnerships with private foundations and research organizations to scale Guided Pathways across all 34 colleges and evaluate outcomes.
- Identify accountability metrics for college implementation focused on increasing student completions across student demographics.

Career Launch is part of Governor Inslee’s Career Connect Washington Initiative. Career Launch programs prepare young adults for careers by combining paid, real-life job experience with classroom studies.

- Increase the number of students who engage in work-based learning as part of their college program.
- Expand technical assistance to colleges implementing Career Launch programs.
- Develop new partnerships with industry associations and labor organizations to expand Career Launch programs, especially in fields where employers are facing skill gaps.

Strategy 3: Enroll more diverse students of all ages and backgrounds in our colleges, increasing their access to higher levels of education, higher salaries and greater financial security.

- Implement the college system’s strategic enrollment plan.
- Increase participation in dual-credit programs for all students but especially students of color, including technical education dual-credit programs.
- Help more low-income Washingtonians – those straight out of high school as well as low-wage working adults – complete financial aid applications for the new Washington College Grant.
- Transition more basic skills-students into college-level programs, with full and strategic use of state and federal financial aid.

Strategy 4: Strengthen advocacy and community partnerships.

- Hold the 2019 vision statement at the core of the college system’s advocacy work.
- Continue to build upon, and implement, the system’s strategic advocacy and messaging plan.
- Continue to engage more people within our college system in advocacy and outreach efforts, including State Board members, trustees, presidents, faculty, and student leaders.
- Create wider partnerships and alliances with the organizations and people we serve: communities of color, business associations, labor organizations, K-12 schools, and universities. These connections will help ensure we respond to emerging needs of our students and the employers who hire them.
- Build and strengthen relations with other government agencies, the Legislature, and the Governor’s Office.

Strategy 5: Improve the college system’s long-term financial sustainability and infrastructure.

- Build, remodel, and renovate facilities to support teaching and learning spaces that are high quality and technologically equipped.
- Identify funding strategies and potential fund sources to do bigger and better thing for our students and the economy, including expanding programs and services and providing competitive compensation.
- Establish financial health and stability indicators and recommend professional development for new college leaders.

ACCOUNTABILITY

This strategic plan establishes aspirational goals, metrics and targets through the year 2030.

Metrics

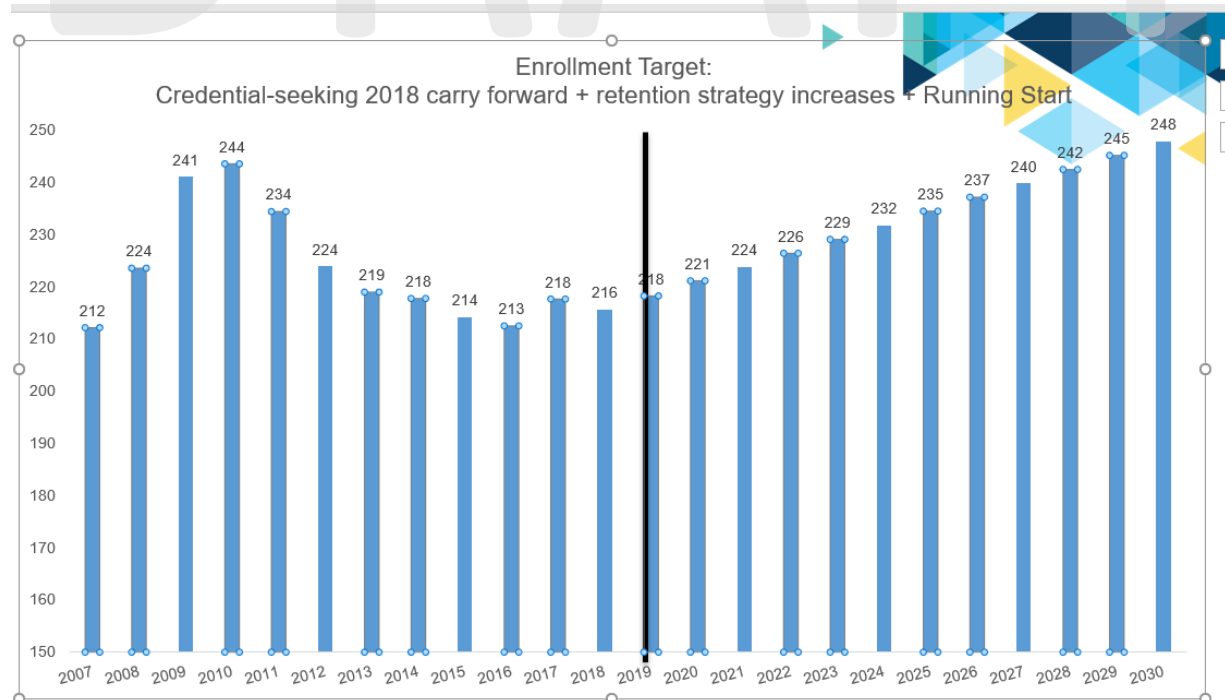
To track progress toward the college system’s goals of achieving equity, improving completion rates and increasing access, the State Board will regularly examine the following metrics.

- Access – the number of students enrolled in community and technical colleges.
- Intermediate outcomes – shorter term metrics nationally known to propel students toward program completion:
 - Completion of college-level English and college-level math in the first year of college.
 - Retention rates from first to second term and first year to second year of enrollment.
- Completions of associate and applied bachelor’s degrees, certificates, apprenticeship and successful transfer to a university.
- All metrics are disaggregated by student demographics including race and income.

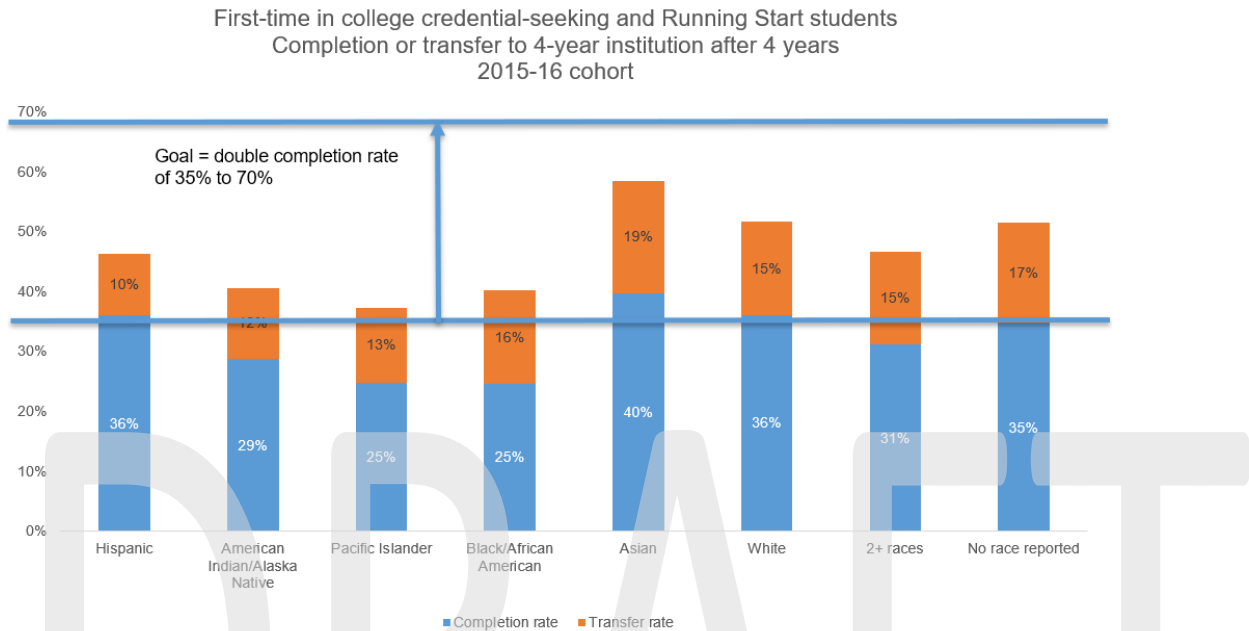
These metrics are based upon recommendations to the Workforce Education Investment Oversight Board for tracking the impact of new state investments in higher education. These metrics are also consistent with those used for the college system’s Guided Pathways data dashboard and in the college system’s performance funding system, the Student Achievement Initiative.

Goals and targets

Increase access and retention among populations who can benefit the most from college access: young adults, working adults, low-income people, people of color, immigrants and single parents.



Double completion rates and achieve educational equity for students who are historically underrepresented in higher education.



The goals and targets expressed in this strategic plan consider the following factors:

- State and business community goals to close gaps between education attainment and the needs of the state’s economy by 2030.
- The goals and targets are stretch goals, aspirational but achievable if the actions in this strategic plan are implemented.
- All students who contribute to achieving the state’s educational attainment goals are included in the metrics.
- Annual targets are not straight-line projections to the 2030 goals but calculated to increase gains as the Guided Pathways and Career Launch efforts gather momentum.
- Completions are expected to rise faster than enrollments, consistent with the recommendations of the Strategic Enrollment Task Force.
- Enrollments must increase for all demographic groups, but completions must improve faster for underrepresented students of color to achieve the targets.