

STATE BOARD MEETING AGENDA

Board members

Carol Landa McVicker, chair // Jay Reich, vice chair // Phyllis Gutierrez Kenney // Ben Bagherpour
Fred Whang // Crystal Donner // Chelsea Mason // Martin Valadez // Mack Hogans

Jan Yoshiwara, Executive Director // Beth Gordon, Executive Assistant

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

June 23

Study Session

1:00 p.m.

Welcome

Carol Landa McVicker, Chair

1:10 p.m.

ctcLink

Grant Rodeheaver, Deputy Executive Director, Information Technology

Tab 1
(Discuss)

2:15 p.m.

2021-23 Capital Budget Allocations and Future Requests

Wayne Doty, Capital Budget Director

Tab 2
(Discuss)

3:00 p.m.

Break

3:15 p.m.

WACTC Report

*Christine Johnson, WACTC President, Community Colleges of Spokane
Chancellor*

3:30 p.m.

ACT Report

Doug Mah, ACT Chair, South Puget Sound Community College Trustee

3:45 p.m.

Labor Report

4:00 p.m.

Executive Director Report

Jan Yoshiwara

5:00 p.m.

Adjourn

June 24	Regular Meeting	
8:30 a.m.	Welcome and Introductions <i>Carol Landa McVicker, Chair</i>	
8:35 a.m.	Establish a quorum and adoption of meeting agenda <i>Carol Landa McVicker, Chair</i>	Action
8:36 a.m.	Approval of Consent Agenda	Tab 3 (Action)
	<ul style="list-style-type: none"> a. 2021-22 Corrections Education interagency contract Resolution 21-06-24 b. Phase II Policy Manual Updates Resolution 21-06-25 c. Reassigning Plan Administrator for the State Board Sponsored Retirement Plan Resolution 21-06-26 d. Statewide Advertising Campaign Resolution 21-06-27 e. North Seattle College, Energy Conservation Project Resolution 21-06-28 f. Pierce College, Olympic South Building Resolution 21-06-29 g. Seattle Central College, Energy Conservation Project Resolution 21-06-30 h. South Seattle College, Energy Conservation Project Resolution 21-06-31 i. Wenatchee Valley College, Omak Campus Health Science Center Resolution 21-06-32 j. May 6, 2021, State Board Meeting Minutes 	
8:37 a.m.	Appointment of 2021-22 Chair and Vice Chair	Action
8:40 a.m.	FY22 Operating Budget and Enrollment Allocations <i>Cherie Berthon, Operating Budget Director</i> Resolution 21-06-33	Tab 4 (Action)
9:10 a.m.	Consideration of 2021-22 Tuition and Fee Schedule <i>Cherie Berthon, Director, Operating Budget</i> Resolution 21-06-34	Tab 5 (Action)
9:40 a.m.	2021 Capital Budget Allocations and Future Requests <i>Wayne Doty, Director, Capital Budget</i> Resolution 21-06-35	[Tab 2] (Action)
9:50 a.m.	ctcLink Funding Proposal <i>John Boesenberg, Deputy Executive Director, Business Operations</i> <i>Grant Rodeheaver, Deputy Executive Director, Information Technology</i> Resolution 21-06-36 and Resolution 21-06-37	Tab 6 (Action)
10:20 a.m.	Break	
10:30 a.m.	Workforce and Student Support Awards and Allocations <i>Marie Bruin, Director, Workforce Education</i> <i>Joe Holliday, Director, Student Services</i> Resolution 21-06-38 and Resolution 21-06-39	Tab 7 (Action)

11:10 a.m.	BEdA Awards and Allocations <i>Will Durden, Director, Basic Education for Adults</i> Resolution 21-06-40	Tab 8 (Action)
11:50 p.m.	Public Comment	
11:55 p.m.	Chair Report <ul style="list-style-type: none"> • Farewell John Boesenberg, Resolution 21-06-41 • Annual Board and Executive Director Evaluation Update 	Action Discuss
12:30 p.m.	Adjourn – Next Meeting, August 25-27, 2021	

Updated 6-17-21

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.

STUDY SESSION ITEM

June 23, 2021

Tab 1

ctcLink

Brief Description

The ctcLink Project is an unprecedented business transformation project for Washington's community and technical colleges, with the ultimate goal of providing the best services possible to all students.

Technically, the ctcLink Project is the process of moving colleges from the HP Legacy system to Oracle PeopleSoft products. But, as we've learned along the way, it's about so much more than new software.

Most have come to learn that ctcLink is a "people project." As colleges work with the ctcLink Project Team on the 12-18 month implementation steps and activities, college staff examine core business processes and practices to align with the delivered software solution, making for standardized practices across the 34-college system. Once all colleges are on ctcLink/PeopleSoft, it will bring lasting change to the way the State Board and colleges do business locally and together as a system.

Last year, the Project Team and the colleges partnered to keep the project on track and on budget through the pandemic. Thanks to that strong college partnership, the project reached a key milestone earlier this year. Half (17) of the colleges are now on ctcLink and the remaining 17 colleges will be on ctcLink next year.

As the ctcLink Project Team continues implementation activities with the 17 remaining colleges, the permanent ctcLink Support organization is providing customer support for the 17 colleges on ctcLink while, simultaneously, planning to grow to meet the ongoing ctcLink support needs for all 34 colleges.

State Board staff will give a high-level progress report on project implementation, followed by an overview of the units that make up ctcLink Support, the growth of that organization, and the overall staffing plan moving forward.

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

Providing our students with a set of common, mobile-friendly tools to handle college business online at any time, is crucial to the efficient and effective operation of the community and technical colleges.

Background information and analysis

After a difficult three-college pilot project, the original ctcLink implementation partner left the project and a new director with extensive PeopleSoft and higher education project implementation experience was hired in June 2017 to get the project back on track. In collaboration with a group of college project and organizational change managers, project leadership developed a detailed plan and timeline for implementing ctcLink to all colleges.

An enormous amount of work has taken place since that time and the project is at the halfway mark. While it's a collective effort, this means half of the colleges are mainly supported by the ctcLink Project

team, while the other half are supported by the growing ctcLink Support team.

- As each group of colleges (deployment groups) moves toward its go-live date, they work with the ctcLink Project team on a series of phased activities. The primary role of the ctcLink Project team is to deploy colleges on ctcLink within scope, schedule and budget.
- As each group of deployed colleges goes live in ctcLink, they will rely on the ctcLink Support organization whose primary role is to support and stabilize ctcLink colleges and work toward optimizing the ctcLink system. This organization is scaling up as the ctcLink Project completes its final implementation activities in partnership with ctcLink Deployment Groups 5 and 6.

ctcLink Support areas include:

- **ctcLink Customer Support:** ctcLink Service Desk, ticketing, troubleshooting support for all pillars/modules and ongoing support for business analysts and subject matter experts.
- **Training**
- **ctcLink/PeopleSoft Security**
- **Application Services:** accessibility, technical/operational support, development, application upgrades, environment/hardware support, technical application security support, production testing, as well as third-party application support such as HighPoint mobile, Online Admissions Application Portal (OAAP) and CampusCE software for college continuing education courses.
- **Data Services:** Data integration and dataLink, data warehouse, ctcLink PeopleSoft reporting, query training

ctcLink “Project” completion

After each group of deployed colleges goes live in ctcLink, they rely on the ctcLink Support organization. When ctcLink is fully implemented across the college system and the current 35-plus-year-old Hewitt Packard legacy administrative system is fully replaced, the ctcLink Project will close down.

Final reports will be submitted to the Washington state Office of the Chief Information Officer (OCIO), Moran Technology Consulting and other stakeholder groups. The ctcLink project director and project team members will move on, some to new roles at the State Board.

Go-Live is just the beginning

Go-Live includes all the activities to get staff and students up and running in the days, weeks and months leading up to the cutover date. As more colleges deploy ctcLink, they are learning go-live is really only the beginning.

As Wenatchee Valley College’s Project Manager and Director of Technology and Enterprise Solutions, Jason Hetterle said during a recent ctcLink meeting: *“We had almost 40 years to create process improvements around Legacy. We need to focus and continue to work together as a consortium with patience and persistence to improve ctcLink in the same manner. As more colleges go-live on ctcLink, we can engage together and prioritize the work to further develop and improve ctcLink for our state’s students and college communities.”*

This is what the ctcLink Support organization and colleges will work together to achieve.

Potential questions

- What are the top risks for the project and how are they being mitigated?
- Are colleges engaged at the levels they need to be and are they getting adequate support, both from their college leadership and the project/State Board teams?
- Is the ctcLink Support team adequately staffed today and are you certain the staffing proposal is sufficient to serve all colleges?

Recommendation/preferred result

State Board members will engage in an open discussion and have a clear understanding of the ctcLink project implementation status and learn about the staffing plan for ongoing ctcLink support to colleges.

Policy Manual Change Yes No

Prepared by: Grant Rodeheaver, deputy executive director, Information Technology
(360) 704-3939, grodeheaver@sbctc.edu

Christy Campbell, chief technology officer -ctcLink Project
(360) 704-3919, ccampbell@sbctc.edu

REGULAR (RESOLUTION 21-06-35)

June 23, 2021

Tab 2

2021-23 capital budget allocations and future requests

Brief Description

This item addresses past, current and future capital budget requests and issues, including:

- A review of progress made through the 2019-21 capital budget
- A request and recommendation to the State Board to adopt a resolution allocating the funding in the 2021-23 capital budget,
- Reasserting the State Board's capital priorities in a 2022 supplemental request, and
- Initiating development of the community and technical college system's 2023-25 capital request.

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

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

Background information and analysis

2019-21 Capital Budget Update

The State Board allocated \$365 million in new and reappropriations to the colleges from the State's 2019-21 capital budget in resolution 19-06-31.

All but 91 of the 405 state-funded minor projects will be completed as planned. The remaining projects were postponed or delayed due to COVID-19 restrictions. These projects will be completed in the 2021-23 biennium.

Thirteen major projects were funded for design and eighteen were in the construction-phase. Eight of the projects in the construction phase have been completed.

Colleges also have 153 locally-funded projects. These are, on average, 42 percent complete.

As of April 30, 2021, there were \$266 million in state and \$130 million in local capital funds spent on capital in the 2019-21 biennium.

Reappropriations

Expenditure authorities for state-funds expire at the end of each biennium. If a project is not completed and the legislature agrees to continue it, the unspent funds must be re-appropriated by the legislature so they can be spent in the subsequent biennium.

The State Board capital request for 2021-23 included reappropriations for all unfinished major projects and minor projects postponed or delayed due to COVID restrictions. The exact amount of

funding spent in the 2019-21 biennium will not be known until the accounting is complete in September.

The legislature approved our request and the enacted 2021-23 budget includes the requested reappropriations.

2021-23 Allocations

With two exceptions, the legislature funded the system's 2021-23 projects at the amount requested. This means that funding for the fully-funded projects can be allocated as requested.

The exceptions were the minor infrastructure and program improvement lists that were combined and funded with only 60 percent of the total requested amount.

- The system requested \$34 million for the minor infrastructure replacement list. Similar to other minor project lists, this was a targeted amount, prioritized for replacement based on its expected remaining useful life. The request included those highest priorities that fit within the funding target.
- The request for minor program improvements was \$32 million. This funding target was divided among all the colleges based on their share of the system's student enrollment, square footage, and square footage more than 25 years old. Colleges identified projects for the request that would help keep their existing facilities relevant for instruction.

The legislature combined these two lists and provided \$40 million, rather than the \$66 million requested. State Board and college staff worked on a solution to the funding shortfall that was consistent with the methodology used to develop the request. The recommended allocations fully fund the minor program projects and uses the balance for infrastructure replacement. The top \$8 million of prioritized infrastructure replacements are included in the allocation. All the assets are beyond their expected useful life. Please see the list of allocations by college in **Attachment 1**.

Equipment. Similar to 2019-21, the Legislature provided an additional \$5 million that was not requested by the State Board. The funding is limited to providing career preparation and launch equipment grants that support Career Connect Learning programs. The funding will be allocated to colleges based on a competitive process administered by the State Board's education division.

Report. The enacted budget bill includes a requirement for the State Board to report to the legislature on alternative methods of prioritizing and presenting the 2023-25 capital budget request for the community and technical colleges. The report is due December 15, 2021. A copy of the requirement is in **Attachment 3.C**. State Board staff are working with system groups on this report and will provide regular updates to the State Board.

2022 supplemental capital budget request

The 2021-23 enacted capital budget did not provide construction funding for three major projects currently in design. The budget also did not provide design phase funding for four major projects or design-build funding for six major projects in the pipeline. **Attachment 2** has the projects from the 2021-23 request that were not funded.

In addition to the cost of delay due to inflation, gaps between design and construction phases can increase costs due to changes in building codes and requirements that necessitate design changes. Gaps in funding also add complexity to the management and delivery of the projects.

Staff recommends the State Board's 2022 supplemental capital request ask for the rest of the minor infrastructure replacement funding and advance the remaining major projects from the State Board's 2021-23 capital budget request. This will result in a request for about \$281 million, plus inflation escalation for one year and the cost of any new requirements imposed on the construction projects by authorities having jurisdiction. The total amount requested will be determined in collaboration with the colleges to account for local conditions. The request will be submitted to the Office of Financial Management around the beginning of October 2021.

In addition to realizing the benefits of the projects sooner, requesting these projects at this time will cost at least \$6 million less than waiting until the next biennium.

2023-25 Budget Development

Over the last year, State Board staff worked with the college presidents and their commissions to improve the major project selection criteria and develop recommendations for the college system's 2023-25 capital budget request.

The presidents created a task force that includes representatives from the Business Affairs, Student Services, Instruction, and Diversity and Equity Officers commissions. They were tasked with reviewing major project scoring criteria and results for systemic biases.

Based on its review, the taskforce recommends:

- Increasing the weighting of Student Center space. This is where activities that support diversity, equity, and inclusion are found. If adopted, Student Center spaces would have the same weighting as childcare and faculty offices that are integrated with informal learning spaces. This would be the second highest weighting in the criteria, right below classrooms, labs, student service, and library areas. Student Center spaces previously had the lowest weighting in the criteria, similar to maintenance areas.
- A portion of the weighting for spaces be awarded if the proposal includes a description of how the space will improve diversity, equity, and inclusion. This is expected to generate many examples that can be used to develop best practices or guidance for future projects.
- Eliminating the "matching fund" criteria used to award points for proposals. These criteria place less-affluent colleges at a disadvantage when competing for capital funds.
- Engaging students early in the proposal development process. The taskforce found the most important factor to reduce system bias in design was to engage students early in the process. Since the reasonableness of cost for a proposal is determined by comparing it to a historical cost, the taskforce recommends colleges be allowed to include budget line items for student engagement and coordination in the predesign portion of the project budget without affecting the scoring.

The presidents also charged the Business Affairs Commission to review the need to replace buildings that are not old or in bad shape. The business officers reviewed the current criteria for age and condition, as well as the system's facility inventory and conditions. They found that the major project selection criteria favor replacing buildings that are old and in bad condition, making it very difficult for a proposal to score well if it includes replacing buildings that are 30 years old or less and have deficiencies that can typically be addressed with a minor project.

Observing the system has about 6.5 million square feet of building that are more than 50 years old and about 35 percent of all the buildings are in poor condition, it was concluded the system has the potential for more than 50 major replacement projects that would likely score well enough to get into the pipeline using the existing criteria. As a result of this finding, the business officers did not recommend any changes to the criteria.

The presidents voted on June 5, 2021, to recommend the updated criteria for major projects and to increase the minor work funding targets by 10 percent for the 2023-25 request. They also recommend that all colleges be eligible to submit one major project proposal in December 2021 and all projects that score at least 70 points using the updated criteria be added to the pipeline for future requests.

The presidents further recommend a task force with representatives from presidents, business officers, student services, instructional officers and diversity officers work with State Board staff to score the major project proposals with oversight from Trustee representatives. The president's resolution is in **Attachment 3**. Attached to the resolution is the recommended criteria. All of the changes from the 2021-23 selection are highlighted in red.

Additional decisions about prioritization and structure of the 2023-25 request will be needed after the report on alternatives is presented to the legislature in December 2021.

Potential questions

- Should the State Board allocate the funding as provided by the legislature?
- Is the supplemental request consistent with the State Board's capital priorities for the 2021-23 biennium?
- Does the State Board want to approve the criteria and guidelines for the 2023-25 capital budget as recommended by the community and technical college system?

Recommendation/preferred result

Staff recommends approval of Resolution 21-06-35, directing the staff to allocate the resources in the enacted 2021-23 biennial capital budget, complete the 2022 supplemental capital request as described above, and adopt the criteria and guidelines for development of its 2023-25 capital request.

Policy Manual Change Yes No

Prepared by: Wayne Doty, capital budget director

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

TAB 2
Attachment 1

draft 2021-23 SBCTC Capital Allocation Schedule June 1, 2021

SBCTC Proj#	Fund	Approp	OFM Proj#	List ¹	Reap Est ^{2,3}	Postponed	New Approp	Description
Bates								
P374	057	A04	30000989	Major Build	\$ 19,583,187	\$ -	\$ -	Medical Mile Construction (BI2123 reapprop est)
P382	057	A10	40000130	Major Design	\$ 2,547,834	\$ -	\$ -	Fire Service Training (Design) (BI2123 reapprop est)
P519	057	A09	40000112	Minor Program	\$ 350,000	\$ -	\$ -	Renovate Building A to provide a personnel transition connection space between Building A and the New Building (Medical Mile) (Downtown Campus (280A); D.C. Main Bldg. - Bldg. A (280-001E) - UFI A03206) (BI2123 reapprop est)
P279	060	A13	40000169	Minor Facility Repairs	\$ 83,000	\$ -	\$ -	Multiple Buildings (280A) - Seal and repair the concrete sun screen supports on buildings A and C to stop the water infiltration (FCS F04) (BI2123 reapprop est)
P280	060	A13	40000169	Minor Facility Repairs	\$ -	\$ 46,000	\$ -	D.C. Main Bldg. - Bldg. A (280-001E); UFI A03217) - Replace the HVAC unit with failing electrical coils and actuators (FCS F05) (BI1921 postponed)
PO31	060	A16	40000258	Minor Preservation (URF)	\$ -	\$ 9,541	\$ -	Bates Technical College URF (BI1921 postponed)
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 888,000	Preventive Facility Maintenance and Building System Repairs
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 701,000	Bates Technical College URF
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 597,000	S.C. Bldg. B (280-5; UFI A00368) - Replace the obsolete HVAC units that are at the end of their useful life. (2019 FCS - Deficiency F03)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 595,000	Prog - Building E Masonry Repairs (UFI: A06330) South Campus (280)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 457,000	Prog - Overhead Exterior Coiling Service Door Replacement (UFI: A05138) South Campus (280)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 307,000	C.C. Communications Technology Building - Bldg A (280-10; UFI A03194) - Replace the failing fire alarm panel that is no longer supported by the equipment vendor. (2019 FCS - Deficiency F01)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 106,000	D.C. East Annex - Bldg. C (280-3; UFI A04062) - Replace the main water heater tank, transformer and pumps that serve the whole building. (2019 FCS - Deficiency F02)
Bates Total					\$ 22,564,021	\$ 55,541	\$ 3,651,000	
Bellevue								
P384	057	A11	40000168	Major Design	\$ 2,615,053	\$ -	\$ -	Transdisciplinary Learning Design (BI2123 reapprop est)
P177	060	A13	40000169	Minor Facility Repairs	\$ -	\$ 45,878	\$ -	Multiple Buildings (080A) - Replace failing fire alarm control panels and related system components in buildings G and C (FCS F04) (BI1921 postponed)
P176	060	A13	40000169	Minor Facility Repairs	\$ -	\$ 22,475	\$ -	Multiple Buildings (080A) - Replace the HVAC roof top units in the worst condition on buildings C, D, E and G (FCS F03) (BI1921 postponed)
TBD	057	TBD	40000168	Major Build	\$ -	\$ -	\$ 39,744,104	Center for Transdisciplinary Learning (Construction)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 1,405,000	Prog - C Building Classroom & Shop Renovation (UFI: A02990) Main Campus (080)
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 1,180,600	Preventive Facility Maintenance and Building System Repairs
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 1,119,000	Bellevue College URF
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 818,000	C Building (080-BLDGC; UFI A02990) - Replace five failing HVAC air handler units and related controls. (2019 FCS - Deficiency F04)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 512,000	B Building (080-Bldg; UFI A08542) - Replace the obsolete switchgear and transformers to avoid disruptions to the building use. (2019 FCS - Deficiency F02)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 439,000	Multiple Buildings (080A) - Replace the obsolete switchgear and transformers in buildings A, C and D to avoid disruptions to the buildings use. (2019 FCS - Deficiency F03)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 329,000	C Building (080-BLDGC; UFI A02990) - Replace the degraded elevator cab and obsolete controls. (2019 FCS - Deficiency F01)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 232,000	Infra - Replace multiple Transformer 3 Phases located on the Bellevue C. Main Campus (080A). These components have exceeded their useful life and are the most likely to fail and disrupt campus operations. The Transformer 3 Phase locations and other details are fully described in the agency's 2019 Infrastructure Survey (assets 3754, 3756, 3758, 3760 & 3762 are 19 years beyond their expected useful life).
TBD	057	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 41,000	Building R (080-Bldg; UFI A09705) - Repair the leaking roof to extend its useful life. (2019 FCS - Deficiency R01)
Bellevue Total					\$ 2,615,053	\$ 68,353	\$ 45,819,704	

TAB 2
Attachment 1

draft 2021-23 SBCTC Capital Allocation Schedule June 1, 2021

SBCTC Proj#	Fund	Approp	OFM Proj#	List	Reap Est	Postponed	New Approp	Description
Bellingham								
P413	057	A09	40000112	Minor Program	\$ 164,000	\$ -	\$ -	Bellingham Technical College - Instructional & Support space renovations (Multiple) (BI2123 reapprop est)
P033	060	A16	40000258	Minor Preservation (URF)	\$ 100,000	\$ -	\$ -	Bellingham Technical College URF (BI2123 reapprop est)
P263	060	A13	40000169	Minor Facility Repairs	\$ 90,000	\$ -	\$ -	Multiple Buildings (250A) - Replace the failing unit ventilators in buildings U, R, Y and C (FCS F03) (BI2123 reapprop est)
P264	060	A13	40000169	Minor Facility Repairs	\$ 63,000	\$ -	\$ -	Building M (250-M; UFI A03613) - Replace the failing overhead doors (FCS F06) (BI2123 reapprop est)
P265	060	A13	40000169	Minor Facility Repairs	\$ 40,000	\$ -	\$ -	Parent Education Portable (250-Y; UFI A20744) - Replace the rotting wood structures used as ramps and platforms at the front and rear building entrances (FCS F08) (BI2123 reapprop est)
P267	060	A13	40000169	Minor Facility Repairs	\$ 37,000	\$ -	\$ -	Marine Drive Annex (250-Mda; UFI A05710) - Replace four of the failing overhead doors that will continue to be used for building programs (FCS F07) (BI2123 reapprop est)
P498	057	A09	40000112	Minor Program	\$ 37,000	\$ -	\$ -	Improve campus wayfinding structures and signage for site and building exteriors and interiors. (Main Campus (250A); Site (250A) (BI2123 reapprop est)
P266	060	A13	40000169	Minor Facility Repairs	\$ 35,000	\$ -	\$ -	Building A (250-A; UFI A01046) - Replace the failing HVAC unit serving the IT office/ server area and adjacent offices (FCS F02) (BI2123 reapprop est)
P118	060	A14	40000171	Minor Roof Repairs	\$ 31,000	\$ -	\$ -	Desmond Mcardle Center (250-P; UFI A04501) - Repair roofing near the downspouts and overflow drains where leaks have developed (FCS R02) (BI2123 reapprop est)
P119	060	A14	40000171	Minor Roof Repairs	\$ -	\$ 216,000	\$ -	Marine Drive Annex (250-Mda; UFI A05710) - Replace the building roofing (FCS R01) (BI1921 postponed)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 629,000	Prog - Instructional & Support space renovations(UFI: A09956) Main Campus (250)
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 331,000	Preventive Facility Maintenance and Building System Repairs
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 301,000	Bellingham Technical College URF
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 287,000	Infra - Replace a Potable Water Line located on the Bellingham T. C. Main Campus (250A). This component has exceeded its useful life and is the most likely to fail and disrupt campus operations. The Potable Water Line location and other details are fully described in the agency's 2019 Infrastructure Survey (asset 3261 is 9 years beyond its expected useful life).
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 167,000	Multiple Buildings (250A) - Replace digital HVAC control panels that are at the end of their useful life and no longer supported by the vendor. (2019 FCS - Deficiency F03)
TBD	057	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 167,000	Building T (250-T; UFI A09961) - Resurface and repair the roofing to extend its useful life. (2019 FCS - Deficiency R02)
TBD	057	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 119,000	Building U (250-U; UFI A00708) - Resurface and repair the roofing to extend its useful life. (2019 FCS - Deficiency R03)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 75,000	Multiple Buildings (250A) - Replace the windows in buildings C, M and K that have failed. (2019 FCS - Deficiency F01)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 60,000	Site (250A) - Repair failing sections of fire and emergency access lanes. (2019 FCS - Deficiency S04)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 60,000	Site (250A) - Repair or replace failed portions of sidewalks. (2019 FCS - Deficiency S03)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 45,000	Site (250A) - Repair and stabilize the failing embankment on the south side of the lower parking lot. (2019 FCS - Deficiency S02)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 30,000	Marine Drive Annex (250-Mda; UFI A05710) - Tuck-point, clean and seal the exterior masonry to create a water-tight envelope. (2019 FCS - Deficiency F04)
Bellingham Total					\$ 597,000	\$ 216,000	\$ 2,271,000	
Big Bend								
P328	057	A09	40000112	Minor Program	\$ 350,000	\$ -	\$ -	Big Bend Community College - Renovation of Science Laboratories (Multiple) (BI2123 reapprop est)
P235	060	A13	40000169	Minor Facility Repairs	\$ -	\$ 34,422	\$ -	Comp Science (180-150; UFI A06737) - Repair or replace the stucco that has developed cracks (FCS F03) (BI1921 postponed)
P034	060	A16	40000258	Minor Preservation (URF)	\$ -	\$ 15,760	\$ -	Big Bend Community College URF (BI1921 postponed)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 807,000	Prog - Electrical & Safety Improvements(UFI: A07808) Main Campus (180)
TBD	057	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 690,000	Allied Health (180-170; UFI A08441) - Replace the failing roofing. (2019 FCS - Deficiency R01)
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 461,000	Big Bend Community College URF
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 437,200	Preventive Facility Maintenance and Building System Repairs
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 236,000	Allied Health (180-170; UFI A08441) - Replace the obsolete boilers with degraded controls and tubes. (2019 FCS - Deficiency F05)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 119,000	Multiple Buildings (180A) - Replace the failing windows in buildings 1700, 3000, 1500 & 1000. (2019 FCS - Deficiency F01)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 111,000	Comp Science (180-150; UFI A06737) - Replace the failing concrete entrance canopy. (2019 FCS - Deficiency F04)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 78,000	Site (180A) - Repair the failed sections of fire lanes in several locations on campus. (2019 FCS - Deficiency S02)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 67,000	Allied Health (180-170; UFI A08441) - Repair the concrete canopies to ensure that they remain structurally intact. (2019 FCS - Deficiency F06)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 53,000	Site (180A) - Repair or replace heaving or broken sections of sidewalks. (2019 FCS - Deficiency S01)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 39,000	Pe/Comm Activity Center (180-200; UFI A03569) - Replace the failing heaters located near the entry foyer. (2019 FCS - Deficiency F03)
TBD	147	R10	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ -	Prog - (local portion) Electrical & Safety Improvements(UFI: A07808) Main Campus (180)
Big Bend Total					\$ 350,000	\$ 28,211,000	\$ 3,098,200	

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SBCTC Proj#	Fund	Approp	OFM Proj#	List	Reap Est	Postponed	New Approp	Description
Cascadia								
P035	060	A16	40000258	Minor Preservation (URF)	\$ -	\$ 18,228	\$ -	Cascadia College URF (BI1921 postponed)
TBD	057	TBD	40000222	Major Design	\$ -	\$ -	\$ 3,077,666	CCS Gateway bldg (Design)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 502,000	Prog - Office and Classroom Space Renovation (UFI: A08343)
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 313,800	Preventive Facility Maintenance and Building System Repairs
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 192,000	Cascadia College URF
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 151,000	Site (300A) - Repair the elevated pedestrian bridge near the library where there is no reinforcing steel in the concrete deck. The cost of this work must be split 50/50 with the University of Washington since this is a shared asset. (2019 FCS - Deficiency S01)
TBD	057	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 31,000	Bothell Phys Plant (300-4016; UFI A01138) - Repair the leaking roofing near the parapet walls. (2019 FCS - Deficiency R02)
Cascadia Total					\$ -	\$ 18,228	\$ 4,267,466	
Centralia								
P318	057	A09	40000112	Minor Program	\$ 50,000	\$ -	\$ -	Centralia College - Campus Retrofitting and Repurposing (Library (121-LIB) (BI2123 reapprop est)
P354	057	A15	40000173	Minor Site Repairs	\$ 20,000	\$ -	\$ -	Site (121A) - Replace one of the medium voltage electrical distribution switches that is no longer code compliant (FCS S02) (BI2123 reapprop est)
P199	060	A13	40000169	Minor Facility Repairs	\$ 10,000	\$ -	\$ -	Education Complex (lbrp) (121-EDC; UFI A08675) - Replace six of the HVAC control boards that are at the end of their useful life and no longer supported by the vendor (FCS F07) (BI2123 reapprop est)
NEW	060	A13	40000169	Minor Facility Repairs	\$ -	\$ 39,114	\$ -	Education Complex (lbrp) (121-EDC; UFI A08675) - Replace six of the HVAC control boards that are at the end of their useful life and no longer supported by the vendor (FCS F07) (BI1921 postponed P199)
TBD	057	TBD	40000109	Major Design	\$ -	\$ -	\$ 2,262,002	Teacher Education & Family Dev (Design)
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 348,000	Preventive Facility Maintenance and Building System Repairs
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 346,000	Centralia College URF
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 266,000	Technology Center (121-Tec; UFI A06178) - Replace the failed siding on the west, north and south sides of the building envelope. (2019 FCS - Deficiency F08)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 249,000	Prog - Walnut Street Storage Compound (UFI: Multiple) Main Campus (121)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 200,000	Prog - Electrical Infrastructure Changes and Lighting Upgrades (UFI: Multiple) Main Campus (121)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 170,000	Prog - Campus ADA Access and Door Upgrades (UFI: Multiple) Main Campus (121)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 148,000	Multiple Buildings (121A) - Replace six heat pumps in the worst condition serving the CDC, LAX, Technology and Hansen buildings. (2019 FCS - Deficiency F05)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 132,000	Infra - Replace multiple Transformer 3 Phases located on the Centralia College Main Campus (121A). These components have exceeded their useful life and are the most likely to fail and disrupt campus operations. The Transformer 3 Phase locations and other details are fully described in the agency's 2019 Infrastructure Survey (assets 111 & 117 are 13 years beyond their expected useful life).
TBD	057	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 107,000	Centralia College East (121-Coe; UFI A00829) - Replace the failing roofing. (2019 FCS - Deficiency R01)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 74,000	Infra - Replace multiple Primary switchgears located on the Centralia College Main Campus (121A). These components have exceeded their useful life and are the most likely to fail and disrupt campus operations. The Primary switchgear locations and other details are fully described in the agency's 2019 Infrastructure Survey (assets 118 & 119 are 10 years beyond their expected useful life).
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 67,000	Washington Hall (121-Wah; UFI A08675) - Replace the failing vitacalic pipe joint fittings. (2019 FCS - Deficiency F03)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 60,000	Kirk Library (121-Lib; UFI A07720) - Replace failed components and recondition the failing HVAC unit to extend its useful life. (2019 FCS - Deficiency F02)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 60,000	Site (121A) - Replace the sidewalks and curbs damaged because of tree root growth. (2019 FCS - Deficiency S01)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 53,000	Prog - Library Space Renovations (UFI: A07720) Main Campus (121)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 51,000	Kirk Library (121-Lib; UFI A07720) - Replace the failing electrical panels with arcing contactors. (2019 FCS - Deficiency F04)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 44,000	Multiple Buildings (121A) - Replace the failed windows in the CDC and WAH buildings. (2019 FCS - Deficiency F06)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 36,000	Washington Hall (121-Wah; UFI A08675) - Replace the failed toilet anchors and toilets. Repair the degraded walls to support the new toilets. (2019 FCS - Deficiency F07)
Centralia Total					\$ 80,000	\$ 39,114	\$ 4,673,002	

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SBCTC Proj#	Fund	Approp	OFM Proj#	List	Resp Est	Postponed	New Approp	Description
Clark								
N266	057	U95	30000135	Major Design	\$ 5,287,000	\$ -	\$ -	North County Satellite (Design) (BI2123 reappropriated)
P321	057	A09	40000112	Minor Program	\$ 450,000	\$ -	\$ -	Clark College - Guided Pathways Program Space Improvements (Multiple) (BI2123 reappropriated)
P322	057	A09	40000112	Minor Program	\$ 411,371	\$ -	\$ -	Clark College - Classroom and faculty area improvements (BI2123 reappropriated)
P209	060	A13	40000169	Minor Facility Repairs	\$ -	\$ 294,000	\$ -	Haag Parent Education (140-PAR; UFI A03762) - Replace three air handler units (FCS F13) (BI1921 postponed)
P093	060	A14	40000171	Minor Roof Repairs	\$ -	\$ 48,000	\$ -	Greenhouse (140-Grh; UFI A05797) - Replace the failed roofing (FCS R03) (BI1921 postponed)
TBD	057	TBD	30000135	Major Build	\$ -	\$ -	\$ 52,936,876	North County Satellite (Construction)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 1,299,000	Prog - Student Support Space Modernization(UFI: Multiple) Main Campus (140)
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 974,000	Clark College URF
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 929,000	Preventive Facility Maintenance and Building System Repairs
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 369,000	Multiple Buildings (140A) - Replace ten of the fire alarm control panels and associated sensors in multiple buildings that are in the worst condition and are no longer supported by the equipment vendor. (2019 FCS - Deficiency F10)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 319,000	Multiple Buildings (140A) - Replace half of the obsolete pneumatic HVAC controls in the facility, Gaiser Hall, Central Mechanical, Science, Library and Diesel buildings. Removed components should be retained as spare parts for the remaining systems. (2019 FCS - Deficiency F01)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 112,000	Multiple Buildings (140A) - Replace the failing HVAC system damper actuators in multiple buildings. (2019 FCS - Deficiency F06)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 101,000	Multiple Buildings (140A) - Replace the failed plumbing isolation valves in the Bauer, Library, Gaiser and Scarpelli buildings. (2019 FCS - Deficiency F03)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 60,000	Site (140A) - Replace cracked and heaved sidewalks near Pechanic Hall, Baird and and Bauer Hall buildings. (2019 FCS - Deficiency S01)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 42,000	Greenhouse (140-Grh; UFI A05797) - Replace the degraded air handling units and associated heating and cooling components. (2019 FCS - Deficiency F05)
Clark Total					\$ 6,148,371	\$ 342,000	\$ 57,141,876	
Clover Park								
P287	060	A13	40000169	Minor Facility Repairs	\$ 58,000	\$ -	\$ -	Multiple Buildings (290A) - Repair the building envelope exterior insulation and finish system as well as the deteriorated sections of stucco (FCS F02) (BI2123 reappropriated)
P517	060	A13	40000169	Minor Facility Repairs	\$ -	\$ 45,000	\$ -	Repair the HVAC equipment by replacing the unreliable major components that require high levels of maintenance. (Main Campus (290A); Administration (290-17) - UFI A08982) (BI1921 postponed)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 1,365,000	Infra - Replace a Potable Water Line located on the Clover Park T. C. Main Campus (290A). This component has exceeded its useful life and is the most likely to fail and disrupt campus operations. The Potable Water Line location and other details are fully described in the agency's 2019 Infrastructure Survey (asset 1230) is 5 years beyond its expected useful life.
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 838,000	Prog - Building 17 HVAC ductwork, controls and air handler replacement(UFI: A09048) Main Campus(290)
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 766,600	Preventive Facility Maintenance and Building System Repairs
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 510,000	Clover Park Technical College URF
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 424,000	Communications (290-11; UFI A03622) - Replace the failing boilers. (2019 FCS - Deficiency F01)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 387,000	Machine Trades (290-25; UFI A01268) - Replace the degraded boilers and provide water treatment to avoid premature failure of the new boilers. (2019 FCS - Deficiency F02)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 359,000	South Hill Campus (290-SHC; UFI A09957) - Replace the obsolete HVAC controls that are no longer supported by the equipment vendor. (2019 FCS - Deficiency F04)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 299,000	Personal Care Services (290-8; UFI A08189) - Replace the failing heat pumps. (2019 FCS - Deficiency F07)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 240,000	Technology (290-16; UFI A09483) - Replace one third of the failing heat pumps that are in the worst condition. (2019 FCS - Deficiency F06)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 225,000	Dental/Nw cths/Labs/Classrooms (290-14; UFI A00602) - Replace the failed ceiling tiles and warped ceiling grid. (2019 FCS - Deficiency F09)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 180,000	Technology (290-16; UFI A09483) - Replace the failing HVAC controls that are no longer supported by the equipment vendor. (2019 FCS - Deficiency F05)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 150,000	South Hill Campus (290-SHC; UFI A09957) - Replace the failing boilers. (2019 FCS - Deficiency F03)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 61,000	Machine Trades (290-25; UFI A01268) - Replace the failing black iron hydronic pipe that serves the HVAC coils. (2019 FCS - Deficiency F08)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 31,000	Resource Center (290-15; UFI A08250) - Replace the obsolete boiler with an appropriately sized unit that will serve the bathroom. (2019 FCS - Deficiency F10)
Clover Park Total					\$ 58,000	\$ 45,000	\$ 5,835,600	

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SBCTC Proj#	Fund	Approp	OFM Proj#	List	Reap Est	Postponed	New Approp	Description
Columbia Basin								
P104	060	A14	40000171	Minor Roof Repairs	\$ -	\$ 189,000	\$ -	Administration Building (190-00A; UFI A09316) - Replace the failed gutters and repair the flashing to create a water-tight system (FCS R01) (B11921 postponed)
P103	060	A14	40000171	Minor Roof Repairs	\$ -	\$ 105,000	\$ -	Multiple Buildings (190A) - Repair sections of the degraded single-ply roofs by re-coating portions of the Main Gym, Thornton, Performing Arts, HUB and Library roofs (FCS R04) (B11921 postponed)
P102	060	A14	40000171	Minor Roof Repairs	\$ -	\$ 53,000	\$ -	Gym (190-00G; UFI A00666) - Repair the damaged portions of the fascia stucco and replace the damaged flashing (FCS R02) (B11921 postponed)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 816,000	Prog - T-Building Science Wing Renovation(UFI-A00601) Main Campus (190)
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 798,000	Preventive Facility Maintenance and Building System Repairs
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 788,000	Columbia Basin College URF
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 736,000	Utilities Building (190-00U; UFI A00266) - Repair or replace the leaking and degraded cooling tower. (2019 FCS - Deficiency F01)
TBD	057	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 645,000	Library Building (190-00L; UFI A07081) - Repair and recondition the roofing to extend its useful life. (2019 FCS - Deficiency R01)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 392,000	Infra - Replace a Potable Water Line located on the Columbia Basin College Main Campus (190A). This component has exceeded its useful life and is the most likely to fail and disrupt campus operations. The Potable Water Line location and other details are fully described in the agency's 2019 Infrastructure Survey (asset 3495 is 3 years beyond its expected useful life).
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 287,000	Prog - Limited Library Retrofit (UFI A07081) Main Campus (190)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 223,000	Library Building (190-00L; UFI A07081) - Replace the failing HVAC unit heat exchanger and incorporate a water filtration system to protect the system from corrosion and premature failure. (2019 FCS - Deficiency F03)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 223,000	Library Building (190-00L; UFI A07081) - Replace the failing lighting controls. (2019 FCS - Deficiency F02)
TBD	057	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 198,000	Hawk Union Building (190-00H; UFI A08496) - Repair and recondition the roofing to extend its useful life. (2019 FCS - Deficiency R02)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 133,000	Infra - Replace a Cooling tower located on the Columbia Basin College Main Campus (190A). This component has exceeded its useful life and is the most likely to fail and disrupt campus operations. The Cooling tower location and other details are fully described in the agency's 2019 Infrastructure Survey (asset 3501 is 12 years beyond its expected useful life).
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 112,000	Utilities Building (190-00U; UFI A00266) - Recondition the degraded chiller to extend its useful life by replacing failing components. (2019 FCS - Deficiency F05)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 75,000	Storage Building (190-00Z; UFI A02732) - Replace the rotten siding. (2019 FCS - Deficiency F04)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 45,000	Site (190A) - Replace the failing timber retaining walls near the Arts building. (2019 FCS - Deficiency S02)
Columbia Basin Total					\$ -	\$ 347,000	\$ 5,471,000	
Edmonds								
P040	060	A16	40000258	Minor Preservation (URF)	\$ -	\$ 87,439	\$ -	Edmonds Community College URF (B11921 postponed)
TBD	057	TBD	40000114	Major Design	\$ -	\$ -	\$ 3,636,913	Triton Learning Commons (Design)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 1,098,000	Prog - Accessibility Improvements to Building Entries and Restrooms(UFI: Multiple) Main Campus (230)
TBD	057	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 1,077,000	Cedar Building (230-Cdr; UFI A10031) - Recondition, repair or replace sections of the failing roofing. (2019 FCS - Deficiency R02)
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 1,042,800	Preventive Facility Maintenance and Building System Repairs
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 780,000	Edmonds Community College URF
TBD	057	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 506,000	Woodway Hall (230-Wwy; UFI A01301) - Recondition and repair the roofing to extend its useful life. (2019 FCS - Deficiency R01)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 338,000	Gateway Hall (230-Gwy; UFI A10107) - Replace the failing elevator controls and refurbish the associated systems. (2019 FCS - Deficiency F01)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 300,000	Utility (230-UTY; UFI A04725) - Recondition the chiller to extend its useful life. (2019 FCS - Deficiency F08)
TBD	057	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 190,000	Meadowdale Hall (230-Mdl; UFI A06716) - Recondition and repair the roofing to extend its useful life. (2019 FCS - Deficiency R03)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 128,000	Woodway Hall (230-Wwy; UFI A01301) - Recondition and repair the roofing to extend its useful life. (2019 FCS - Deficiency R01)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 88,000	Alderwood Hall (230-ALD; UFI A05756) - Replace the leaking HVAC hoses and degraded hydronic valves. (2019 FCS - Deficiency F04)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 80,000	Utility (230-UTY; UFI A04725) - Replace the failed main water line gate valves. (2019 FCS - Deficiency F05)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 77,000	Utility (230-UTY; UFI A04725) - Replace the failed drainage system in the lower section of the building to direct water away from equipment. This repair was not identified or highly ranked in the Facility Condition Survey, but is a high priority for the college.
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 53,000	Alderwood Hall (230-ALD; UFI A05756) - Replace the failed portion of the sewer line near the main corridor. (2019 FCS - Deficiency F07)
Edmonds Total					\$ -	\$ 87,439	\$ 9,394,713	

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SBCTC Proj#	Fund	Approp	OFM Proj#	List	Reap Est	Postponed	New Approp	Description
Everett								
N431	057	U90	30000136	Major Design	\$ 1,270,472	\$ -	\$ -	Learning Resource Center (Design) (BI 2123 reappropriated)
P507	057	A21	40000190	Major Design	\$ 212,000	\$ -	\$ -	Baker Hall Replacement - Pre-design (BI 2123 reappropriated)
P075	060	A14	40000171	Minor Roof Repairs	\$ -	\$ 72,518	\$ -	Advanced Manufacturing And Training Center (050-AMT; UFI A21057) - Repair roofing (FCS R03) (B11921 postponed)
TBD	057	TBD	30000136	Major Build	\$ -	\$ -	\$ 47,840,331	Learning Resource Center (Construction)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 1,149,000	Prog - Parks Center for Disability Services (CDS) Modernization/Parks HVAC Improvements(UFI: A00051) Main Campus (050)
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 832,000	Everett Community College URF
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 692,600	Preventive Facility Maintenance and Building System Repairs
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 336,000	Parks/Terrey (050-LSC; UFI A00051) - Replace the failing pneumatic HVAC controls that are no longer supported by the equipment vendor. (2019 FCS - Deficiency F01)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 247,000	Parks/Terrey (050-LSC; UFI A00051) - Replace the obsolete boiler with the failed heat exchanger and burner assembly. (2019 FCS - Deficiency F08)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 239,000	Shuksan (050-ITC; UFI A10553) - Replace the failing chiller. (2019 FCS - Deficiency F03)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 76,000	Nippon Business Institute (050-AX2; UFI A10288) - Replace the failing roofing. (2019 FCS - Deficiency R01)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 64,000	Nippon Business Institute (050-AX2; UFI A10288) - Replace the failing furnace. (2019 FCS - Deficiency F07)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 38,000	Parks/Terrey (050-LSC; UFI A00051) - Replace the failed windows. (2019 FCS - Deficiency F06)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 36,000	Infra - Replace a Primary switchgear located on the Everett C. C. Main Campus (050A). This component has exceeded its useful life and is the most likely to fail and disrupt campus operations. The Primary switchgear location and other details are fully described in the agency's 2019 Infrastructure Survey (asset 2275 is 22 years beyond its expected useful life).
Everett Total					\$ 1,482,472	\$ 72,518	\$ 51,549,931	

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draft 2021-23 SBCTC Capital Allocation Schedule June 1, 2021

SBCTC Proj#	Fund	Approp	OFM Proj#	List	Reap Est	Postponed	New Approp	Description
Grays Harbor								
N430	057	U88	30000127	Major Design	\$ 2,188,283	\$ -	\$ -	Student Services and Instruction Bldg (Design) (BI2123 reapprop estimate)
P451	057	A09	40000112	Minor Program	\$ 50,000	\$ -	\$ -	Enclose east end welding shop (Main Campus (020A); Auto/Weld Technology (020-1900) - UFI A05796) (BI2123 reapprop est)
P070	060	A14	40000171	Minor Roof Repairs	\$ -	\$ 31,291	\$ -	Auto/Weld Technology (020-1900; UFI A05800) - Repair and modify the roofing at various penetrations to create a water-tight system (FCS R01) (BI1921 postponed)
TBD	057	TBD	30000127	Major Build	\$ -	\$ -	\$ 43,785,304	Student Services and Instruction Bldg (Construction)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 1,888,000	Infra - Replace multiple Sewer Lines located on the Grays Harbor College Main Campus (020A). These components have exceeded their useful life and are the most likely to fail and disrupt campus operations. The Sewer Line locations and other details are fully described in the agency's 2019 Infrastructure Survey (assets 974, 978, 985, 986, 991 & 995 are 11 years beyond their expected useful life).
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 645,000	Prog - 800 Bldg classroom remodel(UFI: A05609) Main Campus (020)
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 348,200	Preventive Facility Maintenance and Building System Repairs
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 314,000	Grays Harbor College URF
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 120,000	Bishop (020-1600; UFI A05956) - Replace the failing HVAC units. (2019 FCS - Deficiency F10)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 120,000	Site (020A) - Repair the ecology block embankment to ensure soil stability near the adult fish pond. (2019 FCS - Deficiency S01)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 96,000	Physed (020-500; UFI A02269) - Replace the three ton HVAC units. (2019 FCS - Deficiency F01)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 88,000	Lib (020-1500; UFI A09264) - Replace the variable air volume actuators and the 2.5 ton heatpump that has failed. (2019 FCS - Deficiency F03)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 84,000	Site (020A) - Replace the remaining original sections of transite water pipe have failed. (2019 FCS - Deficiency S03)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 75,000	Bishop (020-1600; UFI A05956) - Replace the stage rigging brakes, guides, ropes and pullys to maintain a safe system. Repair other associated equipment as required. (2019 FCS - Deficiency F06)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 67,000	Columbia Education Center (020-2600; UFI A01306) - Replace the three larger failing HVAC units and the smaller unit that has failed completely. (2019 FCS - Deficiency F11)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 45,000	Multiple Buildings (020A) - Replace the failing HVAC controls in the 1900 building. Retain parts to use for repairs in other buildings with similar systems. (2019 FCS - Deficiency F12)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 38,000	Manspeaker Instructional (020-2000; UFI A04686) - Repair the roofing around the scuppers to ensure a water-tight condition. Also repair water damage related to the leaks. (2019 FCS - Deficiency R02)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 36,000	Multiple Buildings (020A) - Repair the leaking sections of masonry and metal panel envelopes that allow water to penetrate into the building. Also repair the water damage related to these leaks. (2019 FCS - Deficiency F07)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 36,000	Physed (020-500; UFI A02269) - Replace the deteriorated light fixtures that are shorting out or having ballast failures. (2019 FCS - Deficiency F05)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 36,000	Manspeaker Instructional (020-2000; UFI A04686) - Replace roof anchors that have degraded and recently failed stress testing. (2019 FCS - Deficiency R01)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 33,000	Voktek (020-700; UFI A09725) - Repair and seal the leaking brick envelope. Also repair water damaged areas. (2019 FCS - Deficiency F02)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 30,000	Riverview Education Ctr (020-2200; UFI A04555) - Replace the failing fire alarm panel that is no longer supported by the equipment vendor. (2019 FCS - Deficiency F09)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 30,000	Site (020A) - Repave the accessible path from the accessible parking to the building to comply with current accessibility standards. (2019 FCS - Deficiency S05)
Grays Harbor Total					\$ 2,238,283	\$ 31,291	\$ 47,914,504	

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SBCTC Proj#	Fund	Approp	OFM Proj#	List	Reap Est	Postponed	New Approp	Description
Green River								
P043	060	A16	40000258	Minor Preservation (URF)	\$ -	\$ 40,887	\$ -	Green River Community College URF (B1921 postponed)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 1,093,000	Prog - CC Building Renovations (UFI: A09404) Child Care Site (100)
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 807,000	Preventive Facility Maintenance and Building System Repairs
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 805,000	Green River Community College URF
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 274,000	Maintenance Center (100-21; UFI A06022) - Replace the failed unit ventilators. (2019 FCS - Deficiency F05)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 180,000	Technology Center (100-45; UFI A05999) - Replace the obsolete lighting controls that are no longer supported by the vendor and retain the spare parts for the other buildings with similar systems. (2019 FCS - Deficiency F03)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 137,000	Student Affairs Bldg (100-16; UFI A01382) - Replace the deteriorated and discolored skylights. (2019 FCS - Deficiency R01)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 128,000	Child Care Center (100-32; UFI A09404) - Replace the failing roofing. (2019 FCS - Deficiency R04)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 121,000	Technology Center (100-45; UFI A05999) - Repair the leaking cooling tower enclosure and replace the failing sump pump to extend the life of the tower. (2019 FCS - Deficiency F02)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 103,000	Occupation Education "B" (100-11; UFI A08202) - Repair and recondition the roofing to extend its useful life. (2019 FCS - Deficiency R02)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 98,000	Maintenance Center (100-21; UFI A06022) - Repair and recondition the roofing to extend its useful life. (2019 FCS - Deficiency R03)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 68,000	Administration (100-20; UFI A07509) - Replace the corroded sections of water line that are restricted and leak. (2019 FCS - Deficiency F04)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 68,000	Physical Education (100-5; UFI A06045) - Repair the failing roofing around the scuppers. Also repair the water damage in these areas. (2019 FCS - Deficiency R05)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 53,000	Student Affairs Bldg (100-16; UFI A01382) - Replace the rotted stair steps and stringers. (2019 FCS - Deficiency F07)
Green River Total					\$ -	\$ 40,887	\$ 3,935,000	
Highline								
N274	057	U85	30000983	Major Design	\$ 778,643	\$ -	\$ -	Health & Life Sciences Construction (B12123 reapprop est)
P311	057	A09	40000112	Minor Program	\$ 300,000	\$ -	\$ -	Highline College - Bldg. 12 - Partial Classroom Renovation (Biology/Science Bldg (090-12)) (B12123 reapprop est)
P180	057	A12	40000169	Minor Facility Repairs	\$ 150,000	\$ -	\$ -	Multipurposea (090-23; UFI A04195) - Repair and refurbish the elevator to ensure that it will reliably function (FCS F01) (B12123 reapprop est)
P044	060	A16	40000258	Minor Preservation (URF)	\$ -	\$ 58,847	\$ -	Highline College URF (B1921 postponed)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 1,052,000	Prog - Bldg. 23 3rd floor improvement(UFI: A04195) Main Campus (090)
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 942,000	Preventive Facility Maintenance and Building System Repairs
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 744,000	Multiple Buildings (090A) - Replace the controls in the worst condition in buildings 2, 7, 17, 23 & 30 that are no longer supported by the vendor. Components that are removed should be retained to repair similar systems on campus. (2019 FCS - Deficiency F01)
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 719,000	Highline College URF
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 374,000	Higher Education Center (090-29; UFI A06060) - Recondition the chiller and cooling tower and provide a water treatment system to avoid future corrosion of the system. (2019 FCS - Deficiency F03)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 329,000	Multiple Buildings (090A) - Replace obsolete fire alarm panels in buildings 5, 11, 15, 18, 23 and 24 that are no longer supported by the vendor. Also replace notifier panels in 10 other buildings are also no longer supported by the vendor. (2019 FCS - Deficiency F02)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 195,000	Multiple Buildings (090A) - Replace the failed concrete joint material that seals windows, tilt-up panels and the platforms. Also repair the concrete platforms that have spawled due to rusting rebar. (2019 FCS - Deficiency F04)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 61,000	Classroom D Bldg (090-22; UFI A00113) - Repair and recondition the roofing to extend its useful life. (2019 FCS - Deficiency R01)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 38,000	Site (090A) - Replace the failing concrete stairs. (2019 FCS - Deficiency S01)
Highline Total					\$ 1,228,643	\$ 58,847	\$ 4,454,000	

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Lake Wa								
P378	057	A07	40000102	Major Design	\$ 2,480,282	\$ -	\$ -	Center for Design (Design) (B12123 reapprop est)
P120	060	A14	40000171	Minor Roof Repairs	\$ -	\$ 79,915	\$ -	East Building (260-EAS; UFI A02059) - Repair and re-surface the worst 30,000 square feet of the deteriorated roofing (FCS R01) (B11921 postponed)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 1,307,000	Infra - Replace multiple Storm Lines located on the Lake Washington I. T. Main Campus (260A). These components have exceeded their useful life and are the most likely to fail and disrupt campus operations. The Storm Line locations and other details are fully described in the agency's 2019 Infrastructure Survey (assets 1851, 1852 & 1853 are 9 years beyond their expected useful life).
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 837,000	Technology Center (260-TEC; UFI A05661) - Repair the water damage on the 1st and 4th floor circulation areas. Enclose and seal the areas to prevent damage from water intrusion. (2019 FCS - Deficiency F07)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 575,000	Prog - Science Lab Expansion(UFI: A09481) Main Campus (260)
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 484,000	Lake Washington Institute of Technology URF
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 423,400	Preventive Facility Maintenance and Building System Repairs
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 395,000	East Building (260-EAS; UFI A02059) - Replace four of the remaining eight obsolete HVAC units. (2019 FCS - Deficiency F04)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 256,000	West Building (260-WES; UFI A09481) - Repair and recondition the oldest portions of the roofing. (2019 FCS - Deficiency R01)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 242,000	Prog - Horticulture Pavement(UFI: A03723) Main Campus (260)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 240,000	Site (260A) - Replace the failing concrete curbing and stair risers associated with the east building pedestrian stairwells on the south side of the building. Ensure that runoff does not create a safety hazard during freezing temperatures. (2019 FCS - Deficiency S02)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 203,000	East Building (260-EAS; UFI A02059) - Replace the failed domestic water control valves. Also repair the failing water supply loop on the northeast side of the building. (2019 FCS - Deficiency F09)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 180,000	East Building (260-EAS; UFI A02059) - Replace the two rooftop kitchen exhaust units and two makeup air mechanical units have become mechanically unreliable. (2019 FCS - Deficiency F03)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 128,000	Site (260A) - Replace two sections of failing storm line and three degraded catch basins located in the fire lane directly south of the East Building Commons. (2019 FCS - Deficiency S01)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 68,000	West Building (260-WES; UFI A09481) - Replace the failing elevator pump and motor. Also repair the hydraulic riser shaft. (2019 FCS - Deficiency F10)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 53,000	Site (260A) - Replace the failing deck structure to ensure that the decking is level. (2019 FCS - Deficiency S03)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 52,000	East Building (260-EAS; UFI A02059) - Replace the failing mechanical units MU2 through MU5. (2019 FCS - Deficiency F02)
Lake Wa Total					\$ 2,480,282	\$ 79,915	\$ 5,443,400	

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SBCTC Proj#	Fund	Approp	OFM Proj#	List	Reap Est	Postponed	New Approp	Description
Lower Columbia								
P088	060	A14	40000171	Minor Roof Repairs	\$ 300,000	\$ -	\$ -	Don Talley Building (130-DTV; UFI A06718) - Replace the failing roofing (FCS R02) (BI2123 reapprop est)
P046	060	A16	40000258	Minor Preservation (URF)	\$ 200,000	\$ -	\$ -	Lower Columbia College URF (BI2123 reapprop est)
P090	060	A14	40000171	Minor Roof Repairs	\$ 75,000	\$ -	\$ -	Home & Family Life Center (130-HF); UFI A06111) - Replace the oldest section of the failing roofing (FCS R03) (BI2123 reapprop est)
P089	060	A14	40000171	Minor Roof Repairs	\$ -	\$ 75,000	\$ -	Vocational (130-Voc; UFI A03581) - Repair sections of failing roofing to extend the useful life of the system (FCS R01) (BI1921 postponed)
TBD	057	TBD	40000106	Major Design	\$ -	\$ -	\$ 3,188,582	Center for Vocational and Transitional Studies (Design)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 833,000	Prog - Library 1st Floor Renovation(UFI: A03674) Main Campus (130)
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 502,000	Preventive Facility Maintenance and Building System Repairs:
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 496,000	Lower Columbia College URF
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 433,000	Infra - Replace a Non Potable Water Line located on the Lower Columbia College Main Campus (130A). This component has exceeded its useful life and is the most likely to fail and disrupt campus operations. The Non Potable Water Line location and other details are fully described in the agency's 2019 Infrastructure Survey (asset 2403 is 3 years beyond its expected useful life).
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 236,000	Alan Thompson Library (130-LIB; UFI A03674) - Replace the failing elevator cab and controls. (2019 FCS - Deficiency F02)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 89,000	Administration (130-Adm; UFI A05230) - Replace the two failing, five ton HVAC units. (2019 FCS - Deficiency F04)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 67,000	Site (130A) - Replace the leaking and degraded fire hydrants. (2019 FCS - Deficiency S01)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 48,000	Don Talley Building (130-DTV; UFI A06718) - Replace the deteriorated accordion wall and locking mechanism. (2019 FCS - Deficiency F03)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 45,000	Administration (130-Adm; UFI A05230) - Repair the stucco wall to stop the water infiltration. Also repair the associated water damage. (2019 FCS - Deficiency F05)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 45,000	Administration (130-Adm; UFI A05230) - Replace the failing translucent skylight over the atrium and an adjacent degraded 4' by 4' skylight. (2019 FCS - Deficiency R02)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 41,000	Rose Center For The Arts (130-Rca; UFI A02802) - Repair the cracked sections of terrazzo tile flooring with radiant heating. (2019 FCS - Deficiency F01)
Lower Columbia Total					\$ 575,000	\$ 75,000	\$ 6,023,582	
North Seattle								
N432	057	U93	30001451	Major Design	\$ 748,329	\$ -	\$ -	Library Building Renovation (Design) (BI2123 reapprop est)
P306	057	A09	40000112	Minor Program	\$ 575,000	\$ -	\$ -	North Seattle College - Improve Campus Signage and Wayfinding (Multiple) (BI2123 reapprop est)
K357	057	K19	30000129	Major	\$ 93,000	\$ -	\$ -	Technology Bldg Renewal (BI2123 reapprop est)
P047	060	A16	40000258	Minor Preservation (URF)	\$ 35,000	\$ -	\$ -	North Seattle College URF (BI2123 reapprop est)
P161	057	A12	40000169	Minor Facility Repairs	\$ 18,526	\$ -	\$ -	Multiple Buildings (063A) - Replace electrical switch gear components, bus boards, transformers and circuit overload equipment in various buildings that has failed or has exceeded the expected useful life of the system (Not in FCS) (BI2123 reapprop est)
P160	057	A12	40000169	Minor Facility Repairs	\$ 5,250	\$ -	\$ -	Multiple Buildings (063A) - Replace six fire suppression system dry valves that are beyond their expected useful life (FCS F04) (BI2123 reapprop est)
P078	060	A14	40000171	Minor Roof Repairs	\$ -	\$ 55,272	\$ -	Arts And Sciences (063-AS; UFI A03803) - Repair the rooftop concrete and roofing near the expansion joints to stop the water infiltration (FCS R03). (BI1921 postponed)
NEW	060	A16	40000258	Minor Preservation (URF)	\$ -	\$ 14,868	\$ -	North Seattle College URF (BI1921 postponed P047)
TBD	057	TBD	30001451	Major Build	\$ -	\$ -	\$ 30,360,680	Library Building Renovation (Construction)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 1,024,000	Prog - Classroom Renovation(UFI: Multiple) Main Campus (063)
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 680,000	North Seattle College URF
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 225,000	Site (063A) - Replace the sections of failing handrails where they have deteriorated and become unsafe. (2019 FCS - Deficiency S04)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 216,000	Instructional Building (063-Ib; UFI A04706) - Replace the degraded fresh air and mixing dampers. (2019 FCS - Deficiency F05)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 121,000	Oce&E (063-Oc; UFI A10701) - Replace the obsolete boiler with a failed heat exchanger and exhaust system. (2019 FCS - Deficiency F06)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 89,000	Infra - Replace a Storm Line located on the North Seattle C. C. Main Campus (063A). This component has exceeded its useful life and is the most likely to fail and disrupt campus operations. The Storm Line location and other details are fully described in the agency's 2019 Infrastructure Survey (asset 1808 is 35 years beyond its expected useful life).
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 68,000	Multiple Buildings (063A) - Replace the sprinkler system dry valves that are in the worst condition. (2019 FCS - Deficiency F07)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 61,000	Instructional Building (063-Ib; UFI A04706) - Replace the failing bathroom exhaust fans. (2019 FCS - Deficiency F01)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 31,000	Chiller Building (063-CB; UFI A08630) - Replace the failed chiller starting transformer. (2019 FCS - Deficiency F04)
North Seattle Total					\$ 1,475,105	\$ 70,140	\$ 32,875,680	

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SBCTC Proj#	Fund	Approp	OFM Proj#	List	Reap Est	Postponed	New Approp	Description
Olympic								
P368	057	A01	30000986	Major Build	\$ 7,625,477	\$ -	\$ -	Shop Renovation Construction (BI2123 reapprop est)
P380	057	A08	40000103	Major Design	\$ 2,544,044	\$ -	\$ -	Innovation & Tech (Design) (BI2123 reapprop est)
N277	057	U97	30000986	Major Design	\$ 769,000	\$ -	\$ -	Shop Renovation Design (BI2123 reapprop est)
P538	057	A12	40000169	Minor Facility Repairs	\$ 649,000	\$ -	\$ -	Repair failing HVAC in the Bremer Student Center, Hazelwood Library, Facilities Services, Science Technology and Humanities and Student Services buildings. (Main Campus (030A); Multiple (030A) - UFI) (BI2123 reapprop est)
P345	057	A15	40000173	Minor Site Repairs	\$ 447,000	\$ -	\$ -	Site (030A) - Replace sections of sewer line that have been damaged by tree root infiltration (FCS S02) (BI2123 reapprop est)
M337	057	T52	30000122	Major	\$ 15,936	\$ -	\$ -	College Instruction Center (BI2123 reapprop est)
P071	060	A14	40000171	Minor Roof Repairs	\$ -	\$ 225,000	\$ -	Hazelwood Library (030-HI; UFI A06195) - Repair the roofing by applying a re-surfacing coating to extend its useful life (FCS R02) (BI1921 postponed)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 905,000	Prog - Campus-Wide Repairs(UFI: Multiple) Main Campus (030)
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 617,800	Preventive Facility Maintenance and Building System Repairs
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 590,000	Olympic College URF
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 297,000	Multiple Buildings (030A) - Replace the obsolete elevator controls to extend the life of the elevator in the Business and Technology buildings. (2019 FCS - Deficiency F03)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 45,000	Bremer Student Center (030-BSC; UFI A08412) - Replace the obsolete kitchen boiler. (2019 FCS - Deficiency F02)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 44,000	Johnson Library Shelton (030-TJL; UFI A03363) - Repair the leaking sections of roofing and provide flashing to ensure a water-tight condition. (2019 FCS - Deficiency R01)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 38,000	Multiple Buildings (030A) - Replace the failing downspouts in the BSC, Business/Tech, and Engineering buildings. Also repair the associated water damage. (2019 FCS - Deficiency R03)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 36,000	Bremer Student Center (030-BSC; UFI A08412) - Replace the deteriorated gutters on the east portion of the building. (2019 FCS - Deficiency R02)
Olympic Total					\$ 12,050,457	\$ 225,000	\$ 2,572,800	

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Peninsula								
P129	057	A12	40000169	Minor Facility Repairs	\$ 75,000	\$ -	\$ -	Theatre/Student Union (010-00; UFI A04882) - Replace the failing walk-in freezer (FCS F09) (BI2123 reapprop est)
P339	057	A15	40000173	Minor Site Repairs	\$ 57,000	\$ -	\$ -	Site (010A) - Repair and reseal the structural joints in the pedestrian bridge to stop the water migration through the joints (FCS S02) (BI2123 reapprop est)
P340	057	A15	40000173	Minor Site Repairs	\$ 44,480	\$ -	\$ -	Site (010A) - Replace the section of concrete storm pipe that has collapsed and a failing catch basin (FCS S03) (BI2123 reapprop est)
P122	057	A12	40000169	Minor Facility Repairs	\$ 37,000	\$ -	\$ -	Auto/Diesel Mechanics (010-00Q; UFI A05205) - Replace the two failing exhaust fans serving the welding booth area (FCS F05) (BI2123 reapprop est)
P123	057	A12	40000169	Minor Facility Repairs	\$ 31,000	\$ -	\$ -	Auto/Diesel Mechanics (010-00Q; UFI A05205) - Replace the large deteriorated exterior doors that provide access to the grinding room (FCS F10) (BI2123 reapprop est)
P124	057	A12	40000169	Minor Facility Repairs	\$ 30,000	\$ -	\$ -	Multiple Buildings (010A) - Replace the failed masonry veneer over doorways and other locations (FCS F08) (BI2123 reapprop est)
P341	057	A15	40000173	Minor Site Repairs	\$ 30,000	\$ -	\$ -	Site (010A) - Replace the damaged catch basins and repair the surrounding areas to ensure that the areas do not continue to settle (FCS S04) (BI2123 reapprop est)
P128	057	A12	40000169	Minor Facility Repairs	\$ 28,886	\$ -	\$ -	Theatre/Student Union (010-00; UFI A04882) - Replace the failing acoustic ceiling tile (FCS F02) (BI2123 reapprop est)
P049	060	A16	40000258	Minor Preservation (URF)	\$ -	\$ 28,431	\$ -	Peninsula College URF (BI1921 postponed)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 583,000	Prog - Programmatic Reconfiguration of Student Services(UFI: A05724) Main Campus (010)
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 328,400	Preventive Facility Maintenance and Building System Repairs
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 302,000	Theatre/Student Union (010-00; UFI A04882) - Replace the failing acoustic ceiling tile that is glued to the drywall ceiling. The glue and the tile must be abated for asbestos. (2019 FCS - Deficiency F08)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 297,000	Multiple Buildings (010A) - Replace the rotting sections of siding on portions of the gym building, J building and Q building. (2019 FCS - Deficiency F04)
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 257,000	Peninsula College URF
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 163,000	Forks Branch Campus (010-0FK; UFI A21034) - Replace the failing siding that will no longer hold a finish. (2019 FCS - Deficiency F03)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 86,000	Infra - Replace multiple Primary switchgears located on the Peninsula College Main Campus (010A). These components have exceeded their useful life and are the most likely to fail and disrupt campus operations. The Primary switchgear locations and other details are fully described in the agency's 2019 Infrastructure Survey (assets 5115 & 5119 are 16 years beyond their expected useful life).
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 63,000	Multiple Buildings (010A) - Replace the obsolete HVAC controls located in multiple buildings (B, C and D) that are no longer supported by the equipment vendor. (2019 FCS - Deficiency F02)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 60,000	Main/Ship-Rec/Storage (010-00T; UFI A00467) - Replace the failing overhead doors. (2019 FCS - Deficiency F06)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 60,000	Theatre/Student Union (010-00; UFI A04882) - Replace the mechanically unreliable walk-in cooler with warped panels. (2019 FCS - Deficiency F07)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 60,000	Site (010C) - Repair the parking drainage system to maintain all water on site without flooding. (2019 FCS - Deficiency S03)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 56,000	Site (010A) - Replace several sunken catch basins and repair the connecting pipes and surrounding parking areas. (2019 FCS - Deficiency S01)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 45,000	Site (010A) - Repair or replace the stacked concrete retaining walls to stabilize the embankments. (2019 FCS - Deficiency S04)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 30,000	Site (010A) - Replace the failing sidewalks near the Theater/Student Union, Welding and Gym buildings. (2019 FCS - Deficiency S02)
Peninsula Total					\$ 333,366	\$ 28,431	\$ 2,390,400	

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SBCTC Proj#	Fund	Approp	OFM Proj#	List	Reap Est	Postponed	New Approp	Description
Pierce								
P370	057	A02	30000987	Major Build	\$ 30,472,994	\$ -	\$ -	FS - Pierce Cascade Bldg Ph 3 Construction (BI2123 reapprop est)
P386	057	A17	40000298	Major Design	\$ 3,054,901	\$ -	\$ -	PY - Pierce STEM building (Design) (BI2123 reapprop est)
P198	057	A12	40000169	Minor Facility Repairs	\$ 744,000	\$ -	\$ -	FS-Olympic South Bldg (111-S2; UFI A03250) Replace exterior cladding on south wall and repair water damage (FCS F03) (BI2123 reapprop est)
P314	057	A09	40000112	Minor Program	\$ 721,000	\$ -	\$ -	FS-Pierce College Fort Steilacoom - Modernize Olympic Bldg (111-S8) (BI2123 reapprop est)
N278	057	U98	30000987	Major Design	\$ 567,000	\$ -	\$ -	FS - Cascade Bldg Renovation Ph 3 Design (BI2123 reapprop est)
P315	057	A09	40000112	Minor Program	\$ 200,000	\$ -	\$ -	PY-Pierce College Puyallup - Modernize Gaspard Administration Building (Gaspard Admin. Bldg (112-PC1) (BI2123 reapprop est)
P050	060	A16	40000258	Minor Preservation (URF)	\$ -	\$ 107,136	\$ -	FS - Pierce College Fort Steilacoom URF (BI1921 postponed)
P051	060	A16	40000258	Minor Preservation (URF)	\$ -	\$ 8,653	\$ -	PY - Pierce College Puyallup URF (BI1921 postponed)
TBD	057	TBD	40000293	Major Build	\$ -	\$ -	\$ 38,405,298	PY - STEM building (Construction)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 1,485,000	FS - Prog Cascade Floor 1 Remodel(UFI: A08348) Main Campus (111)
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 698,600	Dist-Preventive Facility Maintenance and Building System Repairs
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 670,000	FS-Cascade Bldg (111-S1; UFI A08348) - Repair the failing portions of the stucco walls. (2019 FCS - Deficiency F05)
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 553,000	FS - Pierce College Fort Steilacoom URF
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 292,000	PY - Pierce College Puyallup URF
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 270,000	FS-Cascade Bldg (111-S1; UFI A08348) - Replace the chiller that is in the worst condition. (2019 FCS - Deficiency F04)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 207,000	FS-Cascade Bldg (111-S1; UFI A08348) - Repair the hydronic heat multi-zone unit and the 20 ton DX cooling units to extend their useful life. (2019 FCS - Deficiency F01)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 150,000	PY-Gaspard Admin. Bldg (112-PC1; UFI A03274) - Replace the obsolete fire control panel and associated components. (2019 FCS - Deficiency F03)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 121,000	FS-Cascade Bldg (111-S1; UFI A08348) - Repair the two gas fired HVAC units (RTU3 & RTU4) and the 18 ton DX cooling unit to extend their useful life. (2019 FCS - Deficiency F02)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 106,000	FS-Rainier Building (111-S9; UFI A01570) - Replace the degraded exterior operable blinds that have failed. (2019 FCS - Deficiency F07)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 97,000	FS - Site (111A) - Replace the sections of sidewalks that have been damaged by tree roots. (2019 FCS - Deficiency S01)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 70,000	FS - Infra Replace a Potable Water Meter located on the Pierce College Ft. Steilacoom Campus (111A). This component has exceeded its useful life and is the most likely to fail and disrupt campus operations. The Potable Water Meter location and other details are fully described in the agency's 2019 Infrastructure Survey (asset 1085 is 30 years beyond its expected useful life).
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 46,000	FS-Health Education Cntr (111-S3; UFI A03199) - Replace the interruptible power system that is no longer supported by the equipment vendor. (2019 FCS - Deficiency F03)
Pierce Total					\$ 35,759,895	\$ 115,789	\$ 43,170,898	

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SBCTC Proj#	Fund	Approp	OFM Proj#	List	Reap Est	Postponed	New Approp	Description
Renton								
P052	060	A16	40000258	Minor Preservation (URF)	\$ -	\$ 50,805	\$ -	Renton Technical College URF (BI1921 postponed)
TBD	057	TBD	40000204	Major Design	\$ -	\$ -	\$ 3,973,152	Health Sciences Center (Design)
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 647,800	Preventive Facility Maintenance and Building System Repairs
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 600,000	Prog - Multicultural Center Renovation(UFI: A01938) Main Campus (270)
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 518,000	Renton Technical College URF
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 409,000	Infra - Replace multiple Storm Lines located on the Renton T. C. Main Campus (270A). These components have exceeded their useful life and are the most likely to fail and disrupt campus operations. The Storm Line locations and other details are fully described in the agency's 2019 Infrastructure Survey (assets 1498, 1500 & 1507 are 28 years beyond their expected useful life).
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 338,000	Site (270A) - Recondition the degraded 95 ton chiller to extend its useful life. (2019 FCS - Deficiency S01)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 300,000	Basic Studies Center (270-D; UFI A05049) - Recondition the rooftop multizone HVAC units, air dampers and controls to extend the useful life of the system. (2019 FCS - Deficiency F04)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 225,000	Allied Health (270-B; UFI A00284) - Replace the obsolete boiler serving the hydronic system in Building B. (2019 FCS - Deficiency F02)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 195,000	Campus Center (270-I; UFI A04253) - Replace four of the oldest air handlers that are in the worst condition. (2019 FCS - Deficiency F09)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 151,000	Courthouse Annex (270-O; UFI A01369) - Recondition the deteriorated roofing to extend its useful life and replace the failing parapet flashing (2019 FCS - Deficiency R01)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 132,000	Prog - Campus Irrigation System Repairs(UFI: Multiple) Main Campus (270)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 120,000	Prog - Campus Center Cafeteria Sound System Upgrades(UFI: A04253) Main Campus (270)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 91,000	Allied Health (270-B; UFI A00284) - Repair the failing floor structure and replace the flooring to provide a flat, cleanable surface. (2019 FCS - Deficiency F06)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 91,000	Chuck Demoss Building (270-J; UFI A05747) - Repair the failing exterior stucco in the breezeway at Buildings H and J. Also repair the failing Building L exterior stucco. (2019 FCS - Deficiency F08)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 53,000	Multiple Buildings (270A) - Replace the unreliable and leaking water heaters in Buildings J, D, O and A. (2019 FCS - Deficiency F01)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 53,000	Technology Resource Cntr (270-C; UFI A05103) - Replace the failed glazing units. (2019 FCS - Deficiency F07)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 31,000	Site (270A) - Replace the failed pedestrian access lighting controls. (2019 FCS - Deficiency S02)
Renton Total					\$ -	\$ 50,805	\$ 7,927,952	
Seattle College District								
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 2,645,200	Preventive Facility Maintenance and Building System Repairs
Seattle College District Total					\$ -	\$ -	\$ 2,645,200	
Seattle Central								
P053	060	A16	40000258	Minor Preservation (URF)	\$ -	\$ 91,495	\$ -	Seattle Central College URF (BI1921 postponed)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 1,479,000	Prog - Site Accessibility Safety / All Gender Restrooms(UFI: A02501) Main Campus (062)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 1,188,000	Broadway/Edison (062-BE; UFI A02501) - Recondition the degraded elevators 1 and 2 cars and equipment to extend their useful life. (2019 FCS - Deficiency F01)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 1,145,000	Broadway/Edison (062-BE; UFI A02501) - Recondition the lower section of degraded roofing over phase two of the building to extend its useful life. (2019 FCS - Deficiency R01)
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 1,122,000	Seattle Central College URF
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 151,000	Broadway/Edison (062-BE; UFI A02501) - Recondition the degraded phase 1 cooling tower to extend its useful life. (2019 FCS - Deficiency F06)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 91,000	Site (062A) - Replace the sections of sidewalks that have been damaged by tree roots adjacent to the BE building. (2019 FCS - Deficiency S01)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 85,000	Bookstore (062-BE; UFI A01833) - Recondition the deteriorated roofing to extend its useful life. (2019 FCS - Deficiency R02)
Seattle Central Total					\$ -	\$ 91,495	\$ 5,261,000	

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SBCTC Proj#	Fund	Approp	OFM Proj#	List	Reap Est	Postponed	New Approp	Description
Shoreline								
N281	057	U81	30000990	Major Design	\$ 106,000	\$ -	\$ -	Allied Health, Science and Mfg (Design) (BI2123 reapprop est)
P080	060	A14	40000171	Minor Roof Repairs	\$ -	\$ 55,112	\$ -	Foss (070-50; UFI A06886) - Replace the falling asbestos composite roof tiles and repair the water-damaged roof edge (FCS R01) (BI1921 postponed)
TBD	057	TBD	30000990	Major Build	\$ -	\$ -	\$ 43,611,345	Allied Health, Science and Mfg (Construction)
TBD	057	TBD	40000214	Major Design	\$ -	\$ -	\$ 3,021,587	STEAM Education Center (Design)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 939,000	Foss (070-50; UFI A06886) - Replace the falling roofing (FCS R03)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 901,000	Prog - Classroom Improvements(UFI: Multiple) Main Campus (070)
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 796,400	Preventive Facility Maintenance and Building System Repairs
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 579,000	Shoreline Community College URF
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 300,000	Multiple Buildings (070A) - Replace the falling Fan Powered Units, Variable air valve in-duct fans, thermostic control valves, hydronic balancing valves and HVAC small motors in buildings 9000, 4000, 2000, 1400 & 2300. (2019 FCS - Deficiency F02)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 180,000	Vocational Arts Facility (070-20; UFI A03730) - Repair and recondition the roofing near the parapet walls and mechanical curbs to extend its useful life (FCS R01)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 151,000	Multiple Buildings (070A) - Repair the falling roofing on building 2100 and near the mechanical units on building 2900 to extend their useful life (FCS R02)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 73,000	Site (070A) - Replace the failed sections of the pedestrian access path to comply with ADA standards (FCS S01)
Shoreline Total					\$ 106,000	\$ 55,112	\$ 50,492,332	
Skagit Valley								
P055	060	A16	40000258	Minor Preservation (URF)	\$ 320,000	\$ -	\$ -	Skagit Valley College URF (BI 2123 reapprop est)
P148	057	A12	40000169	Minor Facility Repairs	\$ 210,000	\$ -	\$ -	Multiple Buildings (040A) - Replace unreliable HVAC controls in the Roberts and Library buildings and retain working components to be used to extend the life of other buildings that use the same system (FCS F02) (BI2123 reapprop est)
P151	057	A12	40000169	Minor Facility Repairs	\$ 110,000	\$ -	\$ -	Ford Hall (040-54; UFI A05075) - Replace pneumatic controls with DDC (FCS F01) (BI2123 reapprop est)
P346	057	A15	40000173	Minor Site Repairs	\$ 100,000	\$ -	\$ -	Site (040A) - Re-set or replace the falling pedestrian path pavers (FCS S01) (BI2123 reapprop est)
P301	057	A09	40000112	Minor Program	\$ 40,000	\$ -	\$ -	Skagit Valley College - Cybersecurity upgrades (Multiple) (BI2123 reapprop est)
P300	057	A09	40000112	Minor Program	\$ 30,000	\$ -	\$ -	Skagit Valley College - Classroom remodels for technology upgrades (Multiple) (BI 2123 reapprop est)
P074	060	A14	40000171	Minor Roof Repairs	\$ -	\$ 105,059	\$ -	Whidbey Old Main (040-11; UFI A06127) - Apply elastomeric coating to roof, repair damaged interiors (FCS R01); (BI1921 postponed)
TBD	057	TBD	40000110	Major Design	\$ -	\$ -	\$ 2,244,555	Library/Culinary Arts Bldg (Design)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 886,000	Prog - Fire Station Modular Buildings Replacement(UFI: Multiple) Main Campus (040)
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 691,000	Preventive Facility Maintenance and Building System Repairs
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 559,000	Skagit Valley College URF
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 326,000	Multiple Buildings (040A) - Replace the obsolete and unsupported fire alarm panels in Ford Hall, Diesel shop, ECEAP, Hayes, CFLC and Boiler House. (2019 FCS - Deficiency F01)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 239,000	Site (040A) - Repair and recondition the deteriorated sections of the utilidor to maintain the structural integrity of the system. (FCS S01)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 198,000	Infra - Replace a Retention pond located on the Skagit Valley College Main Campus (040A). This component has exceeded its useful life and is the most likely to fail and disrupt campus operations. The Retention pond location and other details are fully described in the agency's 2019 Infrastructure Survey (asset 4947 is 9 years beyond its expected useful life).
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 179,000	Ford Hall (040-54; UFI A05075) - Replace the unreliable and degraded rooftop chiller. (2019 FCS - Deficiency F04)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 174,000	Norwood Cole Library (040-70; UFI A05680) - Replace the falling chiller and controls. (2019 FCS - Deficiency F07)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 167,000	Nelson Hall (040-82; UFI A07992) - Replace the falling AC units. (2019 FCS - Deficiency F08)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 149,000	Multiple Buildings (040A) - Repair the failed building expansion joints and other envelope areas where water can migrate into the building. (2019 FCS - Deficiency F02)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 97,000	Gary Knutzen Cardinal Center (040-30; UFI A09143) - Replace the deteriorated and contaminated walk-in freezer shell and the adjacent falling walk-in refrigerator. (2019 FCS - Deficiency F03)
Skagit Valley Total					\$ 810,000	\$ 105,059	\$ 5,909,555	

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SBCTC Proj#	Fund	Approp	OFM Proj#	List	Reap Est	Postponed	New Approp	Description
South Puget Sound								
P410	060	A16	40000258	Minor Preservation (URF)	\$ -	\$ 23,727	\$ -	Hazmat carryforward FY19 Lacey Bldg 4 & 5 demolition (BI1921 postponed)
P056	060	A16	40000258	Minor Preservation (URF)	\$ -	\$ 9,162	\$ -	South Puget Sound Community College URF (BI1921 postponed)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 1,714,000	Prog - Welding Program Improvements(UFI: A02392) Main Campus (240)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 958,000	Allied Health/Tech Ed (240-34; UFI A05032) - Replace the failing cooling towers. This repair was not identified or highly ranked in the Facility Condition Survey, but is a high priority for the college
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 638,000	Preventive Facility Maintenance and Building System Repairs
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 557,000	South Puget Sound Community College URF
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 179,000	Center For Student Success (240-22; UFI A08700) - Repair the built-in gutters on the east side of the building (FCS R02)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 81,000	Allied Health/Tech Ed (240-34; UFI A05032) - Replace the failing heat pumps. This repair was not identified or highly ranked in the Facility Condition Survey, but is a high priority for the college
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 75,000	Transitions Studies (240-28; UFI A09052) - Replace the failing ridge cap and provide adequate flashing to maintain a water-tight roof during storm events (FCS R01)
South Puget Sound Total					\$ -	\$ 32,889	\$ 4,202,000	
South Seattle								
P372	057	A03	30000988	Major Build	\$ 12,976,568	\$ -	\$ -	Automotive Tech Construction (BI2123 reapprop est)
P057	060	A16	40000258	Minor Preservation (URF)	\$ 140,000	\$ -	\$ -	South Seattle College URF (BI2123 reapprop est)
P442	057	A12	40000169	Minor Facility Repairs	\$ 60,000	\$ -	\$ -	Repair existing HVAC and change to Direct Expansion Cooling (Main Campus (064A); Aviation (064-AMT) - UFI A09490) (BI2123 reapprop est)
NEW	060	A16	40000258	Minor Preservation (URF)	\$ -	\$ 40,869	\$ -	South Seattle College URF (BI1921 postponed P057)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 998,000	Prog - RSB Welcome Center Renovation(UFI: A08446) Main Campus (064)
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 662,000	South Seattle College URF
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 270,000	Culinary Arts Bldg (Cab) (064-CAB; UFI A09411) - Repair and recondition the deteriorated roofing to extend its useful life (FCS R02)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 252,000	Bldg B (064-DWB; UFI A02010) - Repair and recondition the deteriorated lower section of roofing to extend its useful life (FCS R01)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 213,000	Technology Center (064-TEC; UFI A01706) - Replace the failing rooftop HX3 heat exchanger. (2019 FCS - Deficiency F01)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 195,000	Robert Smith (064-RSB; UFI A08446) - Replace two of the obsolete 10 ton HVAC units that are in the worst condition. (2019 FCS - Deficiency F03)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 181,000	Robert Smith (064-RSB; UFI A08446) - Replace the sections of damaged or deteriorated ceiling (2019 FCS - Deficiency F02)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 46,000	Site (064A) - Repair (re-line) the failing section of the main sewer line to extend its useful life (FCS S01)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 38,000	Site (064A) - Replace the damaged sections of pedestrian access sidewalks (FCS S02)
South Seattle Total					\$ 13,176,568	\$ 40,869	\$ 2,850,000	

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draft 2021-23 SBCTC Capital Allocation Schedule June 1, 2021

SBCTC Proj#	Fund	Approp	OFM Proj#	List	Reap Est	Postponed	New Approp	Description
Spokane CC								
N273	057	U83	30000982	Major Build	\$ 633,373	\$ -	\$ -	Main Building S Wing Construction (BI2123 reappropriated)
TBD	057	TBD	40000107	Major Design	\$ -	\$ -	\$ 3,351,064	Apprenticeship Center (Design)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 1,437,000	Prog - SCC Heavy Equipment Remodel(UFI: A02485) Main Campus (171)
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 1,296,000	Spokane Community College URF
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 621,000	Colville Center, Owned (171-617; UFI A06470) - Replace the obsolete boilers and provide adequate water treatment to avoid pre-mature corrosion in the system. (2019 FCS - Deficiency F04)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 444,000	Multiple Buildings (171A) - Replace the obsolete and un-supported pneumatic HVAC controls that are in the worst condition in the Main, Walter Jenkins Sports Center, Lair Student Center and Learning Resource Center buildings. Retain the spare parts to make repairs on campus. (2019 FCS - Deficiency F11)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 401,000	Infra - Replace multiple Transformer 3 Phases located on the Spokane C. C. Main Campus (171A). These components have exceeded their useful life and are the most likely to fail and disrupt campus operations. The Transformer 3 Phase locations and other details are fully described in the agency's 2019 Infrastructure Survey (assets 3980, 3996, 4012, 4035, 4037 4048 & 3972 are beyond their expected useful life).
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 297,000	Learning Resources Center (171-16; UFI A07767) - Repair and recondition the deteriorated south portion of the roofing (FCS R02)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 292,000	Student Center (171-6; UFI A06460) - Replace the deteriorated cab and controls to extend the useful life of the elevator. (2019 FCS - Deficiency F13)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 238,000	Heavy Equipment / Maintenance (171-19; UFI A02485) - Repair and recondition the deteriorated roofing to extend its useful life (FCS R03)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 223,000	Environmental Sciences (171-8; UFI A09615) - Replace the deteriorated multi-zone air handler. (2019 FCS - Deficiency F09)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 80,000	Industrial Training Ctr (171-608; UFI A00002) - Replace the deteriorated welding booth exhaust fans. (2019 FCS - Deficiency F06)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 54,000	Environmental Sciences (171-8; UFI A09615) - Replace the failed bay windows. (2019 FCS - Deficiency F03)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 30,000	Site (171A) - Repair the two failing dry wells on the north east side of campus that no longer function as designed. (FCS S01)
Spokane CC Total					\$ 633,373	\$ -	\$ 8,764,064	
Spokane College District								
P398	060	A16	40000258	Minor Preservation (URF)	\$ -	\$ 37,000	\$ -	Hazmat funds - Radon abatement Bldg 19 SCC, Bldg 29 SFCC (BI1921 postponed)
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 2,248,000	Preventive Facility Maintenance and Building System Repairs
Spokane College District Total					\$ -	\$ 37,000	\$ 2,248,000	
Spokane Falls								
P506	057	A20	30001458	Major Build	\$ 19,097,841	\$ -	\$ -	Fine & Applied Arts (1st Construction) (BI2123 reappropriated)
N285	057	U40	30001458	Major Design	\$ 189,000	\$ -	\$ -	Fine & Applied Arts (Design) (BI2123 reappropriated)
P439	060	A14	40000171	Minor Roof Repairs	\$ -	\$ 176,000	\$ -	Apply urethane roof coating system to peripheral Roofs A, C, E, F, H, I, & J as well as repair wet insulation areas around drains on Roof D. (Main Campus (172A); Student Union Building (172-17) - UFI A02306) (BI1921 postponed)
TBD	057	TBD	30001458	Major Build	\$ -	\$ -	\$ 19,211,787	Fine and Applied Arts (2nd Construction)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 956,000	1) Technical Arts (172-19; UFI A03711) - Replace the failing chiller, cooling tower, pumps, piping and associated tanks. (2019 FCS - Deficiency F01)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 774,000	Technical Arts (172-19; UFI A03711) - Replace the lower section of deteriorated roofing (FCS R04)
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 764,000	Spokane Falls Community College URF
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 737,000	Student Union Building (172-17; UFI A02310) - Repair and recondition the roofing on the building addition and penthouse to extend its useful life. (FCS R02)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 479,000	Prog - SFCC Library Study Area Remodel(UFI: A09692) Main Campus (172)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 370,000	2) Human Services (172-16; UFI A08600) - Replace the deteriorated rooftop multi-zone air handler unit that is in the worst condition. (2019 FCS - Deficiency F05)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 55,000	Infra - Replace a Transformer 3 Phase located on the Spokane Falls C. C. Main Campus (172A). This component has exceeded its useful life and is the most likely to fail and disrupt campus operations. The Transformer 3 Phase location and other details are fully described in the agency's 2019 Infrastructure Survey (asset 4212 is 17 years beyond its expected useful life).
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 45,000	Library (172-2; UFI A09692) - Repair and recondition the lower section of roofing to extend its useful life (FCS R01)
Spokane Falls Total					\$ 19,286,841	\$ 176,000	\$ 23,391,787	

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SBCTC Proj#	Fund	Approp	OFM Proj#	List	Reap Est	Postponed	New Approp	Description
Tacoma								
P458	057	A09	40000112	Minor Program	\$ 218,423	\$ -	\$ -	Connector stairs and pathway improvements (Main Campus (220A); Mt Rainier (220-19); UFI A05807) (BI2123 reapprop est)
P248	057	A12	40000169	Minor Facility Repairs	\$ 218,218	\$ -	\$ -	Mt Rainier (220-19; UFI A05826) - Replace four unreliable rooftop HVAC units and the associated controls (FCS F07) (BI2123 reapprop est)
P253	057	A12	40000169	Minor Facility Repairs	\$ 150,000	\$ -	\$ -	Tahoma - Opgaard Student Center (220-11; UFI A07930) - Repair and seal the exterior stucco and also repair any water damage (FCS F04) (BI2123 reapprop est)
P544	057	A09	40000112	Minor Program	\$ 100,000	\$ -	\$ -	Sewer and Storm Water system Improvements (Main Campus (220A); Site (220A) (BI2123 reapprop est)
P252	057	A12	40000169	Minor Facility Repairs	\$ 35,000	\$ -	\$ -	Pearl Wanamaker (220-7; UFI A01540) - Replace the backup boiler that has exceeded its useful life (FCS F09) (BI2123 reapprop est)
P460	057	A09	40000112	Minor Program	\$ 10,000	\$ -	\$ -	Campus Wayfinding and ADA Signage (Main Campus (220A); Multiple (220A) - UFI) (BI2123 reapprop est)
P111	060	A14	40000171	Minor Roof Repairs	\$ -	\$ 114,446	\$ -	Information Systems - Adjunct Faculty Center (220-18; UFI A08337) - Repair and resurface the roofing and repair flashing to extend the useful life of the roofing system (FCS R01) (BI1921 postponed)
TBD	057	TBD	40000104	Major Design	\$ -	\$ -	\$ 2,974,970	Center for Innovative Learning (Design)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 700,000	Prog - Replace falling 12.5kV electrical components(UFI: Multiple) Main Campus (220)
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 699,000	Preventive Facility Maintenance and Building System Repairs
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 623,000	Tacoma Community College URF
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 300,000	Nisqually (220-1; UFI A02786) - Replace the deteriorated mansard roofing (FCS R03)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 238,000	Prog - Refurbish Classrooms and Common Student Areas(UFI: Multiple) Main Campus (220)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 119,000	1) Gig Harbor/Peninsula Center (220-000; UFI A01020) - Replace the failing boiler and controls. (2019 FCS - Deficiency F07)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 91,000	Tahoma - Opgaard Student Center (220-11; UFI A07930) - Repair and recondition the deteriorated roofing to extend it's useful life (FCS R02)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 53,000	Site (220A) - Replace the asphalt sidewalks where tree roots have caused damage (FCS S01)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 46,000	2) Tahoma - Opgaard Student Center (220-11; UFI A07930) - Replace the three pairs of failing storefront doors. (2019 FCS - Deficiency F06)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 46,000	3) Pearl Wanamaker (220-7; UFI A01540) - Repair the walkway and walls to stop the water infiltration. Repair the water damaged areas. (2019 FCS - Deficiency F05)
Tacoma Total					\$ 731,641	\$ 114,446	\$ 5,889,970	

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SBCTC Proj#	Fund	Approp	OFM Proj#	List	Reap Est	Postponed	New Approp	Description
Walla Walla								
N433	057	U94	30001452	Major Design	\$ 343,000	\$ -	\$ -	Science & Technology (Design) (BI2123 reappropriated)
P061	060	A16	40000258	Minor Preservation (URF)	\$ 50,000	\$ -	\$ -	Walla Walla Community College URF (BI2123 reappropriated)
P107	060	A14	40000171	Minor Roof Repairs	\$ 24,475	\$ -	\$ -	Fair Street House (200-Fsh; UFI A06736) - Replace the deteriorated roofing (FCS R04) (BI2123 reappropriated)
P105	060	A14	40000171	Minor Roof Repairs	\$ -	\$ 64,305	\$ -	Farrier (200-N; UFI A00588) - Repair the roofing by replacing fasteners to extend the useful life of the roofing. Also, repair or replace sections of failing gutters and flashing (FCS R01) (BI1921 postponed)
NEW	060	A14	40000171	Minor Roof Repairs	\$ -	\$ 4,388	\$ -	Fair Street House (200-Fsh; UFI A06736) - Replace the deteriorated roofing (FCS R04) (BI1921 postponed P107)
TBD	057	TBD	30001452	Major Build	\$ -	\$ -	\$ 9,430,069	Science and Technology (Construction)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 991,000	Prog - Building D Instructional Space Renovation(UFI: A02150) Main Campus (200)
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 649,000	Walla Walla Community College URF
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 617,000	Preventive Facility Maintenance and Building System Repairs
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 435,000	Multiple Buildings (200A) - Replace seven of the deteriorated heat pumps that are in the worst condition in the Daycare, John Deere, Agriculture 1, Agriculture 2, Vocational Tech and the Dietrich buildings. (2019 FCS - Deficiency F05)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 253,000	Vocational Technical (200-J; UFI A05479) - Replace the failing Welding Shop air handler and exhaust system. (2019 FCS - Deficiency F03)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 225,000	Multiple Buildings (200A) - Replace the failing HVAC controls in the building D, John Deere, Agriculture 1 and Agriculture 2 buildings. (2019 FCS - Deficiency F06)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 186,000	Site (200A) - Replace the non-accessible pedestrian access path from the main parking lot to the Dietrich building to meet ADA standards (FCS S05)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 149,000	Health Ed Bldg. (200-H; UFI A01752) - Replace the failing condensing unit. (2019 FCS - Deficiency F02)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 120,000	Technology Center (200-F; UFI A07510) - Replace the degraded variable air volume control boxes that are in the worst condition. (2019 FCS - Deficiency F09)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 114,000	Infra - Replace a Cooling tower located on the Walla Walla C. C. Main Campus (200A). This component has exceeded its useful life and is the most likely to fail and disrupt campus operations. The Cooling tower location and other details are fully described in the agency's 2019 Infrastructure Survey (asset 1932 is 30 years beyond its expected useful life).
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 90,000	Main Building (200-D; UFI A02150) - Replace the failing and unserviceable hood fans serving the kitchen. (2019 FCS - Deficiency F08)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 72,000	Main Building (200-D; UFI A02150) - Repair the roofing over rooms 201 and 202 to extend its useful life (FCS R02)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 68,000	Dietrich Activity Center (200-A; UFI A00144) - Replace the deteriorated dome roof bolt packs that are used to secure the roof panels (FCS R01)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 60,000	China Pavilion (200-G; UFI A05789) - Repair the deteriorated roofing to extend its useful life. (FCS R03)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 45,000	Multiple Buildings (200A) - Replace the failed windows on the east and west end of the Technology Center, on the north side of the library and on the south side of D building. (2019 FCS - Deficiency F01)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 44,000	Cntr For Enology & Vitict (200-T; UFI A09609) - Replace the failed circulation pump isolation valve. (2019 FCS - Deficiency F12)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 38,000	Multiple Buildings (200B) - Replace the degraded light fixtures on the Health Science, Main building, Maintenance Shop and the Fitness Center. (2019 FCS - Deficiency F13)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 33,000	Site (200A) - Repair or replace the deteriorated steps leading up to the China Pavilion (FCS S03)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 30,000	Main Building (200-D; UFI A02150) - Repair the unreliable fire flow switch and provide an adequate system to ensure proper flow detection. (2019 FCS - Deficiency F11)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 30,000	Site (200A) - Replace the deteriorated exterior walkway in the welding bullpen area (FCS S02)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 30,000	Site (200A) - Replace the failed pedestrian paths from the southeast portion of the main parking lot to the front of the bookstore entrance and the walkway in front of the Auto Tech Building (FCS S01)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 30,000	Site (200A) - Replace the failed portion of the pedestrian access path leading to the main entrance to the D building (FCS S04)
TBD	057	TBD	40000409	Minor Site Repairs	\$ -	\$ -	\$ 30,000	Site (200B) - Replace the failed pedestrian access paths in several locations, where tree roots and frost heave have damaged sections of the path (FCS S06)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 30,000	Clarkston Health Science (200-Chs; UFI A01930) - Replace the roof rib joints to ensure a water-tight seal (FCS R04)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 25,000	Infra - Replace a Primary switchgear located on the Walla Walla C. C. Main Campus (200A). This component has exceeded its useful life and is the most likely to fail and disrupt campus operations. The Primary switchgear location and other details are fully described in the agency's 2019 Infrastructure Survey (asset 1939 is 8 years beyond its expected useful life).
Walla Walla Total					\$ 417,475	\$ 68,693	\$ 13,824,069	

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SBCTC Proj#	Fund	Approp	OFM Proj#	List	Reap Est	Postponed	New Approp	Description
Wenatchee Valley								
P366	057	A00	30000985	Major Build	\$ 12,148,289	\$ -	\$ -	WVC - Wells Hall Construction (BI2123 reapprop est)
N276	057	U05	30000985	Major Design	\$ 77,333	\$ -	\$ -	WVC - Wells Hall Design (BI2123 reapprop est)
P217	057	A12	40000169	Minor Facility Repairs	\$ 75,000	\$ -	\$ -	Eller/Fox (150-Efs; UFI A00748) - Repair the roof edge, fascia and soffits and modify the transition to create a water-tight roof and gutter system (FCS F07) (BI2123 reapprop est)
P358	057	A15	40000173	Minor Site Repairs	\$ 53,000	\$ -	\$ -	Site (150A) - Replace the deteriorated main irrigation line (FCS S03) (BI2123 reapprop est)
P062	060	A16	40000258	Minor Preservation (URF)	\$ -	\$ 33,546	\$ -	Wenatchee Valley College URF (BI1921 postponed)
P094	060	A14	40000171	Minor Roof Repairs	\$ -	\$ 33,546	\$ -	Batjer (150-BT); UFI A04052) - Repair the roofing by applying a re-surfacing coating to extend its useful life (FCS R01) (BI1921 postponed)
TBD	057	TBD	40000198	Major Design	\$ -	\$ -	\$ 3,243,700	Center for Tech Ed (Design)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 766,000	Prog - Learning Space Modernization(UFI: Multiple) Main Campus (150)
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 450,000	Preventive Facility Maintenance and Building System Repairs
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 439,000	Wenatchee Valley College URF
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 315,000	Multiple Buildings (150A) - Replace the two failing HVAC units and split HVAC system in Wenatchee Hall and the Smith Gym. (2019 FCS - Deficiency F01)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 296,000	Wells (150-Wel; UFI A04977) - Replace the two failing boilers that serve both Wells Hall and the Library. (2019 FCS - Deficiency F05)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 119,000	Old West Side High School (150-Ah1; UFI A25186) - Replace the obsolete HVAC, duct work, blower motors and capacitors. (2019 FCS - Deficiency F08)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 90,000	Batjer (150-BT); UFI A04052) - Replace the six deteriorated or failing swamp coolers. (2019 FCS - Deficiency F10)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 52,000	Distance Learning Center (150-Nsc9; UFI A20883) - Repair the failed foundation on the east perimeter of the building. Repair damage caused by the failed foundation (FCS R02)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 45,000	Batjer (150-BT); UFI A04052) - Replace the unreliable vehicle exhaust fan. (2019 FCS - Deficiency F07)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 45,000	Eller/Fox (150-Efs; UFI A00748) - Replace the delaminated countertops, casework and toilet partitions. (2019 FCS - Deficiency F03)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 45,000	Gray House (150-Ho1; UFI A07871) - Repair or replace the failed building structure. (2019 FCS - Deficiency F04)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 45,000	Industrial Technology (150-Int; UFI A00152) - Replace the two failing makeup air units on the roof. (2019 FCS - Deficiency F06)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 45,000	Multiple Buildings (150A) - Replace six failing electric heaters in the Van Tasse and Gym buildings. (2019 FCS - Deficiency F11)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 45,000	Multiple Buildings (150A) - Replace the failed windows in Batjer, Van Tasse, Weels Hall and Knights Hall. (2019 FCS - Deficiency F02)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 45,000	Van Tassel (150-VTC; UFI A00894) - Replace the degraded rooftop HVAC unit. (2019 FCS - Deficiency F09)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 30,000	Multiple Buildings (150B) - Repair the failing stucco building soffits and envelopes in various locations on several buildings on campus. (2019 FCS - Deficiency F12)
Wenatchee Valley Total					\$ 12,353,621	\$ 67,092	\$ 6,115,700	
Whatcom								
N270	057	U11	30000138	Major Build	\$ 5,688,288	\$ -	\$ -	Learning Commons Construction (BI2123 reapprop est)
P109	060	A14	40000171	Minor Roof Repairs	\$ -	\$ 43,425	\$ -	Baker Hall (210-888; UFI A03553) - Replace the failing roofing (FCS R01) (BI1921 postponed)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 674,000	Prog - Student Services Alterations and Space Vacancy Renovations(UFI: A07067) Main Campus (210)
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 394,600	Preventive Facility Maintenance and Building System Repairs
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 359,000	Whatcom Community College URF
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 326,000	Laidlaw Center (210-999; UFI A06305) - Recondition the two large unreliable HVAC units in mechanical rooms on each floor of the building (2019 FCS - Deficiency F05)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 261,000	Heiner Center (210-666; UFI A07067) - Repair and recondition the deteriorated roofing to extend its useful life. (FCS R01)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 198,000	Kelly Hall (210-444; UFI A01167) - Repair and recondition the deteriorated roofing, scuppers, downspouts, windows and flashing transitions to extend its useful life (FCS R02)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 179,000	Syre Student Center (210-333; UFI A08457) - Replace the failing lighting control panels. (2019 FCS - Deficiency F03)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 113,000	Kelly Hall (210-444; UFI A01167) - Replace eight of the failing heat pump units that are in the worst condition. (2019 FCS - Deficiency F02)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 90,000	Laidlaw Center (210-999; UFI A06305) - Repair the failed exterior insulation finish system to ensure a water-tight building envelope. (2019 FCS - Deficiency F01)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 68,000	Multiple Buildings (210A) - Replace 45 of the failing variable air volume units in the worst condition in the Laidlaw, Baker, SYRE, and Heiner buildings. (2019 FCS - Deficiency F04)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 45,000	Cascade Hall (210-777; UFI A00223) - Replace the most deteriorated HVAC unit that serves the main server room. (2019 FCS - Deficiency F06)
Whatcom Total					\$ 5,688,288	\$ 43,425	\$ 2,702,600	

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SBCTC Proj#	Fund	Approp	OFM Proj#	List	Reap Est	Postponed	New Approp	Description
Yakima Valley								
P095	060	A14	40000171	Minor Roof Repairs	\$ -	\$ 75,000	\$ -	Technology Complex (160-017; UFI A04110) - Repair the roofing to extend its useful life (FCS R01) (BI1921 postponed)
TBD	057	TBD	92000035	Minor Infrastructure and Program	\$ -	\$ -	\$ 1,141,000	Prog - LPN Remodel(UFI: A04739) Main Campus (160)
TBD	060	TBD	40000321	Minor Preservation (URF)	\$ -	\$ -	\$ 801,000	Yakima Valley College URF
TBD	060	TBD	40000320	M&O Fund Swap	\$ -	\$ -	\$ 638,000	Preventive Facility Maintenance and Building System Repairs
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 325,000	Sundquist Hall (160-014; UFI A04739) - Replace the failing boilers. (2019 FCS - Deficiency F04)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 222,000	Hopf Union Building (160-009; UFI A03561) - Replace the oldest HVAC unit on the south end of the building and repair failing components of the remaining oldest 4 HVAC units. (2019 FCS - Deficiency F03)
TBD	057	TBD	40000308	Minor Facility Repairs	\$ -	\$ -	\$ 222,000	Sundquist Hall (160-014; UFI A04739) - Replace the two deteriorated air handlers. (2019 FCS - Deficiency F05)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 75,000	Hopf Union Building (160-009; UFI A03561) - Repair the deteriorated roofing to extend its useful life (FCS R02)
TBD	060	TBD	40000361	Minor Roof Repairs	\$ -	\$ -	\$ 75,000	Skills Center (160-029; UFI A09333) - Repair and recondition the center portion of failing roofing to extend the life of the roofing (FCS R01)
Yakima Valley Total					\$ -	\$ 75,000	\$ 3,499,000	

Notes:

¹ Table does not include local expenditure authorities. Unspent local authorities will be carried forward until the college says the project is done.

² Colleges reappropriating A12 (Fund 057) may be asked to swap expenditures to A13 (Fun 060) and colleges that spent A13 may be asked to swap to A12 to help with the Building Fee account cash flow.

³ Table includes response to combined Infrastructure and program list created by legislature with 88% of colleges responding by noon on June 1, 2021.

Under-funded and unfunded projects from the 2021-23 request for the 2022 supplemental request.

draft 2022 SBCTC Capital Request for New Appropriations

Priority	College	Number	Description	Funding Phase	Request ¹	Cumulative
1	Statewide	40000431	Minor Works - Infrastructure	Design & Build	\$ 26,223,000	\$ 26,223,000
2	Highline	40000105	Welcome Center for Student Success	Design	\$ 3,126,000	\$ 29,349,000
3	Lake Washington	40000102	Center for Design	Build	\$ 32,481,000	\$ 61,830,000
4	Bates	40000130	Fire Service Training Center	Build	\$ 31,120,000	\$ 92,950,000
5	South Seattle	40000231	Rainier Hall Renovation	Design	\$ 3,515,000	\$ 96,465,000
6	Olympic	40000103	Innovation & Technology Learning Center	Build	\$ 22,527,000	\$ 118,992,000
7	Everett	40000190	Baker Hall Replacement	Design & Build	\$ 31,167,000	\$ 150,159,000
8	Columbia Basin	40000108	Performing Arts Building Replacement	Design & Build	\$ 36,738,000	\$ 186,897,000
9	Whatcom	40000137	Technology and Engineering Center	Design & Build	\$ 31,663,000	\$ 218,560,000
10	Bellingham	40000256	Engineering Technology Center - Bldg J Replacement	Design & Build	\$ 14,039,000	\$ 232,599,000
11	Clark	40000227	Hanna Foster Hawkins Complex Replacement	Design & Build	\$ 24,611,000	\$ 257,210,000
12	Peninsula	40000111	Advanced Technology Center	Design & Build	\$ 19,074,000	\$ 276,284,000
13	Seattle Central	40000294	Broadway Achievement Center	Design	\$ 2,928,000	\$ 279,212,000
14	Yakima	40000506	Prior-Kendall Hall Replacement	Design	\$ 1,957,000	\$ 281,169,000
Total:					\$ 281,169,000	

Notes: ¹ Costs to be updated for one year of escalation and the cost of new requirements imposed on the projects by authorities having jurisdiction.

June 4, 2021

For development of the 2023-25 capital request for Washington's community and technical college system, WACTC recommends:

1. Increase the minor preservation, repair, replacement and program funding targets 10% relative to the 2021-23 request. Here are the 2021-23 and new target amounts:

Category	2021-23 Request	2023-25 Request
Minor Works – Preservation	\$ 26,113,000	\$ 28,724,000
Minor Repairs – Roof, Facility and Site	\$ 47,487,000	\$ 52,236,000
Minor Infrastructure Replacements	\$ 33,981,000	\$ 37,379,000
Minor Works – Program	\$ 32,242,000	\$ 35,466,000

2. Each community and technical college is eligible to submit one new major project proposal.
3. The new major project proposals are due in December 2021.
4. The attached updated criteria are used to score new major project proposals. **See update criteria with changes highlighted in attachment A.**
5. All new major project proposals scoring at least 70 points will be added to the pipeline. **See current pipeline of major projects updated with the 2021-23 capital budget compromise in attachment B.**
6. The prioritization and structure of the request will be determined later. The 2021-23 capital budget compromise calls for a report on this to the legislature by December 15, 2021. **See excerpt in attachment C.**

Revisions to 2021-23 major project selection criteria for 2023-25 budget development:

Pages 5 and 7 - eliminate matching fund points and criteria

Pages 10, 11 and 12 - increase the base weighting for Student Center spaces and shift 2 unweighted points of the weighting for all spaces that include a description of how the space will improve diversity, equity, or inclusion

Pages 14 and 15 - allow funding for student engagement early in the design such that it does not affect the reasonableness of cost score

All revisions are in red

State Board for Community and Technical Colleges
March 25, 2021 Draft 2023-25 Project Development Guidelines with Committee Recommendations
Project Request Report

When developing the Project Request Report (PRR), the following items should be addressed:

- 1. Executive Summary**
 - 1.1. Problem statement/type of project request
 - 1.2. Proposed solution
 - 1.3. Programs addressed by project
 - 1.4. Probable cost summary and comparison to benchmark (reasonableness of cost)
 - 1.5. Project schedule
 - 1.6. Funding (state funds, local funds, COPs)

- 2. Problem Statement, Opportunity, or Program Requirement**
 - 2.1. Short description of the project and its benefits
 - 2.2. How this project relates to:
 - 2.2.1. Facilities master plan
 - 2.2.2. Strategic plan
 - 2.2.3. Institutional goals
 - 2.3. How this project relates to the SBCTC system direction goals for economic demand, student success, and innovation
 - 2.4. Table showing a summary of program and related space
 - 2.5. Increased type 1 and type 2 full time equivalent students ¹ accommodated by this project
 - 2.6. Table of affected existing buildings with their unique facility identifiers, dates built and square footages

- 3. Analysis of Alternatives**
 - 3.1. Define the capital problem in terms of building age, condition, functionality, health, safety, code issues, etc.
 - 3.2. Describe the obvious and critical needs that are driving the project. For example:
 - 3.2.1. New space for enrollment demand
 - 3.2.2. Renovation/replacement
 - 3.2.2.1. Program mix changes
 - 3.2.2.2. Simplifying space relationships
 - 3.2.3. Accreditation needs
 - 3.3. Alternatives considered
 - 3.3.1. Programmatic and facility related
 - 3.3.2. Consequences of doing nothing
 - 3.3.3. Cost estimate for preferred alternative

- 4. Project Planning of Preferred Alternative**
 - 4.1. History of building and original funding source, if applicable
 - 4.2. Useful life of proposed facility
 - 4.3. Discussion of sustainability – LEED Silver Standard required
 - 4.4. How this project will impact deferred maintenance and repair backlog
 - 4.5. Acquisition needs
 - 4.6. Parking expansion directly related to the project
 - 4.7. Permit issues, variances required
 - 4.8. Utility and other infrastructure needs
 - 4.9. Storm water and other environmental issues

¹ To account for online students in space planning we have defined two types of FTES:
Type 1: Day On Campus w/o Online Category 3N – Used for sizing classrooms and labs.
Type 2: Day On Campus plus online regardless of time of day – Used for everything else.

- 4.10. Roads and traffic signals
 - 4.11. Department of Archaeology and Historic Preservation and tribal reviews
 - 4.12. Provide fall 2019 utilization of classrooms, laboratories and all instructional areas on campus. See appendix C for guidelines on determining existing utilization.
 - 4.13. New programs; changing mix of programs
 - 4.14. New space and what happens to vacated space — is it renovated or demolished?
 - 4.15. Comparison of existing and new spaces to the capital analysis model in appendix F.
 - 4.16. Need and availability of surge space
 - 4.17. Flexibility and adaptability of proposed space
- 5. Project Budget Analysis of Preferred Alternative**
- 5.1. Prediction of overall project cost
 - 5.2. Comparisons of \$/FTE to similar Washington community and technical college projects
 - 5.3. Anticipated annual impact on the college's operating and maintenance budget in both Program 090 FTES and maintenance and operation cost, including but not limited to:
 - 5.3.1. Janitorial costs
 - 5.3.2. Utility costs
 - 5.3.3. Technology — infrastructure and technician support; voice, data and video communication
 - 5.3.4. Capital maintenance, general repair and furniture/equipment replacement
 - 5.3.5. Roads, walks, landscaping and grounds maintenance
 - 5.3.6. Security
 - 5.3.7. Administration
- 6. Required Attachments**
- 6.3. Cost estimate on OFM C100 form in Excel format
 - 6.4. Completed project parameters form
 - 6.5. Minimum and overarching criteria form with college responses
 - 6.6. DAHP and tribal review of proposed project as required under Executive Order 05-05
 - 6.7. Completed LEED checklist
 - 6.8. Estimating documents supporting special needs, mitigation, or extenuating circumstances associated with the project
 - 6.9. Site map showing project location
 - 6.10. Preliminary drawings and sketches
- 7. Appendices (required where cited in proposal)**
- 7.3. Any site-specific materials important to the project — structural engineering report, geotechnical report, traffic studies, etc.
 - 7.4. Selected material from facility condition survey
 - 7.5. Selected material from the master plan and strategic plan that ties directly to the scoring criteria
 - 7.6. Other relevant material where referenced in proposal may be included as appendices

PRR Format and Expectations

- Narrative should follow headings from this set of guidelines.
- Length should not exceed 20 pages, single-spaced (excluding project cost, diagrams and sketches, appendices, cover sheet, title page and table of contents); type font should be Times New Roman 12 point and margins should be one inch.
- Colleges should provide hyper-links between claims and data in the proposal.
- Colleges should submit proposals in editable electronic formats (PDF, Excel, Word, etc.) to SBCTC capital budget director for distribution to the evaluation team. The project narrative and cost estimate should not be scanned (raster) documents nor should they have a security feature that makes it difficult to copy information from them.
- SBCTC may forward copies of the project request reports to OFM, WSAC and legislative staff upon completion of the selection process.

Project Parameters

Type of Space	Square Footage	Percent
Renovation of existing	(S1)	
New space	(S2)	
Exterior circulation of existing. See appendix H.	(S6)	
Demolished area	(S3)	
Total Affected Area	(S4 = S1 + S2)	
Net Area Change = New – Demo – Circulation	S5 = (S2 – S3 – S6)	

Costs	Dollars	Percent
Acquisition		
Consultant services		
Construction contracts (w/o eligible infrastructure)	Ca	
Eligible infrastructure contracts (from C100)	Cb	
Equipment		
Artwork		
Other Costs		
Project management		
Total Project Cost (C1)		

Funding	Dollars	Percent
State appropriation		
Financed — backed by state appropriation		
Local funds — cash (see list of qualifying funds)	Ma	
Financed — backed by Local Funds	Mb	
Total Project Funding	(F1)	
Matching	(Ma + Mb)	(Ma + Mb) / F1
Variance = Cost – Funding	(C1 – F1)	

Project Weighting	Equivalent Area	Percent
Matching	(M4 * S4)	$M4 = 2 * (Ma+Mb)/F1$
Infrastructure	(I4 * S4)	$I4 = \min(Cb/(Ca+Cb), (1-M4))$
Renovation	(R4 * S4)	$R4 = (S1 * (1-M4-I4)) / (S1+S5+\min(S2,S3))$
Replacement	(P4 * S4)	$P4 = (\min(S2,S3) * (1-M4-I4)) / (S1+S5+\min(S2,S3))$
New	(N4 * S4)	$N4 = ((S5)*(1-M4-I4)) / (S1+S5+\min(S2,S3))$
Total	S4	M4+R4+P4+N4

2023-25 Category Weighting

The following values represent a system without any differential category weighting.

	Overarching weighting (O2)	1.00
Eliminate Matching Fund points and criteria.	Matching fund weighting (M2)	10.00
	Infrastructure weighting (I2)	1.00
	Renovation weighting (R2)	1.00
	Replacement weighting (P2)	1.00
	New area weighting (N2)	1.00



2023-25 Minimum and Overarching Criteria Points

Evaluation Criteria	Scoring Standard	
College response	Affected buildings are at a single site.	Yes / No
College response	Project does not include improvements to temporary or portable facilities.	Yes / No
College response	Project is not a gymnasium or recreational facility.	Yes / No
College response	Project is not an exclusive enterprise function such as a bookstore, dormitory or contract food service.	Yes / No
College response	Project is not dependent on another project in the current request.	Yes / No
College response	Project meets LEED silver standard requirements.	Yes / No
College response	College has a greenhouse gas emission reduction plan.	Yes / No
College response	The facility is state-owned or a condominium interest is held (state capital funds cannot be spent on leased space).	Yes / No
College response	Project will take more than one biennium. And, project costs at least \$5,000,000 and does not exceed 70,000 gsf without WACTC Capital Budget Committee approval.	Yes / No
College response	If project includes renovation or replacement, then affected buildings have been owned by the college for 20 years at the time of the request.	Yes / No
College response	If project includes renovation, then the project extends the useful life of the affected building at least 20 years.	Yes / No
College response	If project includes renovation, then the cost does not exceed 80% of the current replacement cost.	Yes / No
Effective use of existing facilities See appendix C for guidelines on determining existing utilization.	Fall 2019 space utilization relative to standards and other proposals. Standards are: classroom seats used 22 hours per week. laboratory seats used 16 hours per week.	Up to nine points
Ability to enhance state and institution's achievement of goals	<i>Add up points from each category: (Max 14)</i> Directly tied to facilities master plan Directly tied to objectives in strategic plan Include clear and succinct description of the relationship between the project and its impact on partnerships with K-12, four years, business, etc. This may be supported by letters from partners describing how the project will benefit the partnership. Project includes at least seven of the best practices identified in appendix A to reduce greenhouse gas emissions.	4 4 4 2
Overarching subtotal (O1)		
Overarching weighting (O2)		
Overarching weighted subtotal (O3 = O1 x O2)		
Overarching portion of project (O4)		
Overarching points (O5 = O3 x O4)		

2023-25 Matching Fund Points

(use when project includes non-state resources)

Delete

Evaluation	Scoring Standard	
Project clearly benefits students	<i>Add up points from each category: (max 4)</i> Increases program access Increases efficiency Improves service to students Simplifies space relationships	3 3 3 3
Demonstrated need	Serves a critical need Addresses the college's opportunity gaps See appendix J for guidance. Enhances program delivery Improves space Not addressed	10 10 10 3 0
Reasonableness of cost See appendix B for determining expected costs.	Total project cost is less than or equal to the expected cost per square foot for the facility, adjusted to the construction mid-point. Project cost is more than 100% and 137% of expected cost. Project cost is more than 7% of expected cost.	7 3 0
Project completion timeline	All matching funds available by the time proposal is submitted. All matching funds will be raised before construction is completed. Matching funds will continue to be raised after construction is completed.	10 3 0
Project schedule	Project and funding milestones are clearly identified. Project schedule w/o a funding schedule. Schedule is uncertain or not evident.	10 3 0
Project feasibility	Assessment of the likelihood of success and good local participation	Up to 18 points
Matching Fund Subtotal (M1)		
Matching Fund Weighting (M2)		
Matching Fund Weighted Subtotal (M3 = M1 x M2)		
Matching Fund Portion of Project (M4)		
Matching Fund Points (M5 = M3 x M4)		

Eliminate Matching Fund points and criteria.

Qualifying Non-State Resources

- Foundation Resources
- Cash Donations
- Private Grants
- Federal Funds awarded for Capital Construction

Non-Qualifying Resources

- S & A Balances or Fees
- Enterprise Funds
- Parking Fees
- COP Funds

2023-25 Infrastructure Points
(use when project includes qualified site costs)

Evaluation Criteria	Scoring Standard	
Program need Serves new building area in this proposal or existing college facilities. Existing college need is measured as gross square footage of existing buildings served by infrastructure relative to entire college gross square footage.	Infrastructure serves new building area constructed in this proposal or, serves 100% of the existing college.	20
	Serves 80% or more, and less than 100% of the existing college.	15
	Serves between 40% and 80% of college of the existing college.	10
	Serves 40% or less of the existing college.	0
Reasonableness of cost Provide a separate C100 for the Infrastructure work. Provide detailed log from previous year(s) with costs for maintenance and repair if replacing existing infrastructure.	Infrastructure costs less than 5% of the total project or, infrastructure cost divided by previous average annual costs is twenty, or less.	30
	Infrastructure costs 5%, or more, and less than 10% of the total project or, infrastructure cost divided by previous average annual costs is greater than twenty and less than fifty.	15
	Infrastructure costs 10%, or more, and less than 15% of the total project or, infrastructure cost divided by previous average annual costs is fifty, or more, and less than one hundred.	5
	Infrastructure costs 15% or more of the total project or, infrastructure cost divided by previous average annual costs is one hundred, or more.	0
Risk mitigation Age of infrastructure being replaced at the date of the proposal relative to average life of type of infrastructure. See appendix E for average lives.	Infrastructure serves new area building constructed in this proposal or, infrastructure age is at least 200% of the average life.	12
	Infrastructure is 100% to 200% of average life.	6
	Infrastructure is less than 100% of average life.	0
Suitability for long term financing Average life of new or replaced infrastructure. Provide engineer's opinion of average life if not replacing entire infrastructure with new. See appendix E for calculating average lives.	Average life of new infrastructure is more than 30 years.	15
	Average life of new infrastructure is more than 25 years and less than 30 years.	10
	Average life of new infrastructure is 20 through 25 years.	5
	Average life of new infrastructure is less than 20 years.	0
Infrastructure Subtotal (I1)		
Infrastructure Weighting (I2)		
Infrastructure Weighted Subtotal (I3 = I1 x I2)		
Infrastructure Portion of Project (I4)		
Infrastructure Points (I5 = I3 x I4)		


Qualifying Infrastructure

Electrical, potable water, non-potable water, steam, sewer, natural gas, storm water, fire protection, emergency access roads, and communication work more than five feet outside of a building's foundation, unless it is connecting to a building with no other work in the project in which case the infrastructure may terminate inside the building.


Non-qualifying Infrastructure

Landscaping that is not disturbed by qualifying infrastructure work, roads (except emergency access), driveways, parking lots and walkways.


2023-25 Renovation Points
(use when project includes renovated space)

Evaluation Criteria	Scoring Standards				
Age of the building or portion of building being renovated	Over 50				16
	41 - 50				13
	36 - 40				11
	31 - 35				8
	26 - 30				5
	20 - 25				2
	< Less than 20 years				0
Condition of the building or portion of building being renovated	Greater than 600				2
	526 - 600				11
	476 - 525				16
	451 - 475				11
	351 - 450				2
	276 - 350				0
Reasonableness of cost of the renovated portion of the building See appendix B for determining expected costs.	Total project cost is less than or equal to the expected cost per square foot for the facility type, escalated to the construction mid-point.				10
	Project cost is between 100% and 111% of expected cost.				8
	Project cost is between 111% and 137% of expected cost.				2
	Project cost is more than 137% of expected cost.				0
Program related improvements in the renovated portion of the project. See appendix K for guidance on FOiwLLS. DEI enhancement points are added if the proposal describes how the space will improve student diversity, equity or inclusion.	<i>(Assignable Square Feet)</i>	<i>% of total x</i>	<i>(base points +</i>	<i>DEI points)</i>	<i>= Total</i>
	Classroom, labs		11	2	
	Student Services		11	2	
	Library		11	2	
	Childcare, FOiwLLS & Student Center		9	2	
	Faculty offices		6	2	
	Administrative		5	2	
	Maintenance, Central Stores Student Center		2	0	
Significant health, safety and code issues addressed in the renovation	<i>Add up points from each category (Max 8)</i>				
	Seismic issues (documentation by a Structural Engineer is required)				3
	Life safety				3
Extension to renovated portion of building's life	Energy code issues				2
	31 + years				8
	26 - 30 years				5
Fitness for Use of the renovated portion of the project	20 - 25 years				2
	To what extent does the proposed renovation address the existing deficiencies and project objectives?				2
Closing opportunity gaps See appendix J for guidance.	To what extent does the proposed renovation address the college's opportunity gaps?				5
Renovation Subtotal (R1)					
Renovation Weighting (R2)					
Renovation Weighted Subtotal (R3 = R1 x R2)					
Renovation Portion of Project (R4)					
Renovation Points (R5 = R3 x R4)					

2023-25 Replacement Points
(use when project includes demolition)

Evaluation Criteria	Scoring Standard				
Age of the building or portion of building being replaced	Over 50				14
	41 – 50				12
	36 – 40				9
	31 – 35				7
	26 – 30				5
	20 – 25				2
	< Less than 20 years				0
Condition of building or portion of building being replaced	681 – 730				14
	601 – 680				12
	526 – 600				9
	476 – 525				7
	451 – 475				5
	351 – 450				2
	276 – 350				0
Reasonableness of cost of the replacement portion of the project See appendix B for determining expected costs.	Total project cost is less than or equal to the expected cost per square foot for the facility type, escalated to the construction mid-point.				
	Project cost is between 100% and 111% of expected cost.				
	Project cost is between 111% and 137% of expected cost.				
	Project cost is more than 137% of expected cost.				
Program related improvements in the replacement portion of the project. See appendix K for guidance on FOiwLS. DEI enhancement points are added if the proposal describes how the space will improve student diversity, equity or inclusion.	<i>(Assignable Square Feet)</i>	<i>% of total x</i>	<i>(base points +</i>	<i>DEI points)</i>	<i>= Total</i>
	Classroom, labs		10	2	
	Student Services		10	2	
	Library		10	2	
	Childcare, FOiwLS & Student Center		9	2	
	Faculty offices		7	2	
	Administrative		5	2	
Maintenance, Central Stores		2	0		
Significant health, safety and code issues addressed by the replacement portion of the project	<i>Add up points from each category (Max 4)</i>				
	Seismic issues (documentation required)				
	Life safety				
Fitness for Use of the replacement portion of the project	Energy code issues				
	To what extent does the proposed replacement address the existing deficiencies and project objectives?				
Closing opportunity gaps See appendix J for guidance.	To what extent does the proposed replacement address the college's opportunity gaps?				
	Replacement Subtotal (P1)				
Replacement Weighting (P2)					
Replacement Weighted Subtotal (P3 = P1 x P2)					
Replacement Portion of Project (P4)					
Replacement Points (P5 = P3 x P4)					

2023-25 New Area Points
(use when project has a net increase in area)

Evaluation Criteria	Scoring Standard					
Efficient use of space – future utilization See appendix D for guidelines on determining future utilization and appendix G for guidelines on enrollment projections	If either Lab utilization will be more than 17 or Class utilization will be more than 23.					18
	If Lab utilization will be at least 15 but less than 17 and Class utilization was at least 21 but less than 23					24
	If Lab utilization was at least 12 but less than 15 and Class utilization was at least 19 but less than 21					12
	If either Lab utilization will be less than 12 or Class utilization will be less than 19.					0
Program related improvements in the replacement portion of the project. See appendix K for guidance on FOIWILS. DEI enhancement points are added if the proposal describes how the space will improve student diversity, equity or inclusion.	<i>(Assignable Square Feet)</i>	% of total x	<i>(base points +</i>	DEI points)	= Total	
	Classroom, labs		10	2		
	Student Services		10	2		
	Library		10	2		
	Childcare, FOIWILS & Student Center		7	2		
	Faculty offices		5	2		
	Administrative		3	2		
Maintenance, Central Stores		2	0			
Student Center						
Comprehensive project planning for new area	<i>Add up points from each category: (Max 24)</i>					
	Space improves program delivery and student support					5
	To what extent does the proposed new area address the college's opportunity gaps? See appendix J for guidance.					5
	Programs and student support space are identified by usage and square footage					5
	Location of project is identified by site					2
	Special initiatives beyond participation rates					2
	Reasonable cost estimate and building efficiency					3
Reasonableness of cost of the new area — efficient utilization of funds for building being proposed See appendix B for determining expected costs.	<i>Add up points from each category: (Max 17)</i>					
	Total project cost is less than or equal to the expected cost per square foot for the facility type, escalated to the construction mid-point.					17
	Project cost is between 100% and 111% of expected cost.					12
	Project cost is between 111% and 137% of expected cost.					5
	Project cost is more than 137% of expected cost.					0
New Area Subtotal (N1)						
New Area Weighting (N2)						
New Area Weighted Subtotal (N3 = N1 x N2)						
New Area Portion of Project (N4)						
New Area Points (N5 = N3 x N4)						

Appendix A – Best Practices to Reduce Greenhouse Gas Emissions

System / Best Practices	Included in Project?
Mechanical	
Solar water heating	
Above code HVAC system efficiency	
Use natural gas instead of electricity for heating	
Geothermal heat pump	
Post occupancy commissioning	
Interconnectivity of room scheduling in 25Live and HVAC controls	
Electrical	
Photovoltaic energy systems	
Time of day and occupancy programming of lighting	
Efficient lighting	
Envelope	
Minimize building surface area for necessary floor area	
Roofing materials with high solar reflectance and reliability	
Green roofs to absorb heat and act as insulators for ceilings	
Site	
Orient building for natural light and reduced heating and cooling loads	
Trees and vegetation planted to directly shade building	
Paving materials with high solar reflectance, enhanced water evaporation, or otherwise designed to remain cooler ore require less lighting than conventional pavements	
Increase transportation choices — drive, walk, bike or public transit	
Total number of these best practices included in project:	

Appendix B – Expected Cost Ranges

Based on the 2019 OFM Higher Education Facility Study
EXPECTED PROJECT COSTS IN 2019 DOLLARS

The following data was derived from the community and technical college data provided for the study. The 36 projects were completed since 2008. The construction costs (MACC) were escalated to July 1, 2019 using the using Global Insight Global Insight State and Local Government Construction Spending index dated May 2019.

Facility Type (use code)	Construction Costs / GSF	Project / MACC	Total Project Costs / GSF
	Best Fit		Expected Cost
Classrooms (100s)	\$345	1.4073	\$485
Science labs (200s except 250)	\$369	1.4073	\$519
Administration (300s)	\$342	1.4073	\$481
Library (400s)	\$332	1.4073	\$467
Day care (640)	\$278	1.4073	\$391
Assembly (600s except 640)	\$440	1.4073	\$620
Support (700s)	\$348	1.4073	\$490

ADJUSTING EXPECTED COSTS TO CONSTRUCTION MID-POINT

The following data is based on the May 2019 Global Insight forecast for state and local government spending and is to be used for adjusting the expected costs from July 1, 2019, to the mid-construction date for comparison to project estimates.

Mid-construction Date	Expected Cost Multiplier	Mid-construction Date	Expected Cost Multiplier
7/1/2019	1.000	8/15/2022	1.073
8/15/2019	1.006	11/15/2022	1.080
11/15/2019	1.012	2/15/2023	1.087
2/15/2020	1.017	5/16/2023	1.094
5/16/2020	1.022	8/15/2023	1.101
8/15/2020	1.026	11/15/2023	1.108
11/15/2020	1.031	2/15/2024	1.119
2/14/2021	1.036	5/16/2024	1.126
5/16/2021	1.042	8/15/2024	1.134
8/15/2021	1.048	11/15/2024	1.141
11/15/2021	1.054	2/14/2025	1.148
2/14/2022	1.060	5/16/2025	1.155
5/16/2022	1.067	8/15/2025	1.162

College may include budget line items for student engagement and coordination in the predesign portion of the project budget. The target cost used for the reasonableness of cost criteria is increased by same amount. The recommended amounts for 2023-25 proposals in 2021\$ are \$22,500 for students and \$22,500 for coordination.



SAMPLE PROJECT FOR DEMONSTRATION OF EXPECTED COST RANGES

Construction Mid-point: 7/31/2024
 Expected Cost Multiplier: 1.126 from Appendix B
 Project GSF: 65,000 S4 from Project Parameters
 Student Engagement Budget: \$45,000

Facility Type	Expected Cost / GSF in 2019\$	Expected Cost / GSF	GSF by Type	Expected Cost	Point Thresholds
Classrooms (100s)	\$485	\$547	39,000	\$ 21,322,141	
Science labs (200s except 250)	\$519	\$584	-	\$ -	
Administration (300s)	Multiplier and resultant costs to be updated with May 2021 Global Insight forecast.			\$ 7,05,089	
Library (400s)				\$ -	
Day care (640)				\$ 5,726,008	
Assembly (600s except 640)	\$620	\$698	-	\$ -	
Support (700s)	\$490	\$552	-	\$ -	
			\$45,000	\$ 49,213	
			65,000	\$ 34,147,451	100%
				\$ 37,898,257	111%
				\$ 46,763,799	137%



The Project Cost (C1) less the Infrastructure and Student Engagement Budgets are compared to the Expected Cost for determination of Reasonableness of Cost points. When submitting a proposal with Infrastructure, please provide a separate C100 for the Infrastructure work so the costs can be easily identified.

Expected Cost / GSF = Expected Cost / GSF in 2019\$ * Expected Cost Multiplier
 GSF by Type = ASF by Type / Sum(All ASF) * GSF

Appendix C – Existing Utilization

Utilization is used to compare the level of use of instructional facilities at different locations. The methodology is based on the 1994 Higher Education Coordinating Board standards for classroom and laboratory facility utilization available here-

<http://www.wsac.wa.gov/sites/default/files/FacilitiesEvaluationandPlanningGuide.pdf>.

The contact hours are totaled for classrooms, laboratories and other facilities used for instruction in the first week of the preceding fall quarter and compared to the capacity of these spaces. The weekly utilization rate is equal to the contact hours divided by room capacity during a forty-five hour week. The college can identify which forty-five hours represent the peak use of their facilities for the calculation. The capacity is generally the number of student seats designed to be available in the space. If another standard is used it should be described in the analysis.

- For example, if there is a room used for classroom instruction with one instructor, the maximum student-to-faculty ratio is twenty-five by contract, or policy, and the room has twenty-eight student seats, then the capacity of the room is limited by the contract, or policy, to twenty-five students.

The capacity of non-traditional classrooms will be the maximum number of students that can be accommodated by the space at a given time. The capacity of these spaces may also be limited by contract, or policy. Here are some examples:

- If there is a space used for hands-on automotive repair instruction, two students can work on an automobile at a time, and the space can hold ten automobiles, then the capacity of this space would be twenty students.
- If there is a space used for instruction of computer controlled machining that is used by a single student cohort that includes sixteen student computer workstations and six computer controlled machines for which two students can work on at a time, then the capacity of this space is limited by the number of machines to twelve students.

The analysis will include a note about why any physical workstations were not included in the analysis and how the college plans to use the space more efficiently in the future.

Colleges can either calculate their facility utilization using the room scheduling software in ctcLink, called 25Live, or with a spreadsheet provided by the State Board. Currently, the standard utilization reports in 25Live do not offer as much flexibility as allowed by this methodology.

This methodology was developed specifically for scoring of new major project proposals and may not be appropriate for other utilization reporting needs.

Definitions:

Workstation utilization in hours per week equals the number of contact hours divided by the room capacity.

Utilization is reported for every individual classroom and lab space on a campus. Utilization is also reported in aggregate by room use code by campus.

Contact hours are the sum of the classroom contact hours of state and running start enrollments for ~~credit courses~~ during the 45 data capture hours of any consecutive five instructional days starting with the enrollment census date of the preceding fall or winter quarter. These are the hours students are expected to attend instructor led classes and labs as indicated on the class schedule.

The 45 data capture hours are defined by the college to report their peak facility usage. Colleges may elect to use any combination of 45 data capture hours during the five days.

If a class starts before, or ends after a capture hour, then the start and end times for the class are limited to the time included in the capture hours. For example, if the college chooses to use 8:00 AM to 8:30 AM Monday through Friday as part of their 45 data capture hours and a class with 10 students meets five times a week for 60 minutes starting at 7:30 AM, this class would contribute 25 student contact hours toward the calculation of utilization (10 student x 30 contact minutes ÷ 60 minutes/hour x 5 meetings).

If a college elects to use blocks of contiguous hours each day for data capture, then they may include a 10 minute pad between classes to account for the time it takes to empty and fill a room. For example, if the college chooses to use 8:00AM to 5:00 PM Monday through Friday as their 45 data capture hours and a class with 10 students meets five times a week for 60 minutes starting at 7:30 AM, this class would contribute 33.33 student contact hours toward the calculation of utilization (10 student x 40 contact minutes ÷ 60 minutes/hour x 5 meetings).

Room capacity is the capacity of the space for instruction as reported by the college. The room capacity should be based on the physical limitations of the facility and the method of instruction.

References:

Per [FAE Facility Coding Manual](#), classrooms have 110, 120, and 130. Scheduled labs have 210 and 260 room use codes.

State enrollments are defined in State Board policy 5.30.10

A contact hour is defined in State Board policy 5.40.10.

Enrollment census dates are defined in State Board policy 5.50.

A spreadsheet that calculates utilization consistent with the adopted methodology, and a spreadsheet with sample data are available here — <http://www.sbctc.edu/colleges-staff/programs-services/capital-budget/capital-budget-development.aspx>

Appendix D — Future Utilization

The utilization of campus classrooms and laboratories in the future is the projected number of contact hours divided by the future number of workstations. This can be estimated by adding the number of workstations in the proposed project to the existing number of workstations and the net new Type 1 enrollment to the existing Type 1 enrollment.

Start with the existing utilization, as determined in appendix C, the number of Type 1 FTE in the corresponding fall quarter, and the projected Type 1 FTE as determined in appendix G.

For example, given the following:

Existing Weekly Utilization Summary Table	Contact Hours	Workstations	Utilization
Classes	20,344.70	787	25.87
Labs	8,485.20	415	20.47
Campus	28,829.90	1,201.00	24.00

Class Workstations in Project = 350
 Lab Workstations in Project = 600
 Net New Type 1 FTE = 500

We can convert the Net New FTE into class and lab FTE by recognizing each lab workstation produces one-half the credits per hour as a class workstation does;

$$\begin{aligned} \text{Projected Net New Class FTE} &= (\text{Net New Type 1 FTE}) \times \text{Class Workstations in Project} / \\ & \quad (\text{Class Workstations in Project} + (\text{Lab Workstations in Project} / 2)) \\ &= 500 \times 350 / [350 + (600 / 2)] = 269.23 \end{aligned}$$

$$\begin{aligned} \text{Projected Net New Lab FTE} &= (\text{Net New Type 1 FTE}) \times (\text{Lab Workstations in Project} / 2) / \\ & \quad (\text{Class Workstations in Project} + (\text{Lab Workstations in Project} / 2)) \\ &= 500 \times 600 / 2 / [350 + (600 / 2)] = 230.77 \end{aligned}$$

Next converting the FTE to contact hours;

$$\begin{aligned} \text{Projected Net New Class Contact Hours} &= \text{Projected Net New Class FTE} \times \\ & \quad 15 \text{ Classroom Contact Hours per FTE} \\ &= 269.23 \times 15 = 4,038.46 \end{aligned}$$

$$\begin{aligned} \text{Projected Net New Lab Contact Hours} &= \text{Projected Net New Lab FTE} \times \\ & \quad 30 \text{ Lab Contact Hours per FTE} \\ &= 230.77 \times 30 = 6,923.08 \end{aligned}$$

We get the new numerator for utilization by adding the net new contact hours to the existing contact hours;

$$\begin{aligned} \text{Projected Class Contact Hours} &= \text{Existing Class Contact Hours} + \\ &\quad \text{Projected Net New Class Contact Hours} \\ &= 20,344.70 + 4,038.46 = 24,383.16 \end{aligned}$$

$$\begin{aligned} \text{Projected Lab Contact Hours} &= \text{Existing Lab Contact Hours} + \\ &\quad \text{Projected Net New Lab Contact Hours} \\ &= 8,485.20 + 6,923.08 = 15,408.28 \end{aligned}$$

We get the new denominator for utilization by adding the number of net new workstations to the existing number of workstations;

$$\begin{aligned} \text{Future Class Workstations} &= \text{Existing Class Workstations} + \text{Net New Class Workstations} \\ &= 787 + 350 = 1,137 \end{aligned}$$

$$\begin{aligned} \text{Future Lab Workstations} &= \text{Existing Lab Workstations} + \text{Net New Lab Workstations} \\ &= 415 + 600 = 1,015 \end{aligned}$$

The future utilization can now be estimated as;

$$\begin{aligned} \text{Future Class Utilization} &= \text{Projected Class Contact Hours} / \text{Future Class Workstations} \\ &= 24,383.16 / 1,137 = 21.45 \end{aligned}$$

$$\begin{aligned} \text{Future Lab Utilization} &= \text{Projected Lab Contact Hours} / \text{Future Lab Workstations} \\ &= 15,408.28 / 1,015 = 15.19 \end{aligned}$$

Future Weekly Utilization Summary Table

	Contact Hours	Workstations	Utilization
Classes	24,383.16	1,137	21.45
Labs	15,408.28	1,015	15.19
Campus	39,791.44	2,151.00	18.50

A spreadsheet that calculates utilization consistent with this methodology, and a spreadsheet with sample data, are both available here — <http://www.sbctc.edu/colleges-staff/programs-services/capital-budget/capital-budget-development.aspx>

Appendix E – Average Useful Life of Infrastructure

The following average useful lives are used in accounting for depreciating assets. Since this is an average, about half of the infrastructure is expected to last longer. Projects involving infrastructure with different average lives shall use a cost weighted average life for scoring relative to the criteria. If replacing existing infrastructure, the proposal will have both the cost weighted average useful life of the existing and proposed infrastructures.

Infrastructure	Average Useful Life¹	Estimated Cost	Cost Weighted Life
Electrical Service/Distribution — underground	20		
Electrical Utility Pole	20		
Electrical Transformer — pad mounted	5		
Electrical Transformer — in vault	5		
Electrical Generator — free standing	5		
Potable Water — piping	25		
Potable Water — meters	25		
Sewer lines — concrete	50		
Sewer lines — brick	90		
Sewer lines — metal	40		
Storm drains — plastic	25		
Storm drains — cast iron	30		
Storm drains — metal corrugated	30		
Storm drains — concrete	40		
Storm drains — ditch/trench	100		
Telecommunication — fiber optic conductors	5		
Telecommunication networks between buildings ²	7.5		
Inter building communication infrastructure ³	25		
Other ⁴			
Subtotals		A = sum of Estimated Costs	B = sum of Cost Weighted Lives
Cost Weighted Average Useful Life			B / A

Notes:

¹ Average Useful Life in years is from Section 30.50.10 of the State Administrative and Accounting Manual Issued by Office of Financial Management unless otherwise noted.

² California State University Capital Asset Guide, April 2012.

³ University of New Mexico Design Guidelines for Information Technology Infrastructure Facilities.

⁴ Provide copy or link to other data used in analysis.

Appendix F – Capital Asset Model

The following Capital Asset Model was adopted February 7, 2013.

Assignable Square Feet per FTE Student							
Type of Space	FTE Type	Academic FTE		Vocational FTE		Basic Skills FTE	
		First 1,000	Additional	First 1,000	Additional	First 1,000	Additional
General Classroom	1	12.4	12.4	7.5	7.5	N/A	N/A
Basic Skills	2	N/A	N/A	N/A	N/A	27.6	27.6
Science Lab	1	6.0	6.0	3.5	3.5	N/A	N/A
Computer Lab (open)	2	3.2	3.2	3.2	3.2	3.2	3.2
Music	2	A one-time allowance of 4,000 asf @ CCs only					
Art	2	A one-time allowance of 6,000 asf @ CCs only					
Drama	2	A one-time allowance of 5,000 asf @ CCs only					
Physical Education **	2	26.0	10.0	N/A	N/A	N/A	N/A
Library	2	16.8	8.5	16.8	8.5	16.8	8.5
Faculty Office	2	8.1	8.1	10.8	10.8	8.1	8.1
Admin/Student Services	2	8.98	5.13	8.98	5.13	8.98	5.13
Student Center & Related	2	13.19	7.97	13.19	7.97	13.19	7.97
Childcare	2	3.4	3.4	3.4	3.4	3.4	3.4
Central Stores/Maintenance	2	7.0	4.0	4.0	4.0	7.0	4.0
Auditorium	2	A one-time, total space of 9,000 asf @ CCs and TCs					
FTE Type 1: Day On Campus w/o Online (Category 3N)							
FTE Type 2: Day On Campus plus Online of same intent regardless of time of day							
* Vocational space will be included in the CAM based on a formal analysis of space needs by program and projected enrollment growth.							
** Calculation based on first 500 FTE.							

Appendix G – Enrollment Forecasting

The State Board staff will provide a ten-year enrollment forecast for each college based on the previous fall quarter enrollment adjusted for expected population changes over the next ten years. There will be a total enrollment projection, a projection for sizing classrooms and labs called “Type 1” FTE, and another for sizing other facilities on a campus called “Type 2” FTE that includes online enrollment.

The State Board projections include enrollment for academic transfer, workforce and basic skills courses. The projections exclude enrollment for continuing education courses and courses taught in prisons.

The Type 1 and Type 2 projections for sizing facilities are based on the peak need for space on the campus so they exclude evening and weekend enrollments.

High school students taking for-credit classes on the campus during the day through the running start program are included in the State Board enrollment projections.

In general, the State Board’s population-based enrollment projections have been fairly accurate, but individual college projections can be off by large enough amounts to have an impact on capital project scoring.

The projections are for a ten year period to account for the time it can take for a capital project to be funded, designed and constructed.

If a college would like to provide an alternative ten-year projection for their Type 1 or 2 FTE, then it should be submitted to the State Board’s capital budget director before September so it can be reviewed by State Board staff and a task force from the Research and Planning Council (RPC) by the end of October.

The RPC task force will provide qualitative feedback on the proposed projection relative to the following goals:

- Consistency with definition of Type 1 or Type 2 FTE
- Use of strong and non-derivative data sources
- Having a minimum of 10 years of source data
- Use of valid statistical approach for building the forecast
- Inclusion of “what if” scenarios that explain what may affect the projection

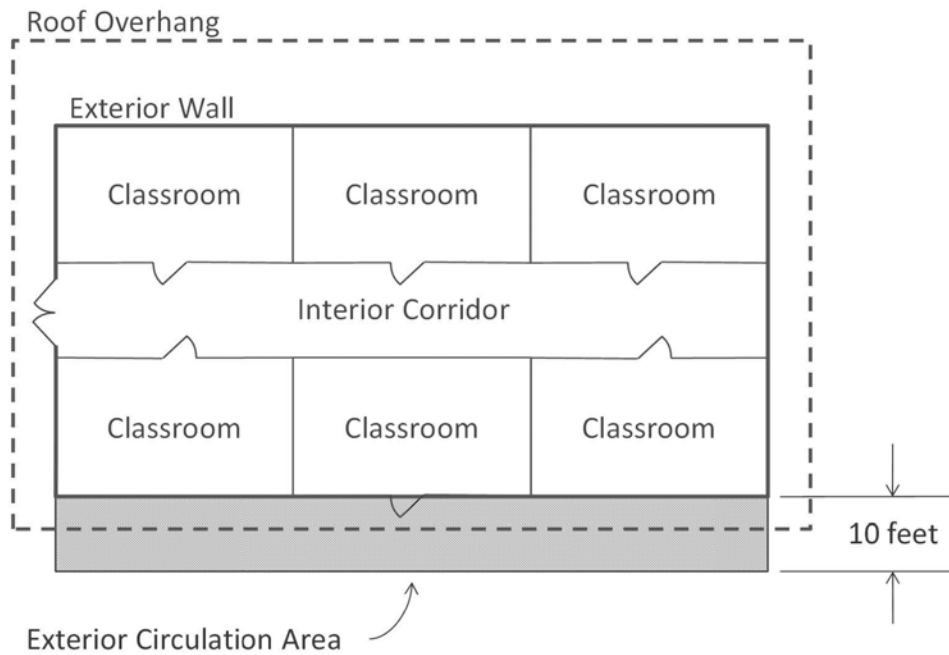
Additional guidance on developing enrollment projections will be provided at the capital budget development workshops.

Time permitting; the RPC task force will review multiple iterations of a college’s projection.

If the college chooses to include the alternative enrollment projection in the PRR, the RPC feedback will be provided to scorers of the major project proposals for their consideration.

Appendix H — Exterior Circulation Space

The area of a replacement project can be bigger than the building area being replaced by an amount equal to the exterior circulation area of the building being replaced. The exterior circulation area is the length of each exterior wall that has at least one classroom door that is the only student-access to the classroom, times ten-feet. See illustration below.



Appendix I – Allowable Scope Changes after Scoring

Generally, colleges should make every effort to complete the project as proposed.

A college can make changes, for reasons internal to the operation of the college, which are not likely to have changed the project's score by following these steps:

1. Describe the proposed change to the State Board's capital budget director.
2. The State Board's capital budget director will assess the potential impact of the proposed change on the objective and subjective criteria used to score the original proposal.
3. If the change would only impact objective components of the criteria; like facility condition scores, square footage, building age, cost, or utilization; and, if the proposed change is not likely to have reduced the total score of the objective criteria, the proposed change will be allowed. The capital budget director will then report the approved change to WACTC's capital committee at their next regularly scheduled meeting.
4. If the change could impact the more subjective criteria, the State Board's capital budget director will work with the college to provide information to WACTC's capital committee for evaluation of the potential impact on the original proposal's score. If the WACTC capital committee decides the change is not likely to have reduced the score, the proposed change will be allowed.

A college has even more flexibility when the project needs to be changed in response to an external cause.

External causes include, but are not be limited to, construction funding below the requested level, delays in state funding, unforeseeable mitigation requirements from permitting authorities, unforeseeable code changes, and unforeseen archaeological impacts. A college can propose a change due to an external cause by following these steps:

1. Describe the external cause and proposed change to the State Board's capital budget director. This may require some documentation to substantiate the cause.
2. The State Board's capital budget director will work with the college to preserve the scope and cost of the originally proposed project while mitigating the external cause of the change.
3. The capital budget director will then report the approved change to WACTC's capital committee at their next regularly scheduled meeting.

Neither the capital budget director nor WACTC's capital committee can create an obligation for additional state funding for the project. Based on the nature and timing of the change, it may need approval from the Office of Financial Management or the Legislature.

Appendix J – Identification of Opportunity Gaps and Solutions in the Built Environment

The built environment can improve educational outcomes by addressing opportunity gaps at the community and technical colleges. Each college may have different gaps in educational outcomes that are best addressed by different aspects of the built environment.

Since gaps and solutions vary from college to college, this criteria has colleges identify their own gaps in educational outcomes and then include project elements that are likely to help close them.

The identification and proposed solutions should be consistent with the following:

- Outcomes are compared for a broad cohort of students with similar educational background and end goals (e.g., all award seeking students with fewer than 10 prior college credits).
- Outcomes are compared for a cohort of students with the same starting point and time frame to meet outcomes (e.g., students starting in Fall 2014 and finishing their program within three years).
- Outcomes represent key end goals (i.e., program completion, employment outcomes, and transfer outcomes) or key progress milestones to reach those end goals (e.g., credit completion milestones, math and English completion, or retention).

The points will be awarded using the following methodology that relies on three factors to award the points based on how likely the proposed solution is to have significant improvement in the college's gaps in educational outcomes.

The three factors and their values are:

- A. Size of the number of students in the gap relative to the student body as a whole. This factor would be —
 - a. 0 if the sum of the number of students in the gaps is two percent or less of the student body,
 - b. 0.500 if the number of students in the gaps is more than two percent and less than 10 percent of the student body, and
 - c. 1.000 if the number of students in the gaps is 10 percent or more of the student body.
- B. Size of the outcome gaps for those in the groups relative to the rest of the student body in percentage points. This is the outcome ratio of all students minus the ratio of the students in the gap. The numerator and denominator would depend on the gap. This factor would be —
 - a. 0 if the sum of the sizes of the gaps is two percentage points or less,
 - b. 0.500 if the gaps are more than two percentage points and less than 10 percentage points, and
 - c. 1.000 if the gaps are 10 percentage points or more.
- C. The likelihood of improvement due to the proposed solutions.
 - a. C = 1.000 if there is evidence that the proposed solutions have had a significant impact on similar opportunity gaps at the college or at another college.
 - b. C = 0.666 if there is indirect evidence that the proposed solutions are likely to have a significant impact on the identified opportunity gaps. Indirect evidence could include a student survey endorsing the proposed solutions, evidence that

- similar solutions have had a significant impact on similar gaps, or evidence that the proposed solutions address a problem related to the identified gaps.
- c. $C = 0.333$ if there is a clear logic model for how the proposed solutions are likely to have a significant impact on the identified gaps.
 - d. If the solutions have different likelihoods of improvement, the likelihood of improvement of all the solutions will be the student weighted likelihood of improvement for each group.

The number of unweighted points awarded to the proposal for this criteria = $A \times B \times C \times$ the number of unweighted points available for this criteria.

**Appendix J – Identification of Opportunity Gaps and Solutions in the Built Environment
South Puget Sound Community College Example**

Students who take the Enhanced Student Success Class are more likely to complete.



South Puget Sound Community College (SPSCC) launched an Enhanced Student Success (ESS) Class for new college students who are not academically prepared for college work Fall 2014. The outcome of this class has resulted in increased persistence for students who are successful in the ESS class.

Over the last four fall quarters, 338 students is the average number of students who have received a recommendation to enroll in the ESS class. However, on average, only 152 actually enroll within the first two quarters of attendance at SPSCC.

Because the outcome of successfully passing this class has proven to be beneficial to student persistence, the college will require ESS for specific student populations, especially for students that are choosing not to enroll after a recommendation to do so.

If SPSCC mandates a class requirement, learning space is required to sufficiently meet the needs of the demand.

Currently, various teaching space is sufficient to schedule all the necessary classes because a sub-set of the target population is enrolled in the ESS classes (students requiring pre-college work who elect to enroll). However, as this program moves to requirement for this specific population, a larger dedicated space would be necessary to meet the scheduling needs and provide an inclusive central first year experience resource center. Building 26 would be a great location to dedicate to the Enhanced Student Success classes. This building is adjacent to the main Student Services building, the bus loop, and a very short walk to the Student Union Building. Currently this space is not ideal for teaching and learning; the list is long of problems that make it not conducive to teaching and learning best practices.

- On average, 338 students need ESS each fall quarter.
- The average number of students who elected NOT to enroll in ESS is 186 students each quarter.

- The number of students returning who elected NOT to enroll in ESS is 93 students each quarter.
- The relative size of the cohort in the gap is $93/338 = 27.5\%$ so **A = 1.000**
- The relative size of the gap is the difference in retention rates of those in the gap and the larger population of those who needed ESS was $55.6\% - 32.8\% = 22.8$ percentage points so **B = 1.000**
- For this example we would survey the students who needed ESS but did not take it to find out why they did not take it. Since this survey has not taken place, we will assume a hypothetical result: students did not enroll in ESS because the limited offerings of the class due to available space did not fit into the student's schedule. By combining this with space utilization data to substantiate the lack of appropriate space, the major project proposal would include dedicated space for ESS so **C = 0.666**
- **A * B * C = 1.000 * 1.000 * 0.666 = 0.666 time the available unweighted points in each category for the proposed project.**

Appendix J – Identification of Opportunity Gaps and Solutions in the Built Environment
 Renton Technical College Example

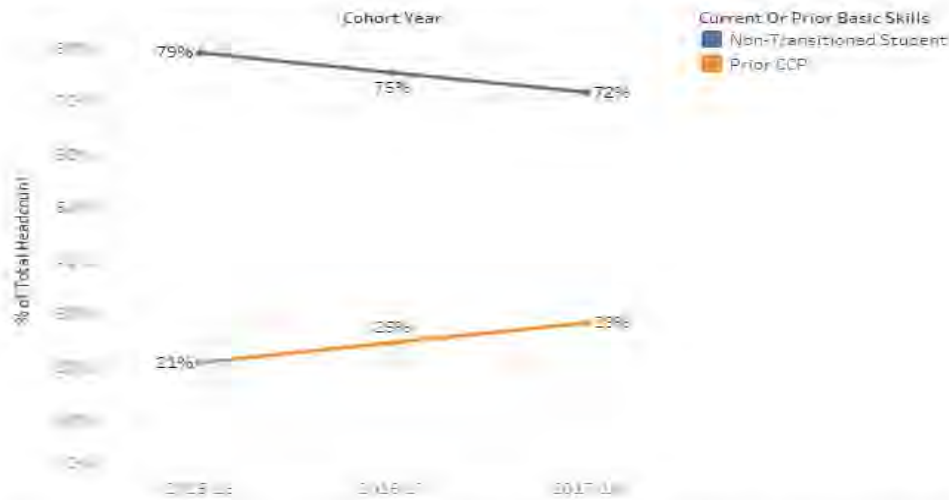
Students in high-wage programs are more likely to complete.

Renton Technical College would build a center promoting College and Career Pathways (CCP) student transition into college level programs, with a strong emphasis on transition into high wage STEM programs.

Factor A: Renton Technical College’s CCP students comprise between 37% and 42% of the College’s overall enrollment²

Year	College and Career Pathways Enrollment	College Level Enrollment
2015-16	36%	64%
2016-17	40%	60%
2017-18	41%	59%

Transitioned College and Career Pathways students’ share of enrollment in Professional Technical programs stands at 28% of total professional technical enrollment.³



Regardless of which lens is applied to the population, the relative size of the cohort exceeds 10% of the student body, so A = 1,000.

² Includes students with Intents A,B,D,E,F,M,I, and G. Vocational Supplemental and Apprenticeship students excluded from totals. College level students include all students not coded to intents D and E.

³ Based on SBCTC student achievement initiative data: transitioned students are identified using the field Current or Prior Basic Skills. Prof tech students are identified using the fields first and last intent where either field equals F,MI or G.

Factor B: Based on wage and placement data the College receives from Data for Linking Outcomes Assessment (DLOA), the College knows that graduates coded to high wage programs by SBCTC⁴ earn more than their peers in medium or low wage programs.

	Grad Year	25th %	Median Wage	75th %
High Wage Programs	2014-15	\$16.95	\$20.62	\$27.69
	2015-16	\$20.51	\$25.49	\$31.48
	2016-17	\$26.41	\$30.57	\$36.58
Low+Medium Wage Programs	Grad Year	25th %	Median Wage	75th %
	2014-15	\$13.20	\$16.17	\$18.48
	2015-16	\$14.43	\$16.69	\$19.48
	2016-17	\$15.36	\$17.92	\$21.19

Although transitioned CCP student’s share of medium wage programs increased over the past three years, their share of enrollment in high wage programs decreased⁵.

Prof-Tech Students	Cohort Year	Range	Headcount	Percentage
Non-Transitioned Student	2015-16	Low	561	32%
		Medium	915	51%
		High	305	17%
	2016-17	Low	508	32%
		Medium	804	51%
		High	277	17%
	2017-18	Low	548	35%
		Medium	759	48%
		High	262	17%
Prior CCP	2015-16	Low	212	45%
		Medium	225	48%
		High	35	7%
	2016-17	Low	244	46%
		Medium	271	52%
		High	11	2%
	2017-18	Low	252	40%
		Medium	359	57%
			High	22

RTC defines the gap as the percentage non-transitioned students enrolled in high wage programs compared the number of prior CCP students enrolled in high wage programs. For the most recent year of data where data is available (2017-18), the gap exceeds 10% (3% for transitioned CCP students enrolled in high wage programs compared to 17% non-CCP prof tech students enrolled in high wage programs), so **B = 1.000**.

⁴ Each release of DLOA includes an SBCTC CIP classification list coding programs to either low, medium, or high wage. In DLOA this field is called LMH.

⁵ Data source: SAI Demographics Enrollment Table.

Factor C: This transition center builds of educational research focusing on the correlations between belonging and recruitment/retention/completion of marginalized populations of students in STEM programs. The College would track progress through two leading indicators: CCP enrollment in high wage programs, and their subsequent retention in those programs. The College would use only one lagging indicator: the number of CCP students earning credentials in high demand programs. Research examples include:

Toven-Lindsey, B., Levis-Fitzgerald, M., Barber, P. H., & Hasson, T. (2015). Increasing persistence in undergraduate science majors: A model for institutional support of underrepresented students. *CBE Life Sciences Education*, 14(2), 1-12.
<https://doi.org/10.1187/cbe.14-05-0082>

Real world implementation: [UCLA PEERS](#) program (Program for Excellence in Education and Research in the Sciences). PEERS is a dedicated center at UCLA that provides underrepresented students professional development in life/physical science mathematics. Strong components of PEERS include collaborative learning workshops, social events with other science students, and personalized academic advising.

The following article includes a quantitative study comparing PEERS to non-PEERS control group:

Toven-Lindsey, B., Levis-Fitzgerald, M., Barber, P. H., & Hasson, T. (2015). Increasing persistence in undergraduate science majors: A model for institutional support of underrepresented students. *CBE Life Sciences Education*, 14(2), 1-12.
<https://doi.org/10.1187/cbe.14-05-0082>

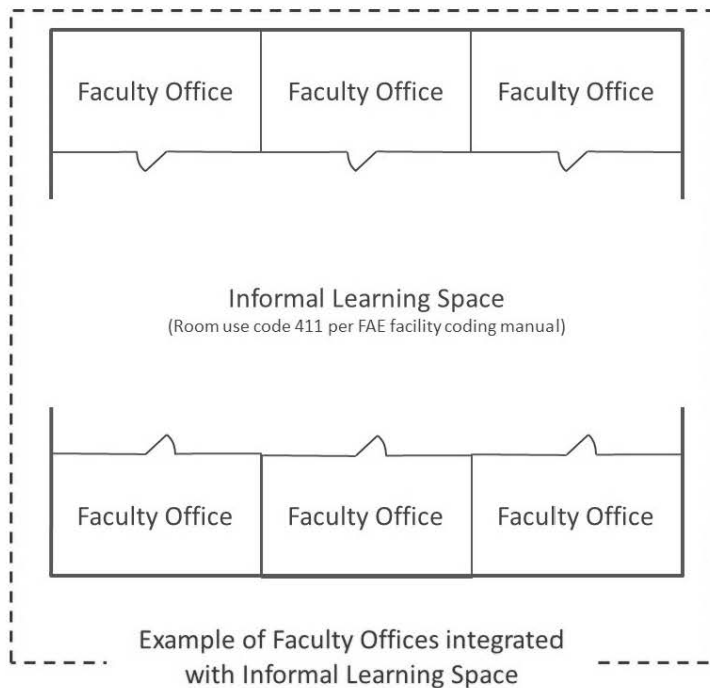
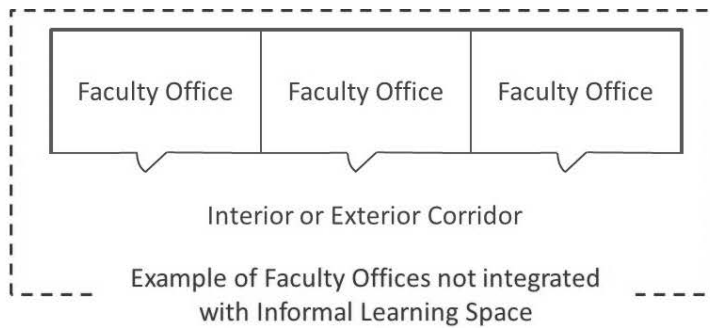
With evidence that the proposed solution will have significant impact on the gap **C= 1.000**.

A * B * C = 1.000 * 1.000 * 1.000 = 1.000 times the available unweighted points in each category for the proposed project.

Appendix K – Faculty Offices integrated with Informal Learning Spaces (FOiwILS)

Additional unweighted points are available for the faculty office areas in renovation, replacement, and new area projects if the office area is configured to improve opportunities for student/faculty interaction.

These faculty offices are expected to be visible from and open to informal learning spaces. See illustrations below:



Attachment B

SBCTC 2023-25 request pipeline w/ 2021-23 legislative budget						
Added	Score	Construction Order	College	Number	Project	Next Funding Phase
2019-21	88,720	1	Lake Washington	40000102	Center for Design	Construction
2019-21	87,950	2	Bates	40000130	Fire Service Training Center	Construction
2019-21	87,260	3	Olympic	40000103	Innovation & Technology Learning Center	Construction
2019-21	86,970	4	Everett	40000190	Baker Hall Replacement	Design & Construction
2019-21	86,120	5	Tacoma	40000104	Center for Innovative Learning and Engagement	Construction
2019-21	84,610	6	Wenatchee	40000198	Center for Technical Education and Innovation	Construction
2019-21	83,660	7	Shoreline	40000214	STE(A)M Education Center	Construction
2019-21	82,800	8	Lower Columbia	40000106	Center for Vocational and Transitional Studies	Construction
2019-21	82,080	9	Columbia Basin	40000108	Performing Arts Building Replacement	Design & Construction
2019-21	82,020	10	Whatcom	40000137	Technology and Engineering Center	Design & Construction
2019-21	81,900	11	Cascadia	40000222	CC5 Gateway building	Construction
2019-21	81,510	12	Edmonds	40000114	Triton Learning Commons	Construction
2019-21	80,640	13	Renton	40000204	Health Sciences Center	Construction
2019-21	80,300	14	Bellingham	40000256	Engineering Technology Center - Bldg J Replacement	Design & Construction
2019-21	79,760	15	Centralia	40000109	Teacher Education and Family Development Center	Construction
2019-21	78,701	16	Spokane	40000107	Apprenticeship Center	Construction
2019-21	77,450	17	Skagit	40000110	Library/Culinary Arts Building	Construction
2019-21	76,500	18	Highline	40000105	Welcome Center for Student Success	Design
2019-21	75,420	19	Clark	40000227	Hanna/Foster/Hawkins Complex Replacement	Design & Construction
2019-21	73,310	20	Peninsula	40000111	Advanced Technology Center	Design & Construction
2019-21	73,130	21	South Seattle	40000231	Rainier Hall Renovation	Design
2019-21	71,200	22	Seattle Central	40000294	Broadway Achievement Center	Design
2021-23	78,021	23	Yakima	40000506	Prior-Kendall Hall	Design
2023-25	TBD	24 +	TBD	TBD	from 2023-25 selection	TBD

Attachment C

Excerpt from
SHB 1080 As Amended
Proposed Compromise
S-3081.3

Sec. 7038. The state board for community and technical colleges shall report to the fiscal committees of the legislature by December 15, 2021, on alternative methods of prioritizing and presenting the list of requested capital projects for community and technical colleges in the 2023-2025 fiscal biennium.

This report shall take into consideration:

- a) The need to balance long term community and technical college system planning and growth management priorities;
- b) the need to balance major capital project requests for design and construction funding, given the fiscal impact of funded design projects on the state's capital budget; and
- c) the need to balance state funding between design and construction to meet the community and technical colleges' priorities.

The alternative methods included in the report may include, but are not limited to, the following concepts:

- 1) Separately ranking the following types of requests for project funding:
 - a) Requests for major projects' construction phase, including those projects for which design and construction funding are requested together to facilitate alternative public works contracting procedures pursuant to chapter 39.10 RCW;
 - b) requests solely for the design phase of major projects; and
 - c) requests for minor works funding; and
- 2) Requiring that the number of major project funding requests that are solely for the design phase may not exceed the number of major projects funding requests that include funding for the construction phase.

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 21-06-35

A resolution relating to the allocation of the State Board's 2021-23 biennial capital budget, its 2022 supplemental capital budget request, and development of its 2023-25 capital request.

WHEREAS, the State Board is required to request and allocate state resources for the community and technical colleges; and

WHEREAS, the reappropriations and new appropriations provided in the enacted budget as shown in Attachment 1 are needed for the projects in the State Board's 2021-23 request; and

WHEREAS, the underfunded minor infrastructure replacement projects and unfunded major projects from the State Board's 2021-23 capital budget request as shown in Attachment 2 represent the most pressing immediate needs of the colleges in priority order; and

WHEREAS, State Board staff have worked with the system's stakeholders to update the scoring criteria in response to policy objectives, market conditions and other administrative and legislative requirements; and

WHEREAS, a selection of new major projects for the 2023-25 capital budget request is necessary to identify the major capital projects needed for the community and technical colleges; and

WHEREAS, all 34 community and technical colleges will be eligible to submit one major project proposal in December 2021; and

WHEREAS, any proposal scoring at least 70 points using the updated criteria will be added to the pipeline of major projects for future requests; and

THEREFORE BE IT RESOLVED, the funding in the 2021-23 enacted capital budget shall be allocated to the colleges consistent with the table in Attachment 1 based on progress as required by the Office of Financial Management; and

BE IT FURTHER RESOLVED, State Board staff will update the unfunded project costs in Attachment 2 in collaboration with the colleges and submit them for funding in the 2022 supplemental capital request; and

BE IT FURTHER RESOLVED, the proposed 2023-25 major project scoring criteria in Attachment 3 shall be used to evaluate the college proposals relative to the State Board’s policy objectives and goals; 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 06/24/2021

Attest

Jan Yoshiwara, secretary

Carol Landa McVicker, chair

CONSENT ITEM (RESOLUTION 21-06-24)

June 24, 2021

Tab 3a

2021-22 Corrections Education Interagency Contract

Brief description

The joint mission of the Washington State Department of Corrections and the State Board for Community and Technical Colleges is to engage justice-involved individuals in state prisons in education and training opportunities to facilitate their successful transition to lifelong community membership. On an annual basis, the State Board and Department of Corrections jointly develop the contract that specifies programs and services, establishes outcome metrics, and develops appropriate statewide policies and procedures.

The State Board contracts with individual community and technical college districts to provide prison-based instruction in multiple pathways. Colleges provide pre-college courses in Adult Basic Education and High School Completion, English Language Acquisition, and developmental English and math. Students may participate in any of the colleges' short courses in business, trades related programs such as roofing, siding, and drywall, or the Construction Trades Apprenticeship Preparation program offered at multiple facilities and acknowledged by the Department of Labor and Industries as a statewide approved pre-apprenticeship program. Students can also pursue one-year certificates in a variety of fields including advanced manufacturing, computer programming and business management.

This year's passage of House Bill 1044, Prison to Postsecondary Education, has authorized the Department of Corrections to continue to fund educational certificates, while now authorizing funding for associate and bachelor degrees. Students may continue to pursue technical associate degrees in welding, HVAC, business, human services and automotive. They can also now pursue Direct Transfer Associate degrees, rather than limited to workforce certificates and related degrees. Additional funding is now available through the Washington College Grant to support students in this pursuit. Fiscal year 2023 will include funding options for federal Pell Grant awards to low income students, which was restored this past year.

The State Board contracts with Washington's community and technical colleges and The Evergreen State College to provide college reentry services to individuals returning from prison in Washington's highest release counties. Services include: assistance with applying for and enrolling in college after release; applying for financial aid and resolving past financial aid problems; and connecting students to peer mentor support groups and services.

The institutions, and the facilities and counties they serve, are:

Institution	Prison-Based Instruction (DOC Facility)	College Reentry (County)
Bates Technical College	-	Pierce
Centralia College	Cedar Creek Corrections Center	-

¹ Justice Involved Individuals – In April 2021, Department of Corrections switched using the terms: inmate, offender and convict to justice involved individuals.

Institution	Prison-Based Instruction (DOC Facility)	College Reentry (County)
	Washington Corrections Center	
Clark College	Larch Corrections Center	Clark
Edmonds Community College	Monroe Correctional Complex	Snohomish
Grays Harbor College	Stafford Creek Corrections Center	-
Peninsula College	Clallam Bay Corrections Center Olympic Corrections Center	-
Renton Technical College	-	King
Seattle Central College	-	King
Skagit Valley College	-	Skagit
South Seattle College	-	King
Spokane Community College	Airway Heights Corrections Center	Spokane
Tacoma Community College	Washington Corrections Center for Women Mission Creek Corrections Center for Women	Pierce
The Evergreen State College	-	Thurston
Walla Walla Community College	Coyote Ridge Corrections Center Washington State Penitentiary	

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

The Corrections Education Contract aligns the contract goals and policies strategically to the State Board for Community and Technical Colleges' three goals: achieve educational equity for students who are historically underrepresented in higher education; improve completion rates, and increase access and retention among populations who can benefit the most from college access. As a result of the proposed allocations, justice-involved and individuals transitioning back into the community, will have access to innovative, high quality education and reentry programs. These programs provide the knowledge, skills, diplomas, certificates, and degrees necessary to attain their career and educational goals to successfully transition back into the community. The implementation of Guided Pathways in Corrections Education focuses on bringing equity and inclusiveness that is critical to providing opportunities that support the success of underrepresented individuals, including justice-involved individuals. Guided Pathways ensures a seamless transition of students from pre-college through postsecondary, and from prison into college. Corrections programs include High School+ and Open Doors, which help to increase the successful transition of justice-involved individuals into postsecondary education while moving more students to completion and transition upon release.

Background information and analysis

In July 2002, the State Board first entered into an interagency agreement with the Washington Department of Corrections to provide educational services to eligible justice-involved in the state's adult prisons. This partnership continues to grow and strengthen because it leverages resources and meets mission goals of both agencies by advancing the skills and education of justice-involved individuals, an underserved constituency, and by providing evidence-based programming to support

the Department of Corrections goal of reducing recidivism. The community and technical college system assists the Department of Corrections in meeting this goal by offering workforce programs in high-demand fields, building pre-apprenticeship pathways linked to construction trades, and providing reentry navigators to assist releasing students to continue on career and educational pathways.

In this current fiscal year, the State Board received \$18,081,518 to produce 3,129 FTEs justice-involved individuals. Due to COVID-19 impacts colleges are projected to see only 2,300 FTEs from enrolling students. Colleges may, by end of FY21, award over 400 combined Washington State high school diplomas and GEDs, 500 workforce certificates, and over 60 associate degrees this year.

For 2021-22 planning numbers are based on the 2020-21 allocation. Based on these planning numbers, the State Board will receive \$18,081,518 to produce 3,129 FTEs in the mission areas of basic skills, certificates and degrees. This includes a portion of funds being dedicated for colleges to provide critical student services in the prisons to include educational planning and navigation, computer and tutoring labs, and support for enrolling in college after release through college campus education navigators.

Potential questions

- What have been the effects of COVID-19 on Corrections Education programming?
- How will the Department of Corrections and the State Board for Community and Technical Colleges expand postsecondary education opportunities for the 2021-22 fiscal year?
- How will Corrections Education further be integrated into Guided Pathways, to include college in prison as an integral part of this innovative work in order to bring equity to our students, programs, faculty, and staff?
- How will colleges significantly increase the number of people enrolling in postsecondary education after release?

Recommendation/preferred result

Staff recommends approval of Resolution 21-06-24, approving the 2021-22 agreement with the Department of Corrections for the delivery of adult corrections education services.

Policy Manual Change Yes No

Prepared by: Pat Seibert-Love, policy associate, corrections education
pseibert-love@sbctc.edu, 360-704-4358

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 21-06-24

A resolution awarding \$18,081,518 of state funds to community colleges for delivery of corrections education.

WHEREAS, the State Board for Community and Technical Colleges is entering into a contract with the Washington State Department of Corrections for the community and technical college system to provide education and training to eligible justice-involved in state correctional institutions; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges delegates authority to the Executive Director to sign a contract with the Department of Corrections that totals \$18,081,518; and

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges grants the Executive Director authority to award state correctional education funds to individual higher education providers consistent with Board policy and state law; and

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges grants the Executive Director authority to modify the contract with the Department of Corrections as necessary and to adjust the proposed awards if the anticipated program funding changes due to state or federal action; and

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to adjust 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.

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges grants the Executive Director authority for final grant spending authority to designated providers in a manner consistent with this resolution.

APPROVED AND ADOPTED on June 24, 2021.

Attest

Jan Yoshiwara, secretary

Carol Landa McVicker, chair

CONSENT AGENDA 21-06-25

June 24, 2021

Tab 3b

Policy Manual Revisions

Brief Description

Recent policy decisions recommended primarily by the Instruction Commission, the Washington State Student Services Commission, or the Washington Association of Community and Technical Colleges along with a number of statutory changes has necessitated a second update to the State Board's Policy Manual. The approval of the Policy Manual is not a delegated authority under *1.30.20 Delegation of authority to the executive director*.

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

In June 2020, the State Board adopted its strategic plan, which focuses on three goals: achieve educational equity for students who are historically underrepresented in higher education; improve completion rates; and increase access and retention among populations who can benefit the most from college access. The three goals are supported by five strategies (and associated actions) to help the system achieve those goals. Updates to the State Board's Policy Manual supports the strategic plan by providing policy guidance to the college system as they conduct their college decision-making efforts.

Background information and analysis

An accurate and up-to-date Policy Manual provides college staff and SBCTC staff with guidance for college operations, making fiscal decisions, and supporting student access and inclusion initiatives. A number of recent statutory changes are included in the update that will insure our colleges remain in compliance, both at the state and federal level.

The Policy History section in the current Policy Manual chronicles that the Policy Manual was last approved in its entirety in September 2002. Periodic chapter sections have been presented and approved as deemed necessary since that time. Recent updates and edits to the Policy Manual reflect current titles and terminology. Additional items have been added that include a significant number of college responsibilities and student rights as mandated by law over the past several years. This update includes bill action from the 2021 legislative session covering Policy Manual chapters 2-4, and 7. (Attachment A)

Recommendation/preferred result

Adoption of the updated Policy Manual as proposed.

Policy Manual Change Yes No

Prepared by: Scott A. Copeland, associate director, campus relations and policy guidance
scopeland@sbctc.edu

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 21-06-25

A resolution relating to the revision and adoption of the State Board Policy Manual

WHEREAS, it is important for the State Board to provide the colleges with policy guidance for operation of the colleges,

WHEREAS, a number of changes have occurred to the community and technical college system that have resulted in new and different ways of conducting state business,

WHEREAS, a number of statutory changes have occurred to the community and technical college system that have resulted in new compliance requirements,

WHEREAS, it was a priority to review these changes with college system groups prior to taking action,

WHEREAS, it was a priority that policies be provided in an accessible e-format, including links to pertinent information,

WHEREAS, it is important that the State Board's Policy Manual reflect the changes and communicate policies clearly to the college system and external audiences,

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges and attached Policy Manual on June 24, 2021.

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 June 24, 2021,

Attest

Jan Yoshiwara, secretary

Carol Landa McVicker, chair



TAB 3b, Attachment A



STATE BOARD POLICY MANUAL

PROPOSED REVISIONS

Color Key

- A. Sections marked with a strikethrough and in red have been deleted from the policy manual currently online.
 - A. Example: ~~The State Board authorizes community and technical colleges to award diplomas, certificates, associate degrees and at authorized colleges applied baccalaureate degrees (see RCW 28B.50.140(12) and Appendix B: Applied Baccalaureate Degree Program Approval).~~
- B. Sections marked with an underline and in green have been added to the policy manual currently online.
 - A. Example: An institution may withhold registration privileges for students with unpaid debt, including but not limited to, failure to pay tuition and fees, room and board, and/or financial aid.
- C. Sections marked with a double strikethrough and in purple are proposed deletions.
 - A. Example: ~~~~The State Board believes Washington's community and technical colleges are the key points of access to higher education for people of color.~~~~
- D. Sections marked in purple are proposed additions.
 - A. Example: The State Board believes Washington's community and technical colleges serve an important role in ensuring equitable access to higher education, and increasing economic and social mobility for students of color.

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Chapter 1: Statutes, Policies and Regulations Governing Washington Community and Technical Colleges

[Home](#) > [College & SBCTC Staff](#) > [Policies Rules](#) > [Policy Manual Table of Contents](#) > Policy Manual–Chapter 1

1.00 Introduction

This chapter contains policies related to the organization of the two-year college system and about other state agencies whose operations concern community and technical college education. Links are provided in the respective policy statements to RCWs, WACs, and procedures and guidelines that are relative to that policy.

As used in this chapter, unless the context requires otherwise, the term “Board” or “State Board” shall mean the State Board for Community and Technical Colleges.

~~1.10.00~~ Purposes of the Washington Community and Technical College System

The Community and Technical College Act of 1991 authorizes the two-year college system to provide for the increasing numbers of students requiring high standards of education in transfer, professional-technical and adult basic skills and literacy (see ~~SBCTC Policy Manual, Chapter 1 Appendix C: Cooperating Educational and Governmental Organizations~~ [RCW 28B.050](#)).

~~1.10.510~~ Cooperating Educational and Governmental Organizations

In carrying out the duties and responsibilities authorized by the Community and Technical College Act, the State Board and State Board staff work with other educational and government agencies to provide education and training to meet the needs of the state’s communities and the students they serve (see [Cooperating Educational and Governmental Organizations](#) under “Policy Resources” below).

~~1.20.00~~ State Board for Community and Technical Colleges

The Community and Technical College Act of 1991 established a nine-member Board, appointed by the governor, with the consent of the Senate. Statutory provisions propose that State Board members represent the geographic diversity of the state, labor, business, women, and racial and ethnic minorities (see [RCW 28B.50.050](#)).

1.20.10 Bylaws of the State Board for Community and Technical Colleges

Bylaws for the State Board were initially adopted in June 1967 following the Legislature’s adoption of the Community College Act of 1967. Since then, several revisions have been made to accommodate changes in the system (see SBCTC Policy Manual, Chapter 1.30 Bylaws of the State Board for Community and Technical Colleges).

1.20.20 State Board organization and operation

~~WAC 131-08-005~~ The State Board consists of nine members appointed by the governor. Members serve for terms of four years ~~describes the general description of the State Board's organization and operation~~ (see [WAC 131-08-005](#)).

1.20.30 Appearances and presentations before the State Board

Members of the public who wish to make/request formal presentations to the State Board on matters relevant to community and technical college education or matters under consideration by the State Board will be given that opportunity consistent with regulations and procedures as codified in (see [WAC 131-08-007](#)).

1.20.40 General duties and responsibilities of the State Board

Duties and responsibilities of the State Board are set forth in the following:

- A. General. The board shall have general supervision and control over the state system of community and technical college (see [RCW 28B.50.090 through RCW 28B.50.094](#)).
- B. Adult Education. The board shall administer all federal programs for adult education (see [RCW 28B.50.250](#)).
- C. Real Estate. The board may sell, lease or exchange real or personal property from private sources (see ~~RCW 28B.50.301 and RCW 28B.50.302~~, [RCW 28B.50.090\(15\)](#) and [RCW 28B.50.140 \(4\)](#)).
- D. Construction. The board authorizes trustees of college districts to provide for the construction and related activities ~~RCW 28B.50.340 through RCW 28B.50.409~~ (see [RCW 28B.50.330 through RCW 28B.50.440](#)).
- E. Retirement Programs. The board authorizes the purchase of annuities or retirement income plans for certain college employees (see [RCW 28B.10.400 through RCW 28B.10.423](#)).

Policy Resources

[Cooperating Educational and Governmental Organizations \(PDF\)](#)

Policy history

Action	Description	Revision Date
Passage of SHB 1102	Capital Budget	05/21/2019
Passage of SB 5045	Construction Technical Corrections	07/22/2011
Passage of ESHB 1981	Retirement and Annuity Programs	07/01/2011
Passage of ESHB 1847	Bid Limits	07/26/2009

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

1.30 Bylaws of the State Board for Community and Technical Colleges

Name

The Name of this organization shall be the State Board for Community and Technical Colleges.

Legal basis

The legal basis for education in the community and technical college system is vested in the will of the people as expressed in the constitution of the State and the statutes pertaining to community and technical college education.

Authority

The State Board for Community and Technical Colleges shall act as the agent of the State in exercising general supervision and control over the state system of community and technical colleges. It shall be responsible for carrying out the responsibilities and duties imposed upon it within the confines of the authority, power, and discretion granted to it by law (see [RCW 28B.50](#)).

The Board shall appoint and fix the salary of a director who, under its supervision, shall administer the provisions of law and the rules and regulations established thereunder (see [RCW 28B.50.060](#)).

The Board shall authorize such special or standing committees as are deemed necessary. Special committees shall report recommendations to the Board for appropriate action. A special committee shall serve at the discretion of the Board.

Membership

Nine members shall be appointed by the Governor, by and with the advice and consent of the Senate (see [RCW 28B.50.050](#)).

All members shall be citizens and residents of the state.

The term of office of members of the State Board for Community and Technical Colleges shall be four years and members shall continue to serve until the appointment and qualification of their respective successors. Each appointee to the Board shall have full authority to act following appointment, pending the confirmation or rejection by the Senate.

Whenever there shall be a vacancy, the Governor shall fill such vacancy by appointment and the person appointed shall remain in the office only for the remainder of the unexpired term.

Members may be removed by the Governor for inefficiency, neglect of duty, or malfeasance in office.

Officers

At its annual June meeting the Board shall elect from among its members a chair and a vice-chair

who shall serve for one year until successors are elected (see [RCW 28B.50.070](#)).

The chair shall preside at all meetings of the Board, shall sign all legal and official documents recording actions of the Board, and together with the director, execute contracts entered into by the Board. While presiding, the chair shall have full right of discussion and vote.

In the absence of the chair, the duties of the chair will be assumed by the vice chair who shall act as chair pro tempore. The vice chair shall serve as the successor to the chair.

The director shall be the executive officer and secretary of the Board and shall attend all meetings of the Board but shall not be entitled to vote in its proceedings. The director shall keep records of proceedings of all meetings, be responsible for the distribution of minutes of the meetings and other official actions of the Board. The director shall also post all legal notices and perform such other duties as are prescribed by the Board and by law (see [RCW 28B.50.060](#)).

Meetings

Regular meetings, of which there shall be a minimum of one per quarter, shall be held at the Board's established offices in Olympia or wherever the convenience of the public or of the members may be promoted, or delay or expense may be prevented. The annual meeting of the Board shall be held in the month of June (see [RCW 28B.50.070](#)).

Five members shall constitute a quorum, and no meeting shall be held with less than quorum present. The concurrence of at least five members is necessary to authorize any official board action. All members present at a public meeting must either cast a vote or indicate a desire to abstain from voting upon any question or motion properly before the Board and no member shall vote by proxy, or by secret ballot, except in the case of elections for chair.

No member of the Board shall have power to independently act in behalf of or bind the Board except the chair when directed and authorized by the Board to execute contracts entered into by the Board (see [RCW 28B.50.060](#)).

All press releases and answers to official and public requests regarding Board activities shall be provided by or in conjunction with the State Board office.

Members of the State Board for Community and Technical Colleges shall receive compensation not to exceed \$50 and per diem in the sum provided by law for each day attending meetings of the Board and also for each day spent fulfilling duties as a Board Member. Members shall also receive mileage and other travel reimbursed as authorized under Office of Financial Management travel regulations (see [RCW 28B.50.050](#)).

All State Board meetings will be held in compliance with the *Open Public Meetings Act and the Administrative Procedures Act*.

Agenda

An agenda for each regular meeting shall be prepared by the director and mailed to Board members no later than four days prior to the meeting. The agenda shall be amended at the time of the meeting upon the request of either the chair or director.

Minutes

Minutes of the proceedings of the Board of the previous meeting shall be prepared by the Secretary and mailed to the members with the next meeting's agenda.

A copy of all motions shall be recorded in full in the minutes. The names of those who make and second motions, and those who vote aye, nay or abstain shall be recorded. The official minutes shall be bound and kept in the office of the director.

Parliamentary authority

The rules contained in Robert's Rules of Order, Revised, shall govern the Board in all cases to which they are applicable, and in which they are not inconsistent with the bylaws of this Board or the laws of the state.

Amendments

These bylaws may be amended by a majority of the entire Board provided the amendment was submitted at the previous meeting.

Fiscal year of the State Board

The fiscal year of the State Board for Community and Technical Colleges shall conform to the fiscal year of the State of Washington and shall be from July 1—June 30, inclusive.

Member attendance policy

Each member of the Board is expected to attend regular meetings of the Board and to be an active member of at least one committee connected with the Board.

In the event a member is unable to attend a Board or committee meeting, the State Board office should be notified as soon as possible.

Each new member of the State Board shall, upon appointment, be furnished with a copy of this policy.

In March of each year, a report of the attendance record shall be sent to the Governor.

~~Revision and amendment~~ Policy history

Action	Description	Revision Date
Board Action	Bylaws most recently amended	09/12/2013
Passage of ESHB 548	Bylaws initially adopted	06/22/1967

1.340 Executive Director State Board for Community and Technical Colleges

The executive director of the state system of community and technical colleges is appointed by and serves at the pleasure of the State Board.

~~1.340.10 Appointment and~~ Duties and responsibilities of the executive director

Qualifications, duties, and responsibilities of the executive director are set forth in statute (see [RCW 28B.50.060](#)).

1.340.20 Delegation of authority to the executive director

By resolution, the State Board for Community and Technical Colleges delegates to the executive director authority to perform the following in the name of the Board. Delegation of these authorities, together with future delegations of the Board's powers and duties, shall be filed in the executive director's office.

- A. To negotiate and execute contracts and agreements necessary for the performance of the Board's or the executive director's statutory duties, provided that:
 1. Funds are available for payment of such contracts and agreements and related costs.
 2. The initial obligation for the expenditure of funds does not exceed five hundred thousand dollars (\$500,000) for information-technology expenditures and two hundred fifty thousand dollars (\$250,000) for all other expenditures.
- B. To make application for and accept federal and private funds available for educational purposes or to aid educational institutions or boards. Acceptance of such funds is subject to conditions attached thereto, the laws of the state of Washington, and State Board policies and rules.
- C. To regulate districts' sale, exchange, and conveyance of community or technical college personal property pursuant to (see [RCW 28B.50.090\(12\)](#)).
- D. To approve or disapprove applications for professional-technical programs submitted in accordance with State Board policies and procedures governing these programs (see [SBCTC Policy Manual, Chapter 4: Instructional Program and Course Development](#)).
- E. To set guidelines, receive and disburse funds for capital support, maintenance and operation of community and technical college districts in conformance with state and district budgets. This authority includes:
 - A. Distributing funds for project preplanning and master planning as appropriated and according to criteria reviewed and approved by the Board.
 - B. Approving expenditures of local capital funds for projects up to one million dollars (\$1,000,000). At each Board meeting, the executive director will provide a summary of projects approved since the prior Board meeting.
 - C. Approving transfer of title to real property to a public agency.
 - D. Approving easements to public agencies or utility companies.
 - E. Approving the rental or lease of facilities by a community or technical college district that will have 24-hour control of such facilities.

- F. Approving the rental or lease of community and technical college facilities to a lessee that will have 24-hour control.
 - G. Approving or authorizing local boards to approve the rental or lease of facilities by a community or technical college district that will not have 24-hour control.
 - H. Executing documents required for Certificates of Participation and ground leases previously approved by the State Board in the capital budget.
- ~~and~~ (see [RCW 43.88](#) ~~(see~~ and [SBCTC Policy Manual, Chapter 6: Capital Expenditures and Real Property Transactions](#)).

- F. To appoint a designee for the duration of an absence.
- G. To approve employee travel to Hawaii and foreign countries, ~~consistent with the provisions of the~~ (see [State Administrative and Accounting Manual 10.10.50\(b\)](#)).
- H. To delegate signature authority to the SBCTC Division Directors and to other employees.

Policy history

Action	Description	Revision Date
SBCTC Resolution 13-06-33	Increased Executive Director’s authority	06/20/2013
SBCTC Resolution 13-06-33	Removed the dollar limitations on the delegation of signature authority	06/20/2013
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

1.450 Community and Technical College District Organization

Washington State is divided into thirty community and technical college districts.

1.450.10 District Designations

~~Washington state is divided into thirty community and technical college districts, the~~ District boundaries ~~of which~~ are set forth in statute. ~~RCW 28B.50.040~~. The State Board is authorized to establish criteria and procedures for modifying district boundaries ~~consistent with the purposes set forth in RCW 28B.50.020~~ and may make such changes as it deems advisable (see [RCW 28B.50.040](#), [RCW 28B.50.020](#), [RCW 28B.50.090 \(6\)](#) and [SBCTC Policy Manual, Chapter 1 Appendix B: Criteria and Procedures for Modifying District Boundaries](#)).

1.50.20 District Leadership

Each college district has a board of trustees appointed by the governor, with consideration for appointments given to geographical diversity, labor, business, women, and racial and ethnic minorities (see [RCW 28B.50.100](#); [RCW 28B.50.140](#)).

1.50.30 Criteria and Procedures for Modifying District Boundaries

The purpose of this procedure is to provide an orderly means of changing college district boundary lines and applies to the perimeters of a community college district ~~established by RCW 28B.50.040 or as may they~~ be changed as a result of action by the State Board (see [RCW 28B.50.040](#), Criteria and Procedures for Modifying Community and Technical Colleges District Boundaries under Policy Resources below).

Policy history

Action	Description	Revision Date
Passage of ESSB 6359	Institutional coordination and partnerships	06/10/2010
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

~~1.50.00~~ 1.50.60 General Accreditation Requirement

The State Board requires that college districts adhere to the requirements and procedures of the **Northwest Commission on Colleges and Universities** for all colleges operated by that district. The college district shall seek membership and accreditation status in the Association for all new colleges at the earliest possible time following establishment of the college.

Policy resources

- [Northwest Commission on Colleges and Universities](#)

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

1.70 Exceptional Faculty Awards Trust Fund

The 1990 Legislature established the Exceptional Faculty Awards Program, a state matching grant program designed to assist community and technical colleges in creating endowed trust funds. These funds are designed to recognize outstanding faculty by providing faculty development awards to individuals or groups. ~~Colleges must deposit all funds in a separate endowment account from which only the earnings may be expended for the purposes of the program.~~ (see [RCW 28B.50.835](#) through [28B.50.844](#), ~~and the administrative rules in~~ [WAC 131-16-450](#)).

1.70.10 College Fund Requirements

Colleges must deposit all funds in a separate endowment account from which only the earnings may be expended for the purposes of the program. Colleges may request matching grants in \$10,000 increments. (see Exceptional Faculty Awards Fund Procedures t in Policy Resources below). ~~by providing the following documentation:~~

Policy resources

- [Criteria and Procedures for Modifying Community and Technical Colleges District Boundaries \(PDF\)](#)
- [Exceptional Faculty Awards Fund Procedures \(PDF\)](#)

Policy history

Action	Description	Revision Date
SBCTC Resolution 04-05-13	Exceptional Faculty Awards chapter added	03/10/2005
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

Chapter 2: Faculty and Staff Personnel

[Home](#) > [College & SBCTC Staff](#) > [Policies Rules](#) > [Policy Manual Table of Contents](#) > Policy Manual–Chapter 2

2.00 Introduction

This chapter contains policies related to human resource administration in the state's ~~two-year~~ [community and technical](#) college system. State Board authority is limited in this area with the majority of policy and rules and regulations governing faculty and staff resting in other agencies of state government. Links are provided in the respective policy statements to RCWs, WACs, and procedures and guidelines that are relative to that particular policy.

~~2.10 Selecting Faculty and Administrative Personnel~~

~~Employees exempt from the provisions of the civil service law who are employed by college districts shall be appointed on the basis of criteria developed by the district consistent with standards established by the State Board (see [RCW 28B.50.090](#)).~~

~~2.10.10 District personnel selection practices~~

~~Each district is required to adopt and publish a statement of personnel selection practices and standards (see [WAC 131-16-070](#)).~~

~~2.10.20 Qualification of college personnel~~

~~Selection of employees for other than the classified service shall be based upon the general standards established by the State Board (see [WAC 131-16-080](#) and [WAC 131-16-091](#)).~~

~~2.10.30 Certification of professional technical personnel~~

~~Certification of professional technical personnel will be in accordance with procedures outlined in [WAC 131-16-092](#), [WAC 131-16-093](#), and [WAC 131-16-094](#).~~

Policy history

Action	Description	Revision Date
SBCTC Resolution 04-03-04 amending WAC 131-16-092, 131-16-093, and 131-16-094	2.10.30 added outlining procedures for certification of professional technical personnel.	03/10/2005
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

~~2.20 Classification and Compensation of Employees The State Board is authorized to:~~

~~Adopt rules defining the permissible elements of compensation that district boards may approve for college presidents (see [RCW 28B.50.140 \(3\)](#); [WAC 131-16-500](#)).~~

~~Determine qualifications and credentials of employees exempt from the provisions of the civil service law (see [RCW 28B.50.090 \(7\) \(a\)](#); [WAC 131-16-080](#); [WAC 131-16-091](#), SBCTC Policy Manual, Chapter 2 Appendix A: Classification of Employees).~~

~~Ensure that compensation and conditions of employment for all employees are governed by the appropriate administrative boards/agencies (see [SBCTC Policy Manual, Chapter 2 Appendix A: Classification of Employees](#)):~~

~~Civil service classified (see [RCW 41.06](#); [WAC 357](#))~~

~~Technical college classified (see [RCW 41.56](#))~~

~~Faculty (see [Academic Employee](#)” [RCW 28B.52](#), [RCW 28B.50.489](#); “[Faculty Appointment](#)” [RCW 28B.50](#); “[Special Faculty Appointment](#)” [RCW 28B.50.851](#), [RCW 28B.50.870](#), [WAC 131-16-400](#))~~

~~Exempt (see [RCW 28B.50.851](#), [RCW 28B.50.140](#), [WAC 131-16-500](#))~~

~~Designate “special funds” for determining eligibility for tenurable faculty positions (see [RCW 28B.50.851 \(2\)\(b\)](#); [WAC 131-16-400](#), [SBCTC Policy Manual, Chapter 2 Appendix A: Classification of Employees](#)).~~

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

~~2.30 Reciprocity Provisions for reciprocity with the K-12 system will be in accordance with provisions outlined in [WAC 131-16-095](#).~~

Policy history

~~Action Description Revision Date *[SBCTC Resolution 04-03-04](#) amending [WAC 131-16-095](#) * Please note that there is a typo in the original documents first page: 04-03-03 should actually be 04-03-04. 2.30.00 added to address reciprocity of professional technical education certificates. 03/10/2005 [SBCTC Resolution 02-09-16](#) Board approved Policy Manual 09/19/2002 2.40 Employee Benefits For description/authorization of employee benefits and other conditions of employment see the following sections of [SBCTC Policy Manual, Chapter 2 Appendix B: Employee Benefits](#):~~

- ~~A. [Retirement Programs](#)~~
- ~~B. [Insurance Programs](#)~~
- ~~C. [Annual \(Vacation\) Leave](#)~~
- ~~D. [Leaves of Absence](#)~~
- ~~E. [Compensation for Unused Leave](#)~~
- ~~F. [Holidays](#)~~
- ~~G. [Tenure](#)~~
- ~~H. [Collective Bargaining](#)~~

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

~~2.50 Ethics in Government Act The general and executive branch sections of the Ethics in Government Act cover community and technical colleges. Each community and technical college is required to:~~

~~Develop an ethics policy consistent with [RCW 42.52](#) and rules adopted by the Executive Ethics Board (see [Executive Ethics Boards' Rules](#)).~~

~~Approve all honoraria received by its employees.~~

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

~~2.60~~

Equal Employment Opportunity and Affirmative Action

The State Board for Community and Technical Colleges:

- A. Is committed to providing equal employment opportunity to applicants and employees without regard to race, [creed](#), religion, color, national origin, sex, sexual orientation, age, marital status, veteran status, limited English speaking ability, or disability (see [RCW 41.06.150](#); [RCW 49.74](#)).
- B. Recognizes its continuing responsibility to set an example of affirmative action by including women, people of color, people with disabilities, Vietnam era and disabled veterans at all levels within the agency workforce.
- C. Considers equal opportunity, affirmative action, and non-discrimination to be fundamental to the mission, goals, and objectives of the agency and hereby commits the necessary staff time and resources to implement effectively this affirmative action policy.

The executive director [has the overall responsibility and authority for assuring that the affirmative action program is implemented. The division directors share in this responsibility as specifically noted in the plan. Responsibility for coordination of the plan and maintenance of systems to monitor program effectiveness is vested in the Human Resource Director and in the Director, Administrative Services Division who is the designated agency affirmative action officer.](#)

[The executive director](#) will assure that the agency's commitment to affirmative action is demonstrated through:

~~(1) reviewing~~

- A. [Reviewing](#) minimum qualifications on agency job announcements to assure that they are job-related and that they do not contain artificial barriers, which may disproportionately screen

out members of protected groups

~~;(2) developing~~

- B. Developing an intensive and aggressive recruiting program designed to assure that competitive people of color, women, people with disabilities, Vietnam era and disabled veterans are contacted and are encouraged to apply for vacant positions within the agency

~~;(3) monitoring~~

- C. Monitoring of each phase of the agency's recruiting and selection processes to determine affirmative action impact

~~;(4) continual~~

- D. Continual monitoring of the agency's training, promotion, and compensation practices to assure that these programs are administered in a non-discriminatory manner.

A plan has been designed to implement these principles that provide positive benefits to the agency through fuller utilization and development of women, people of color, people with disabilities, Vietnam era and disabled veterans. This plan will be reviewed and its effectiveness reevaluated periodically.

~~The executive director has the overall responsibility and authority for assuring that the affirmative action program is implemented. The division directors share in this responsibility as specifically noted in the plan. Responsibility for coordination of the plan and maintenance of systems to monitor program effectiveness is vested in the Human Resource Director and in the Director, Administrative Services Division who is the designated agency affirmative action officer.~~

Policy history

<u>Action</u>	<u>Description</u>	<u>Revision Date</u>
<u>SBCTC Resolution 02-09-16</u>	<u>Board approved Policy Manual</u>	<u>09/19/2002</u>
<u>Passage of ESSB 5931</u>	<u>Affirmative Action Statement</u>	<u>07/15/2011</u>
<u>Passage of HB 2390</u>	<u>Individuals with Intellectual Disabilities</u>	<u>06/11/2020</u>

2.20 Selecting Faculty and Administrative Personnel

Employees exempt from the provisions of the civil service law who are employed by college districts shall be appointed on the basis of criteria developed by the district consistent with standards established by the State Board (see RCW 28B.50.090).

2.20.10 District personnel selection practices

Each district is required to adopt and publish a statement of personnel selection practices and standards (see WAC 131-16-070).

2.20.20 Qualification of college personnel

Selection of employees for other than the classified service shall be based upon the general standards established by the State Board and district board of trustees (see WAC 131-16-080 and WAC 131-16-091).

2.20.30 Certification of professional-technical personnel

Certification of professional-technical personnel shall be in accordance with the standards established by the State Board and becomes the responsibility of the president of each institution, or district, to assure compliance with the standards (see WAC 131-16-092, WAC 131-16-093, and WAC 131-16-094).

2.20.35 Professional-technical or vocational teaching certification reciprocity

Reciprocity provisions recognize professional-technical or vocational teaching certification issued by a community or technical college or the superintendent of public instruction (see WAC 131-16-095).

Policy history

<u>Action</u>	<u>Description</u>	<u>Revision Date</u>
SBCTC Resolution 04-03-04	Certification of professional-technical personnel	03/10/2005
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002
SBCTC Resolution 04-03-04	Reciprocity of professional-technical education certificates	03/10/2005

2.30 Board Classification and Compensation of Employees

The State Board is authorized to:

- A. Adopt rules defining the permissible elements of compensation that district boards may approve for college presidents (see RCW 28B.50.140 (3); WAC 131-16-500).
- B. Determine qualifications and credentials of employees exempt from the provisions of the civil service law
- C. Ensure that compensation and conditions of employment for all employees are governed by the appropriate administrative boards/agencies:
 - Civil service classified
 - Technical college classified
 - Faculty
- D. Exempt Designate “special funds” for determining eligibility for tenurable faculty positions

2.35 Classification of employees

Civil service classified employees

Working conditions and compensation for community college and State Board classified employees are governed by the civil service system

~~as defined by RCW 41~~

The office of the

~~human resource director within OFM~~

State Human Resources (SHR) division of OFM has the statutory authority to adopt:

Class Titles and Salary Ranges

— The official classification and compensation plans for community college classified employees are adopted by the

~~Washington Personnel Resources Board (WPRB)~~

SHR. Salary ranges provided under the

~~WPRB~~

SHR compensation plan provide a series of salary steps, with a minimum and maximum salary for each job class. Each classification has an assigned salary range. New hires may be placed at any step in the assigned range. Step movement along the salary range is earned through longevity in service up to the maximum step of the range. Employees progress in their career (through promotion and reclassification) by assuming higher-level duties. The legislature may also provide general salary increases or, through

~~WPRB~~

SHR OFM recommendations, increases based upon documented recruitment, retention, alignment problems or increased duties and responsibilities (see RCW 41.06).

Rules Governing Administration

— Rules governing administration of community college classified employment regarding such things as exemption from civil service, appointment, demotion, suspension, promotion, layoff, resignation, leave, affirmative action, and labor relations are contained in (see WAC 357).

The appointing authority may approve provisions, related to working condition issues that supplement or add to those adopted by the director, by adoption of policy, or through collective bargaining.

~~RCW 41.06 specifically exempts~~

Exempted from civil service system coverage include members of the board of trustees, presidents, vice presidents, and their confidential secretaries, deans, directors, and chairs, academic personnel, executive heads of major administrative or academic divisions, and other administrative and

professional personnel. The statute also exempts students, part-time or temporary employees, consultants, the State Board director, the confidential secretary, and professional and administrative staff of the State Board. It also provides to each district's board of trustees, the authority to exempt from civil service classifications involving research activities, counseling of students, extension or continuing education activities, graphic arts or publications activities.

~~Additional information on these exemptions may be found in~~

~~(see [RCW 41.06](#), [RCW 41.06.070](#), and [WAC 357](#)).~~

Technical college classified employees

Working conditions, classification and compensation for technical college classified employees are governed by local collective bargaining

~~as provided by~~

~~(see [RCW 41.56](#)).~~

Faculty

In general, the term "faculty" applies to full-time or part-time academic employees working as teachers, counselors, librarians, or in other positions for which training, experience and responsibilities are comparable as determined by the appointing authority. The following definitions apply:

A. Academic Employee

~~—Under the *Academic Personnel Collective Bargaining Act* ([RCW 28B.52](#)) and [RCW 28B.50.489](#), "Academic Employee"~~

~~Academic Employee means any teacher, counselor, librarian, or department head, who is employed by any college district, whether full or part time, with the exception of the chief administrative officer of and any administrator in each college district. An~~

~~"academic employee"~~

~~academic employee may be given a "Faculty Appointment", "Special Faculty Appointment" or hired on a part-time basis~~

~~-. Faculty Appointment—Under the provisions of the *Community and Technical College Act*~~

~~(see [RCW 28B.52](#) and [RCW 28B.50](#)~~

~~), faculty~~

~~.489).~~

- B. Faculty Appointment – Faculty appointments may be given to state-funded employees under contract to perform full-time duties as a teacher, counselor, librarian, or other position for which the training, experience, and responsibilities are comparable as determined by the appointing authority, except administrative appointments. Employees provided a "faculty appointment," may be granted tenure after participation in and completion of the college's

tenure process (see [RCW 28B.50](#)).

C. Special Faculty

~~Appointment— Provision is made in the *Community and Technical College Act* for the granting of special~~

Appointment – Special faculty appointments may be granted to individuals employed on the basis of federal or other special funds as designated by the State Board

~~(see [WAC 131-16-400](#)).~~

Such individuals are ineligible to receive tenure.

~~as defined above and in [RCW 28B.50.851](#).~~

However, under certain circumstances, employees granted special faculty appointments within a correctional institution, may be eligible for tenure within that program. Such tenure shall be distinct and separate from the tenure program for other faculty of the college district (see [RCW 28B.50.870](#), [WAC 131-16-400](#), and [WAC 131-16-400](#)).

D. Part-time

~~Faculty—Typically~~

Faculty – Typically, part-time faculty are academic employees hired on a quarter-to-quarter basis to perform any percentage of a full-time academic workload. Colleges may also refer to this group of employees as “Adjunct” or “Associate” faculty. The precise definition of “part-time faculty” and their salary and working conditions are generally included in the local collective bargaining agreement.

~~The *Academic Personnel Collective Bargaining Act* ([RCW 28B.52](#)) authorizes the determination of salary schedules~~

Salary schedules determinations can be through direct negotiations between the official body representing the academic employees and the district board of trustees

~~–This act~~

and is applicable to academic employees (e.g., teaching faculty, counselors, and librarians). Salary increases occur through and are based on appropriations by and/or authorization from the legislature (see [RCW 28B.52](#)).

Faculty tenure system

A tenure system "which protects the concepts of faculty employment rights and faculty involvement in the protection of those rights" was enacted by the Legislature in 1969. The statutes were designed to "define a reasonable and orderly process for appointment of faculty members to tenure status and the dismissal of the tenured faculty member" (see [RCW 28B.50.850](#) through [28B.50.872](#)).

Legislation adopted in 1991 authorizes an extension of the probationary period, for a maximum of

three academic quarters, when mutually agreeable. Statute also requires each college district to establish, through collective bargaining, periodic post-tenure evaluation of all full-time faculties consistent with the standards of the Northwest Commission on Colleges and Universities.

General policy on tenure

In order to ensure effective teaching and professional development of the faculty members of the various community and technical colleges, faculty members are granted the privilege of indefinite appointment after they qualify for appointment under a system of tenure. The tenure system is intended to provide for orderly administrative procedures and due process regarding the granting and revocation of tenure status.

Faculty members who also hold appointments as department heads, division heads, or other administrative officers who also qualify for tenure shall hold tenure only with respect to their appointments as members of the faculty and not to their appointments to supervisory or administrative positions.

Content of written agreements with faculty members

Under the Tenure Act, written agreements with faculty members (teachers, librarians, and counselors) that delineate the terms and conditions of employment must be provided immediately upon employment (see RCW 28B.50.855).

Exempt employees

The term “exempt” when applied to an employee or position within the community and technical college system is intended to mean that the employee or position is not “covered” or is “exempt” from the civil service rules, the tenure program and, typically, from the local collective bargaining agreement. Other terms often used to refer to this group of employees include “administrators,” “professional staff” and “administrative exempt.” Exempt employees are given “administrative appointments”

~~as defined in~~

~~(see [RCW 28B.50.851](#) and [RCW 28B.52.020](#)).~~

Statute provides each board of trustees the authority to hire, set the duties and salary for presidents, faculty and “such other administrative officers” (exempt employees). Statute requires the State Board to identify the permissible elements of “compensation” (see [RCW 28B.50.140](#); [WAC 131-16-500](#)).

For the purposes of faculty collective bargaining, “Administrator” is defined

~~by [RCW 28B.52.020](#)~~

to mean any person employed by a college district that performs administrative functions at least fifty percent or more of his or her assignments and has responsibilities to hire, dismiss, or discipline other employees. Statute prohibits administrators from being members of the faculty bargaining unit unless a majority of the administrators and a majority of the bargaining unit agree to their inclusion

~~–Since 2007, certain~~

[\(see RCW 28B.52.020\).](#)

[Certain](#) exempt employees may organize, form a bargaining unit and collectively bargain salary and working conditions with their higher education employer

~~More information can be found at~~

[\(see RCW 41.56.021\).](#)

~~Chapter 2 Appendix B Employee Benefits~~

2.40 Collective Bargaining

Collective bargaining

A. [Collective Bargaining for Civil Service Classified Employees](#)

[The Public Employee Relations Commission has statutory authority to establish rules governing collective bargaining between community college classified employees and each community college's board of trustees \(see RCW 41.80, Public Employee Relations Commission\).](#)

B. [Collective Bargaining for Technical College Classified Employees](#)

[The Public Employee Relations Commission has statutory authority to establish rules governing collective bargaining between technical college classified employees and each technical college's board of trustees \(see RCW 41.56, Public Employee Relations Commission\).](#)

C. [Collective Bargaining for Community and Technical College Faculty](#)

[The Public Employee Relations Commission has statutory authority to establish rules governing collective bargaining between faculty and each board of trustees \(see RCW 41.56, Public Employee Relations Commission\).](#)

D. [Collective Bargaining for Exempt Employees](#)

[The Public Employee Relations Commission has statutory authority to establish rules governing collective bargaining between exempt employees and each college district's board of trustees \(see RCW 41.56, Public Employee Relations Commission\).](#)

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002
Section Amended	Collective Bargaining	11/01/2006

2.50 Employee Benefits

Retirement programs

Eligible faculty and exempt administrative and professional staff members may participate in a State

Board-sponsored retirement plan. Newly eligible employees may participate in the Washington State Teachers' Retirement System or Washington Public Employees' Retirement System.

A. [State Board Retirement Plan \(SBRP\)](#) —

~~Since January 1, 1970, based on enabling legislation and by formal resolution, the~~

~~The~~ State Board has made available to eligible faculty and exempt administrative staff in Washington state community and technical colleges, retirement plans funded through the Teachers Insurance and Annuity Association (TIAA), a non-profit organization that serves employees of educational and scientific institutions (see the [Plan Document of Summary Plan Description](#) for specific details).

B. [Washington State Teachers' Retirement System](#)

— The Washington State Teachers' Retirement System provides a retirement pension and annuity program for teachers, including members of community or technical college professional education staffs. Participation in WSTRS requires an employee's contribution based on total covered earnings.

C. [Washington Public Employees' Retirement System](#) — The Washington Public Employees' Retirement System is a retirement system for state employees other than faculty and administrative staff in educational institutions. Eligible personnel in community and technical colleges are required to participate in the system, if not eligible for the SBRP or WSTRS.

D. [Federal Social Security \(OASI\)](#)

— All state employees in Washington are covered by the Federal Old Age and Survivors Insurance program, commonly called Social Security, through an agreement between the state and the federal government. Participation is mandatory.

E. [Deferred Compensation Program](#) — The State of Washington offers all state employees the opportunity to participate in a deferred compensation program that allows deferral of federal income taxes on a portion of the employees' annual income. The program is administered by the [Department of Retirement Systems](#) and operates under federal Internal Revenue codes that govern the amount of tax deferral allowable. Amounts of annual income specified by the employee are invested on his/her behalf in investments chosen by the employee from among several options. Higher education employees who also participate in the voluntary purchase of tax-deferred annuities, through [State Board Voluntary Investment Program \(SBVIP\)](#) for example, must combine such amounts with any invested through the deferred compensation program when determining whether the combined total is within the limits as allowed by Internal Revenue rules.

The [Health Care Authority](#) administers dependent care and [Flexible Spending Account](#) programs through which a state employee may pay for dependent care or medical costs on a tax-exempt basis.

Insurance programs

The [Public Employees' Benefits Board](#) makes available health, dental, accidental death, long-term disabilities, and life insurance plans in which eligible higher education employees may participate.

The legislature designates the amount of the monthly employers' and any employees' premium contributions paid for each participating employee.

~~The district may also make available to students various types of insurance, provided the total cost of the premiums is paid by the participating student.~~

Annual (vacation) leave

Annual (vacation) leave

~~policies~~

is available for exempt employees in community and technical colleges

~~are covered by~~

(see RCW 43.01.042).

Provisions regarding annual vacation leave for classified employees are established by civil service rules or collective bargaining agreements.

Leaves of absence

Leaves of absence for faculty and exempt administrative employees, including sick leave, are

~~governed by a statutory provision,~~

available for employees in community and technical colleges (see RCW 28B.50.551).

Leave provisions for community college classified employees are determined by the civil service rules

~~(codified in~~

or collective bargaining agreements (see WAC 357-31)

~~or collective bargaining agreements~~

Provisions governing technical college classified employees are bargained locally. Under certain circumstances, employees may be remunerated for unused sick leave (see [RCW 41.04.340](#)).

Compensation for unused leave

Unused annual (vacation) leave at the time an employee terminates

~~by reason of~~

due to death, reduction-in-force, resignation, dismissal, or retirement is compensated at the employee's current salary rate. This process is governed by statute, collective bargaining agreement or local policy.

In each January, after a minimum of 60 days of sick leave is accrued, unused sick leave accrued in the previous year and above the 60 day minimum may be "cashed out" and removed from the employee's leave record at the employee's option so long as the employee's balance does not go

below sixty days. Remuneration for unused sick leave may be received, at the rate of one day's salary for each four full days of accrued sick leave. Also, at the time of termination due to death or retirement, the employee's estate or the employee may receive remuneration for all unused sick leave at the one-for-four rate. Pay for unused sick leave at retirement is not calculated in retirement benefits.

Statutes provide for the development of Voluntary Employee Benefit Accounts (VEBA) that allow for employees to deposit, at retirement, the funds received for the remuneration of unused sick leave into an account from which medical expenses may be paid

~~-Income and social security taxes are not deducted as the funds are deposited or withdrawn.~~

(See [RCW 28B.50.553](#); [RCW 41.04.340](#); [WAC 131-16-067](#); [WAC 131-16-068](#) and [WAC 357-31-375](#)).

Holidays

~~A statute, [RCW 1.16.050](#),~~

[State law](#) identifies the [recognized](#) legal holidays

recognized by the state

. Only one, the personal holiday, is required by law to be a paid holiday. The appropriate personnel authority – district boards of trustees for exempt employees and the Washington Personnel Resources Board for community college classified employees – may designate which of the other holidays will be paid holidays.

The ten designated legal holidays are New Year's Day, Martin Luther King's birthday, Presidents Day, Memorial Day, Independence Day, Labor Day, Veterans Day, Thanksgiving Day, the day immediately following Thanksgiving Day, and Christmas Day. The eleventh, or personal holiday, may be selected by individual eligible employees consistent with college district procedures and/or collective bargaining agreement. Classified employees are entitled to receive all eleven holidays with pay.

If any of the specific state legal holidays are also federal legal holidays, but are observed on different dates, only the state legal holidays shall be recognized as holidays for state employees.

When a legal holiday falls on a Saturday, the preceding Friday is the legal holiday. When a legal holiday falls on a Sunday, the following Monday is the legal holiday

~~-Tenure system~~

~~A tenure system "which protects the concepts of faculty employment rights and faculty involvement in the protection of those rights" was enacted by the Legislature in 1969. The statutes were designed to "define a reasonable and orderly process for appointment of faculty members to tenure status and the dismissal of the tenured faculty member." The tenure provisions are contained in [RCW 28B.50.850 through 28B.50.872](#).~~

~~Legislation adopted in 1991 authorizes an extension of the probationary period, for a maximum of three academic quarters, when mutually agreeable. Statute also requires each college district to establish, through collective bargaining, periodic post tenure evaluation of all full-time faculties~~

~~consistent with the standards of the [Northwest Commission on Colleges and Universities](#).~~

~~General policy on tenure~~

~~In order to ensure effective teaching and professional development of the faculty members of the various community and technical colleges, faculty members are granted the privilege of indefinite appointment after they qualify for appointment under a system of tenure. The tenure system is intended to provide for orderly administrative procedures and due process regarding the granting and revocation of tenure status.~~

~~Faculty members who also hold appointments as department heads, division heads, or other administrative officers and who also qualify for tenure shall hold tenure only with respect to their appointments as members of the faculty and not to their appointments to supervisory or administrative positions.~~

~~Content of written agreements with faculty members~~

~~Under the Tenure Act, written agreements with faculty members (teachers, librarians, and counselors) that delineate the terms and conditions of employment must be provided immediately upon employment ([RCW 28B.50.355](#)).~~

~~Collective bargaining~~

~~Collective bargaining for civil service classified employees~~

~~Bargaining for community college classified employees is covered under [RCW 41.80](#). The [Public Employee Relations Commission](#) has statutory authority to establish rules governing collective bargaining between community college classified employees and each community college's board of trustees.~~

~~Collective bargaining for technical college classified employees~~

~~Bargaining for technical college classified employees is covered under [RCW 41.56](#). The [Public Employee Relations Commission](#) has statutory authority to establish rules governing collective bargaining between technical college classified employees and each technical college's board of trustees.~~

~~Collective bargaining for community and technical college faculty~~

~~The Academic Personnel Collective Bargaining Act ([RCW 28B.52](#)) authorizes collective bargaining between each college district's board of trustees and labor organizations representing faculty. The [Public Employee Relations Commission](#) has statutory authority to establish rules governing collective bargaining between faculty and each board of trustees.~~

~~Collective bargaining for exempt employees~~

~~Bargaining for exempt employees is covered under [RCW 41.56](#). The [Public Employee Relations Commission](#) has statutory authority to establish rules governing collective bargaining between exempt employees and each college district's board of trustees.~~

~~Revision and amendment history~~

Description

Revision Date

~~Collective Bargaining section updated~~

~~11/01/2006~~

(see RCW 1.16.050).

<u>Action</u>	<u>Description</u>	<u>Revision Date</u>
<u>SBCTC Resolution 02-09-16</u>	<u>Board approved Policy Manual</u>	<u>09/19/2002</u>

2.60 Ethics in Government Act

Each community and technical college is required to:

- A. Develop an ethics policy consistent with rules adopted by the Executive Ethics Board (see RCW 42.52).
- B. Approve all honoraria received by its employees (see RCW 42.52.130).

Policy history

<u>Action</u>	<u>Description</u>	<u>Revision Date</u>
<u>SBCTC Resolution 02-09-16</u>	<u>Board approved Policy Manual</u>	<u>09/19/2002</u>

2.70 Employment Benefits and Conditions

Legislative action affords employees certain benefits and conditions:

A. Veterans

- Expands the definition of “veteran,” for the purpose of receiving certain benefits, to include a person who is in receipt of separation orders or documents that characterize his or her service as honorable (see RCW 41.04.007, RCW 41.04.010).
- Allows certain state and college employees or their spouses who are caring for them to access shared leave to attend appointment or treatments for service-connected disability (see RCW 41.04.665).

B. Leave

- Allows state and college employees to use vacation leave within their first six months of employment (see RCW 43.01.040, RCW 43.01.041).
- Adds the use of shared leave for employees who are sick or temporarily disabled because of pregnancy disability or for the purposes of parental leave to bond with the employee's newborn, adoptive or foster child (see RCW 41.04.650, RCW 41.04.655, RCW 41.04.660, RCW 41.04.665).

- Makes revisions to definitions, voluntary plans, waiting periods, authorizes employers to waive statutory provisions and to offer supplemental benefits, and adds privacy provision to Family and Paid Leave program (see RCW 50A).
- 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 (see RCW 50A).
- Adjusts certain requirements of the Shared Leave program (see RCW 41.04.655, RCW 41.04.665).
- Requires agencies to allow employees to take paid leave as needed for participation in life-giving procedures (see RCW 41.06).

C. Bargaining and Staffing

- Authorizes community and technical college boards of trustees to provide additional compensation to academic employees that exceeds the amount or percentage established by the Legislature (see RCW 28B.50.140).
- Requires an employer to provide the exclusive bargaining representative with reasonable access to new employees of the bargaining unit to present information about their exclusive bargaining representative to the new employee (see RCW 41.56, RCW 28B.52).
- Revises the state civil service act to include part-time employees in state civil service. Impacts hiring, promotion, transfer, layoff, recruitment, retention, classification, salary, discipline and training for part-time employees (see RCW 41.06.070).

D. Benefits

- 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) (see RCW 28B.10.423, RCW 41.45, RCW 41.50, RCW 43.84.092).
- Modifies the Employment Security Act to clarify the hours and wages for education employee compensation claims (see RCW 50.44.050, RCW 50.44.053, RCW 50.44.055).
- Establishes the Long-Term Services and Supports Trust Program to provide benefits for long-term services and supports to qualified individuals who need assistance with at least three activities of daily living (see RCW 44.44.040; RCW 43.79A.040, RCW 43.09, RCW 28B.04).

E. Background Checks and Related

- Prohibits an employer from including any question on an application or inquiring into an applicant's criminal background until after the employer initially determines that the applicant is otherwise qualified for the position (see, RCW 49).
- Requires a criminal history record for current and prospective state employees and

contractors authorized, or who may be authorized, by the employing agency access to federal tax information (see RCW 41.04.821).

- Expands the public disclosure exemption for records compiled by an employer-agency in an ongoing and active investigation of employment discrimination to include the names of complainants, other accusers and witnesses after the investigation is complete and expands the exemption to include investigations into violations of an agency's internal harassment and discrimination policies (see RCW 42.56.250).
- Exempts month and year of birth, photographs and payroll deduction information of government employees and volunteers held in certain personnel files and certain personal demographic details of individual state employees from public disclosure, but permits the news media to have access to full dates of birth and photographs (see RCW 42.56.250).

F. Discrimination and Sexual Misconduct

- Modifies domestic violence leave provisions and declares that it is in the public interest to ensure that victims of domestic violence, sexual assault, or stalking are able to seek and maintain employment without fear of discrimination and have reasonable safety accommodations in the workplace and prohibits an employer from refusing to hire, discharging, demoting, suspending, discriminating, retaliating, or refusing to make a reasonable safety accommodation requested by an individual who is a victim of domestic violence, sexual assault, or stalking (see RCW 49.76.010, RCW 49.76.040, RCW 49.76.060, RCW 49.76.100, RCW 49.76.120).
- Prohibits an employer from requiring an employee, as a condition of employment, to sign a nondisclosure agreement or other document that prevents the employee from disclosing sexual harassment or sexual assault occurring in the workplace, at work-related events coordinated by or through the employer, between employees, or between an employer and an employee off the employment premises (see RCW 49.44).
- Addresses an employee's right to publicly file a complaint or cause of action for discrimination in employment contracts and agreements (see RCW 49.44).
- Requires the Human Rights Commission to convene a stakeholder work group to develop, adopt and post model policies and best practices for employers and employees to keep workplaces safe from sexual harassment (see RCW 49.60).
- Prohibits from disclosure in response to a public records request certain records concerning state agency employees who have made a claim of workplace sexual harassment or stalking, or are named as the victim in the claim if the requestor is the person alleged in the claim to have harassed or stalked the victim and the agency issued discipline to the requestor as a result of the claim after an investigation was conducted (see RCW 42.56).
- 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 and exempts personal identifying information held in personnel, student, or investigation files by institutions from the Public Records Act \(see RCW 42.56\).](#)

Policy history

<u>Action</u>	<u>Description</u>	<u>Revision Date</u>
Passage of SB 1369	Veteran Definitions	07/23/2017
Passage of E2SHB 1802	Veteran Shared Leave	07/23/2017
Passage of SHB 1521	Vacation Leave	07/01/2017
Passage of ESHB 1434	Pregnancy Shared Leave	07/01/2018
Passage of SHB 1399	Family and Paid Leave	07/28/2019
Passage of SHB 2614	Family and Paid Medical Leave	06/11/2020
Passage of HB 2739	Shared Leave	03/17/2020
Passage of SB 6123	Organ Donor Leave	06/11/2020
Passage of EHB 1237	Faculty Bargaining	06/07/2018
Passage of ESHB 6229	Bargaining Representative Access	06/07/2018
Passage of HB 2669	Civil Service Part-Time Employees	06/07/2018
Passage of 2SHB 1661	Higher Education Retirement	07/01/2020
Passage of SHB 2703	Education Employee Compensation Claims	06/07/2018
Passage of 2SHB 1087	Long-term Services and Support	07/28/2019
Passage of 2SHB 1298	Job Applicants and Criminal Background	06/07/2018
Passage of HB 2208	Federal Tax Information Background Check	06/07/2018
Passage of EHB 2020	Employment Investigation Records	07/28/2019
Passage of 2SHB 1888	Employee Information Disclosure	06/11/2020
Passage of HB 2661	Domestic assault/employment discrimination	06/07/2018
Passage of SSB 5996	Workplace Sexual Harassment Nondisclosure Agreement	06/07/2018
Passage of SSB 6313	Employment Contracts/Discrimination	06/07/2018
Passage of SB 6471	Model Sexual Harassment Policies	06/07/2018
Passage of ESHB 1692	Agency Employees Harassment Claims	07/01/2019
Passage of ESHB 2327	Sexual Misconduct/Post-secondary	06/11/2020

Chapter 3: Student Services

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3.00 Introduction

This chapter contains policies related to the admission, enrollment, and operations of support services and student-related activities in the **state's two-year community and technical college** system. Links are provided in the respective policy statements to RCWs, WACs, procedures and guidelines that are relative to that particular policy.

3.10 Student Services

Community and technical colleges shall design student services functions appropriate to the college's populations and employ qualified student services staff to provide services in the following areas:

- A. **Developmental and maintenance:** Academic advising, career and student employment, counseling, financial aid, veteran and military family services, dual credit programs, health and wellness programs, housing assistance, and testing.
- B. **Administrative:** Admissions, discipline, records, and registration.
- C. **Support:** Child care, multicultural and diversity programs, and services for students with disabilities.
- D. **Programs and activities:** Co-curricular and extracurricular programs, student government, student publications, athletics, and student center.
- E. **Teaching:** Orientation programs, study skills, job search skills, career and life planning courses, and international student programs.

Policy history

Action	Description	Revision Date
1998 Student Services Manual no longer in use	Removed 03/10/2010	08/30/2013
SBCTC Resolution 02-09-2016	Board approved Policy Manual	09/19/2002

3.20 Admission/Access to Colleges and Enrollment in Courses

3.20.10 Admission to a community or technical college

The State Board for Community and Technical Colleges:

- A. Requires college districts to maintain an open door policy in admitting students (see [RCW 28B.50.090 \(3\)\(b\)](#)).
- B. Sets minimum standards for governing the admission of students to community or technical colleges (~~see [RCW 28B.50.090 \(7\)\(d\)](#); [WAC 131-12-010](#)~~), including the requirement that all international students must demonstrate proficiency in both written and oral English as a prerequisite for enrollment in college-level courses (see [RCW 28B.50.090 \(7\)\(d\)](#); [WAC 131-12-010](#)).
- C. Expects colleges to have a written policy on admitting students under 18 who are not admitted under the provisions of Running Start or another local enrollment options program (see [WAC 131-12-010 \(1\)\(e\)](#)).
- D. Requires colleges to establish rules and procedures that provide for intercampus and inter-college enrollment of students (~~see [WAC 131-12-040](#)~~) and for interdistrict registration of students (see [RCW 28B.50.095](#); [WAC 131-12-040](#); [WAC 131-12-041](#)).
- E. Requires colleges to honor reciprocal course level placements for a student who qualifies for a specific level of math, English, or reading either through course completion of local placement determination (see [Placement Reciprocity Policy](#) under “Policy Resources” below).
- F. Requires a student’s residency status determination at the time of initial admission by any college for tuition and fee purposes (~~see [WAC 131-12-020](#); [RCW 28B.15.012](#) through [RCW 28B.15.014](#); [Community College Tuition Waivers and Residency](#)~~). However, for students enrolled exclusively in “ungraded”, contract, and/or student funded courses, residency determination for the purpose of assessing tuition and fees is prohibited (see [WAC 131-12-020](#); [RCW 28B.15.012](#) through [RCW 28B.15.014](#); [Community College Tuition Waivers and Residency](#)).
- G. Provide for the recovery of fees for improper resident classification consistent with the rules adopted by the [Washington Student Achievement Council](#) (see [RCW 28B.15.015](#)).
- H. Requires the use of common student identifiers such that once a student has enrolled at any community or technical college he or she retains the same student identification upon transfer to any college district (see [RCW 28B.50.090\(7\)\(f\)](#)).

3.20.20 Equitable access to higher education: Racial equity and economic mobility

The State Board believes Washington’s community and technical colleges serve an important role in ensuring equitable access to higher education, and increasing economic and social mobility for students of color. The Board supports this belief through an earmarked allocation to colleges in providing holistic student supports for students of color throughout their college experience. In addition, the Board believes the colleges should:

- A. Be leaders in improving access and completion rates for students of color in high-wage, high-demand programs of study.
- B. Implement Guided Pathways reforms with an equity-minded approach by disaggregating data and examining disparate student outcomes.
- C. Continuously review and examine policies and practices with a racial equity lens to improve success rates for students, faculty, and staff of color.
- D. Incorporate institutional equity goals into the college's strategic plan. Institutional goals should be consistent with statewide goals (see [Community and Technical College Student Access and Success by Race/Ethnicity and Socioeconomic Status Progress Reports](#)).

3.20.30 Access for students with disabilities

- A. Community and technical colleges shall provide students with disabilities the appropriate core service(s) to ensure equal access to higher education. Reasonable accommodation for students with disabilities shall be provided for all aspects of college life, including nonacademic programs and services (~~see RCW 28B.10.910 through RCW 28B.10.918~~). The State Board supports the colleges to provide services and reasonable accommodations to students with disabilities through an earmarked allocation-~~services~~ (see [RCW 28B.10.910 through RCW 28B.10.918](#)).
- B. Washington State community and technical colleges shall provide appropriate, effective, and integrated access to technology for student employees, and external community members. This policy applies to the procurement, development, and implementation of instructional, administrative, or communications technologies and content. Further, the policy applies to both current and emerging technologies, including both hardware and software, in use or being evaluated for purchase or adoption throughout the community and technical college system. The policy encompasses, but is not limited to, college websites, learning management tools, student information systems, training materials, instructional materials, and assessment tools.

3.20.40 Access for Gender Equality

Community and technical colleges shall not discriminate in admission enrollment, financial aid, student employment, recreational activities, including athletics, student services, and/or any other program or service offered to all students on the basis of gender (see [RCW 28B.110.040](#)).

3.20.45 Preferred Name

For some students and employees, a chosen or preferred name may be an important component of their identity. Therefore, the State Board for Community and Technical Colleges is committed to fostering an environment of inclusiveness and supporting students and employees preferred form of self-identification. Students may choose to identify themselves within the campus community using a preferred first name that differs from their official/legal name. A student's preferred name will appear instead of the student's official/legal name in select college documents such as class rosters ([see Preferred Name Policy under "Policy Resources below](#)).

3.20.510 Student Rights and Responsibilities

Community and technical colleges are required to:

- A. Adopt and publish rules establishing student rights and responsibilities, provide for students involvement in such activity, and file all such rules with the state director (see [WAC 131-12-050](#), [WAC 131-12-060](#), [RCW 28B.50.140 \(13\)](#)).
- B. Adopt rules for hazing violations and sanctions imposed on individuals or groups (see [RCW 28B.10.900 through RCW 28B.10.902](#)).
- C. Ensure confidentiality of student records —~~SBCTC Policy Manual, Chapter 5 Appendix C: Confidentiality of Student Records and Data~~—(see Chapter 5.70.20 Confidentiality of student records and data).
- D. Develop a plan to maintain and administer opioid overdose reversal medication in and around campus residence hall housing with at least one-hundred residents (see [RCW 28B.10.577](#)).
- E. Develop policies to accommodate student absences to allow students to take holidays for reasons of faith or conscience or for organized activities conducted under the auspices of a religious denomination, church, or religious organization, so that students' grades are not adversely impacted by the absences (see [RCW 28B.137.010](#)).
- F. Provide options or protections for enrolled students who are ordered to state or federal active military service to allow course withdrawal with full refund, be given a grade of incomplete and be allowed to complete within the institution incomplete course policy, or continue to complete the course for full credit (see [RCW 28B.10.270](#), [RCW 28B.15.625](#)).
- G. Not use an initial admissions application that requests information about the criminal history of the applicant (see [RCW 28B.160.020](#)).
- H. Allow a student or employee to be assigned a different identification number for a valid change request to protect a student's or employee's personal safety, identity safety, and religious or cultural objections (see [Identification Change Number Request Policy under "Policy Resources" below](#)).
- I. Offer an early course registration period to eligible veteran or National Guard members, and spouses receiving veteran education benefits (see [RCW 28B.15.624](#), note August 1, 2022 sunset date).
- J. Provide financial aid application due dates and information on whether or not financial aid will be awarded on a rolling basis to their admitted students at the time of acceptance (see [RCW 28B.92.005](#)).
- K. [Disclose to their resident students on the tuition billing statement, the full cost of instruction, the amount collected from student tuition and fees, and the difference between the amounts for the full cost of instruction and the student tuition and fees \(see RCW 28B.15.0681\(1\)\(a\)\(b\)\(c\)\).](#)
- L. [Provide to all resident students either on the tuition billing statement or via a link to a web site detailing the following information, the sources of all institutional revenue received during the prior academic or fiscal year, the uses of tuition revenue collected during the prior academic or fiscal year by program category as determined by the office of financial](#)

management; and accountability and performance data (see [RCW 28B.15.0681\(5\)\(a\)\(b\)\(c\)](#)).

- M. Provide to an enrolled student who has applied for student financial aid a notification detailing information about the student education loans the educational institution has certified (see [RCW 28B.10.285](#)).
- N. Make menstrual hygiene products available at no cost in all gender-neutral bathrooms and bathrooms designated for female students (see [RCW 28B.92.030](#)).
- O. Provide a program, either existing or new, on diversity, equity, inclusion, and antiracism to students and create an evaluation for program participants that will capture a participant's level of satisfaction with the program and how they will apply the program to their education (see [RCW 28B.10](#)).

Policy resources

- [Placement Reciprocity Policy](#)
- [Preferred Name Policy](#)
- [Identification Number Change Request Policy](#)

Policy history

Action	Description	Revision Date
Passage of ESSSB 5227	Diversity, equity, inclusion, and antiracism training	07/25/2021
Passage of ESHB 1273	Menstrual hygiene products in schools	07/25/2021
Passage of SB 6358	Added financial aid information requirement	02/18/2021
Passage of SSB 5166	Reasonable accommodation for religious holidays	07/28/2019
Passage of SSB 5380	Opioid overdose reversal medication	07/28/2019
Passage of ESSSB 6029	Student loan bill of rights	06/07/2018
Passage of SB 6582	Criminal history of admission applicants prohibition	06/07/2018
WACTC Approval	Preferred Name Policy adopted	05/05/2017
WACTC Approval	Identification number change request adopted	11/01/2016

Action	Description	Revision Date
SBCTC Resolution 16-03-08	State Board approved updated policy improving access to technology.	03/24/2016
Passage of SB 6358	Financial aid application process disclosure	06/12/2014
Passage of HB 1109	Early registration for veteran students	07/28/2013
Passage of SB 5343	Students ordered to military service	07/28/2013
WSSSC/IC Approval	Course placement reciprocity agreement	06/01/2013
Passage of ESSHB 1795	Tuition billing statement requirements	08/24/2011
Passage of SB 5463	Common student identifiers	07/22/2011
SBCTC Resolution 09-05-05 (effective FY 2010 budget)	State Board removed earmark for Disability Accommodation Pool.	07/01/2009
Passage of SSSB 5806	Higher education cost disclosure	07/22/2007
Disability Support Services Council (DSSC) requested reporting and payment for Disability Accommodation Reserve Funds be changed from quarterly to annual allocation.	3-20-08 updated "Quarterly Disability Accommodation Reserve Fund" with the name of the new online annual reporting system — "Disability Accommodation Pool".	07/01/2008
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

3.30 Financial Aid and Student Employment

The State Board authorizes community and technical colleges to:

- A. Employ qualified persons to administer its student financial aid programs in accordance with federal/state regulations and institutional policies;
- B. Write policies and procedures to ensure consistency in and compliance with the implementation of regulations for federal and state financial aid programs;

- C. Deposit a minimum of three and one-half percent of revenues collected from tuition and services and activities fees in an institutional financial aid fund (see [RCW 28B.15.820](#) and [WAC 131-36](#)).

3.30.10 Financial aid guidelines

Each academic year, the SBCTC will develop and distribute guidelines to help colleges administer:

- A. **Worker Retraining Financial Aid and Training Completion Aid**— Financial assistance to help dislocated and unemployed workers, including displaced homemakers to gain and upgrade skills for employment (see [RCW 28C.040](#)).
- B. **Work-based Learning Tuition Assistance and WorkFirst Work-Study**— Temporary Assistance for Needy Families (TANF) and other low-income working parents/students to help in wage and skill progression (see [RCW 74.08A.250](#)).
- C. **Opportunity Grant**— Financial assistance to help low-income adults reach the educational tipping point — and beyond — in high-wage, high-demand careers. Reaching the tipping point allows the least prepared individuals to complete 45 credits, receive a credential, and increase job skills and knowledge through career pathways (see [RCW 28B.50.271](#), [RCW 28B.50.272](#), [RCW 28B.50.273](#)).
- D. **Basic Food and Education Training (BFET)** — Available to students who receive Supplemental Nutrition Assistance Program assistance (SNAP) (sometimes referred to as “basic food” or “food stamps”) but are not receiving Temporary Assistance for Needy Families (TANF) (see [RCW 74.04.535](#)).
- E. **Early Achievers Grant** — A student financial aid program to help employed child care providers and early learning educators complete certificates and associate degrees in early childhood education (see [RCW 43.216.085](#)).
- F. **Student Emergency Assistance Grant (SEAG)** — An emergency assistance grant program to provide students with demonstrated financial need monetary aid to assist those experiencing unforeseen emergencies or situations that affect the student's ability to attend classes (see [RCW 28B.50.295](#)).
- G. **Homeless and Foster Care Students Program** — A pilot program for higher education institutions to provide assistance to homeless students and students who were in foster care (see [RCW 28B.50.916](#)).

3.30.20 Ability to Benefit (ATB)

The Washington College Grant and the Federal Pell Grant can be accessed through state and federally approved options for eligibility per the Ability to Benefit provision of the Higher Education Act (HEA) and provides grants for students without a high school credential whom **test at a certain level, earn six college credits successfully, or are co-enrolled in a title-IV eligible I-BEST and Washington’s High School Plus (HS+) program** (see Ability to Benefit Issue Brief under “Policy Resource” below).

~~test at a certain level,~~

- ~~earn six college credits successfully, or~~
- ~~are co-enrolled in a title IV eligible LBEST and Washington's High School Plus (HS+) program.~~

Policy resources

- [Worker Retraining](#)
- [WorkFirst](#)
- [Opportunity Grant](#)
- [Basic Food Employment and Training \(BFET\)](#)
- [Early Achievers Grant](#)
- [Ability to Benefit Issue Brief \(PDF\)](#)

Policy history

Action	Description	Revision Date
Passage of SHB 1166	Homeless and Foster Youth Housing	07/25/2021
Passage of SSHB 2893	Student Emergency Assistance Grant established	07/28/2019
Passage of SSHB 1723	Early Achievers Grant established	07/28/2013
Passage of ESSHB 2782	Security Lifeline established	03/29/2010
Passage of HB 1096 (2007) created the Opportunity Grant Program.	3.30.10 added Opportunity Grant Program and moved SBCTC guidelines for financial aid programs from policy 3.40.30 to policy 3.30.10 for consistency. Opportunity Grant program established	08/15/2008 07/22/2007
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

3.40 Student Programs, ~~and Activities,~~ and Athletics

~~3.40.10 Intercollegiate athletic programs~~

~~The State Board requires that:~~

- ~~A. District boards of trustees adopt rules to assure that intercollegiate athletic programs afford opportunities for participation to the interests of each college's student population and local community as possible.~~

~~B. Interscholastic athletics will be conducted according to guidelines and policy as established by the designated college athletic association.~~

~~C. Colleges will strive to accomplish the state's gender equity goals (see [RCW 28B.15.455](#)).~~

3.40.210 Services and activities fee Student Programs

The State Board sets the maximum student and activities fee colleges can collect from students. Community and technical colleges are:

- A. Authorized to establish services and activities fees, not to exceed the maximum amount set by the State Board.
- ~~B. Authorized to collect services and activities fees for the express purpose of funding student activities and programs consistent with the needs of their institution (see [RCW 28B.15.041](#); ~~SBCTC Policy Manual, Chapter 3 Appendix A: Student Programs and Activities~~). Services and Activities Fee Guidance under "Policy Resources" below).~~
- C. ~~Authorized to~~ establish an activities fee committee, with students representing a majority of the members, for recommending to the administration and the Board of Trustees a yearly budget for use of the services and activities fees (see [RCW 28B.15.045 \(3\)](#)).
- D. Required to post services and activities fees expenditure information for the prior academic year on the college or university web site so that the information is clearly visible and easily accessible to students and the public (see [RCW 28B.15.045](#)).

3.40.120 Intercollegiate athletic programs

~~Intercollegiate athletics shall be available to foster athletic competition in an environment that supports equitable opportunities for student-athletes consistent with educational objectives of our colleges (see Northwest Athletic Conference under "Policy Resources" below).~~

The State Board requires that:

- A. District boards of trustees adopt rules to assure that intercollegiate athletic programs afford opportunities for participation to the interests of each college's student population and local community as possible.
- B. Interscholastic athletics will be conducted according to guidelines and policy as established by the designated college athletic association.
- C. Colleges will strive to accomplish the state's gender equity goals (see [RCW 28B.15.455](#)).
- D. Gender equity be reported directly to the U.S. Department of Education (see Equity in Athletics Data Analysis under "Policy Resources" below).
- E. Colleges adhere to the athletic scholarship and tuition waiver policies (see [Athletic Waivers](#); Northwest Athletic Conference under "Policy Resources" below)

Policy resources

- [Services and Activities Fee Guidance \(PDF\)](#)
- [Northwest Athletic Conference \(NWAC\)](#)
- ~~U.S. Department of Education~~ [Equity in Athletics Data Analysis Cutting Tool](#)

Policy history

Action	Description	Revision Date
Passage of SHB 2352	Posting Student and Activities Fees	06/07/2012
Athletic Equity	Athletic equity reporting transition to U.S. Department of Ed	08/24/2011
Passage of E2SSB 5182 (2011)	Repealed the requirement for intercollegiate athletics compliance reports to the governor and legislature. Colleges report directly to U.S. Department of Education.	08/24/2011
SBCTC Resolution 06-06-22	Grant-in-Aid eligible student athletes waiver resolution	06/22/2006
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

~~3.60 Gender Equity in Higher Education~~

~~Community and technical colleges shall not discriminate in admission, enrollment, financial aid, student employment, recreational activities, including athletics, student services, and/or any other program or service offered to all students on the basis of gender (see [RCW 28B.110.040](#)).~~

~~Policy history~~

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

~~3.70 Student Progress Toward Degrees and Certificates~~

~~Community and technical colleges are required to adopt policies and procedures to expedite students' progress toward their program goals. The intent of the legislation is to encourage students enrolled in degree or certificate programs to complete their programs with limited additional credits (see [RCW 28B.10.605](#), [WAC 131-12-080](#)).~~

~~The policies and procedures should address:~~

- ~~A. Students who accumulate more than 125% of the number of credits required to complete an associate degree or certificate;~~
- ~~B. Students who have a pattern of dropping more than 25% of their course load; and~~
- ~~C. Students who remain on academic probation for more than one quarter.~~

Policy history

Action	Description	Revision Date
SBCTC Resolution 03-10-29	Board approved chapter 3.70	03/10/2005
Passage of E2SSB 5135	Progress toward degrees and certificates	07/27/2003
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

Chapter 3 Appendix A Student Programs and Activities

~~RCW 28B.15.041 provides that the "services and activities fee shall be used as otherwise provided by law or rule or regulation of the board of trustees or regents of each of the state's colleges or universities for the express purpose of funding student activities and programs of their particular institution."~~

~~RCW 28B.15.041 grants to each board of trustees the final authority to determine the permissible uses of the services and activities fees, consistent with the law.~~

~~The uses of services and activities fees will vary from district to district and from campus to campus, as well as from any given year to another. Such diversity is to be viewed as consistent with the college system and functions and should be encouraged.~~

~~A yearly budget for the expenditure of services and activities fees in support of student programs should be prepared by the services and activities fee committee required by RCW 28B.15.045 with the committee presenting its budget and recommendations to the board of trustees. A process for resolving program and budget conflicts should be established in the event that the board of trustees does not accept the proposed program and budget.~~

~~Funds collected or revenues produced by the use of student and activity fees should be deposited with and expended through the office of the chief fiscal officer of the college district and/or campus and are subject to the applicable policies, regulations, and procedures of district boards of trustees, the State Board, and the Budget and Account Act.~~

~~With the expressed prior approval of the State Board and, when required, approval of the appropriate legislative body, services and activities fee revenue may be used to acquire real property and fund capital projects and may be used as matching funds for such purposes.~~

~~When authorized and approved in a manner consistent with these guidelines, student services and activities fee revenue may be used for, but shall not be limited to, the additional following purposes:~~

- ~~A. Social events, seminars, workshops, retreats, and conferences; student governmental organizations; professional consulting fees; clubs and societies; musical, dramatic, artistic and forensic presentations of an extracurricular nature; student publications and other mass media activities; tutorial services; day care centers; intramural and intercollegiate sports.~~
- ~~B. Equipment, supplies and materials required for the operations of student programs and activities.~~
- ~~C. Travel and per diem for students and professional staff members participating in student programs and activities.~~
- ~~D. Premiums for liability and casualty insurance coverage for students serving in official capacities or participating in such programs and activities.~~
- ~~E. Dues for institutional memberships in recognized student governmental or activities organizations provided that the legality of such expenditures is first established in consultation with the legal advisor of the college.~~
- F. ~~Student salaries and compensation~~

Chapter 4: Instructional Program and Course Development

[Home](#) > [College & SBCTC Staff](#) > [Policies Rules](#) > [Policy Manual Table of Contents](#) > Policy Manual–Chapter 4

4.00 Introduction

This chapter contains policies related to instructional programs and courses offered by the state's ~~two-year~~ community and technical college system. Links are provided in the respective policy statements to RCWs, WACs, and procedures and guidelines that are relative to that specific policy.

4.10 Course Requirements

All courses offered and reported on by Washington's community and technical colleges must meet minimum standards as determined by the State Board (see [RCW 28B.50.090\(7\)\(c\) and \(e\)](#)).

The ~~SBCTC~~ State Board requires that:

- A. All courses described for reporting purposes use a coding system approved by the ~~SBCTC~~ Board (see ~~Appendix A~~: Course Coding Procedures and Guidelines under “Policy Resources” below).
- B. The credit value or credit equivalent assigned to any course or instructional activity must follow the rules for setting credit values and equivalents as approved by the ~~SBCTC~~ State Board (see [5.40.10 Class effort: Credit values and credit equivalents](#)).
- C. Colleges abide by the rules and regulations adopted by the ~~SBCTC~~ State Board with respect to budgeting, accounting, auditing, and financial procedures supplemental to the State's Budget and Accounting Act (see [RCW 28B.50.090](#); [RCW 43.88](#)) and use criteria as approved by the Board to:
 1. Receive state fund support (see [RCW 28B.50.090\(7\)\(b and e\)](#)).
 2. Be classified as contract funded (see [RCW 28B.50.140 \(16 and 17\)](#); [WAC 131-32-010](#) and [WAC 131-32-020](#)).
 3. Be classified as student-funded (see [RCW 28B.50.020](#)).

4.10.10 Instructional Modalities

Contact hours in online, hybrid and competency-based classes may vary from more traditional face-to-face classes. Students should demonstrate equivalent learning outcomes regardless of instructional modality.

Traditional (face-to-face) classes

Students and instructors meet together for a certain number of hours, in a classroom and on a regular weekly schedule.

On line classes

Online classes consist entirely of online elements with no face-to-face component. Some online classes require students to interact with each other, the faculty, and content at specific times, while others are entirely self-paced.

Hybrid classes

Hybrid classes combine face-to-face classroom time with online instruction. Students in a hybrid class come to campus at scheduled times and meet face-to-face with instructors and students. Many class activities are conducted online, including class work assignments, discussions and group projects.

Flipped classes

The flipped classroom reverses the traditional educational arrangement by delivering instructional content outside of the classroom, often online. Students spend classroom time actively engaging in concepts to clarify and apply the knowledge, under the guidance of the instructor.

Competency-based education

Competency-based education allows students to advance based on their proven mastery of a subject rather than classroom time.

4.10.20 eLearning Educational Technology and Open Education

The State Board establishes rules for the governance of the [Washington Online](#), its software and support services, and its courses. [Educational Technology works across the community and technical college system to provide accessible, affordable and innovative digital learning options for students by mobilizing technology to increase student success \(see Educational Technology & Open Education under “Policy Resources” below\).](#)

4.10.25 State Authorization Reciprocity Agreement (SARA)

The State Authorization Reciprocity Agreements, commonly known as ~~SARA~~ [SARA](#), provides a voluntary, regional approach to state oversight of postsecondary distance education. System colleges participating in SARA must adhere to specific requirements, including but not limited to, determining where students, faculty, and educational activities are located and reporting on that regularly. The Washington Student Achievement Council ([WSAC](#)) has been designated the state’s SARA Portal Entity, provides program support, oversight and consumer complaint resolution services for out of state students ([see State Authorization Reciprocity Agreement \(SARA\) under “Policy Resources” below](#)).

4.10.30 Copyright and Open Licensing Policy

Regardless of funding source, all original works of authorship produced by (1) an SBCTC employee within the scope of employment, (2) a contractor with an assignment of intellectual property rights in the contract, or (3) using a SBCTC-sponsored grant will carry a Creative Commons Attribution License version 4.0 or later (CC BY). (see ~~Appendix J~~ [Copyright and Open License Policy Guidelines under “Policy Resources” below](#)).

4.10.40 Academic Credit for Prior Learning (ACPL)

Community and technical colleges may assess and award credit for prior learning that has occurred

outside the classroom and/or through previous educational endeavors. Four categories are established for Academic Credit for Prior Learning and are specifically denoted on a student's transcript: Credit by Testing, Prior Experiential Learning, Extra-Institutional Learning, and Course Challenges (see [RCW 28B.77.230](#); [RCW 28B.10.053](#); ~~Policy Resources~~, [Academic Credit for Prior Learning under "Policy Resources" below](#)).

Colleges must post academic credit for prior learning as follows:

- A. A grade may only be assessed for Course Challenges when the student is registered and tuition is charged per the college grading policy
- B. All other prior learning categories must receive a Pass or equivalent grade designation per the college grading policy
- C. Dual credit exams (AP, IB, and CI) must follow the system policy for awarding of credit (see Chapter 4.60.50 Credit Policy for Dual Credit Exams)
- D. Credit earned through Academic Credit for Prior Learning at one college will be accepted toward the appropriate course or program at any other ~~Washington state~~ community and technical ~~system~~ college

Policy resources

- [Course Coding Procedures and Guidelines](#)
- [Educational Technology & Open Education](#)
- [Copyright and Open Licensing Policy](#)
- [Academic Credit for Prior Learning](#)
- [State Authorization Reciprocity Agreement \(SARA\)](#)

Policy history

Action	Description	Revision Date
SBCTC Resolution 16-09-36	Open Licensing Policy Amendment	09/28/2016
Passage of SSB 5969	Military Training Academic Credit	06/12/2014
National Council-SARA established	State Authorization Reciprocity Agreement (SARA)	07/01/2013
Passage of ESSHB 1795	Academic Credit for Prior Learning	08/24/2011
SBCTC Resolution 10-06-30	Added new section 4.10.30 Digital Licensing	06/17/2010

Action	Description	Revision Date
Guidelines for Prior Learning Assessment approved by WACTC approval, January 2009	4-10-10 updated Guidelines for Prior Learning Assessment adopted	08/15/2008
Department name changed from Distance Education to eLearning Instruction Commission approval	4-10-20 Title change, d from Distance Education to eLearning	08/15/2018
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

4.20 Degree and Certificate Requirements

State law authorizes the community and technical college system to offer vocational certificates, associate degrees, and applied baccalaureate degrees. Colleges may not offer academic subject certificates to align with the U.S. Department of Education regulations for Title IV financial aid eligibility.

The State Board shall ensure that each college district offers thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served. The State Board shall establish minimum standards to govern the requirements for degrees and certificates awarded by the colleges (see [RCW 28B.50.020](#); [RCW 28B.50.810](#); [RCW 28B50.030\(2\)](#)).

4.20.10 Professional-technical certificates and degrees

The requirements for professional-technical degrees and certificates awarded by the state's community and technical colleges must follow guidelines and approval processes established by the SBCTC (see Professional-Technical Program Approval Process under "Policy Resources" below).

4.20.15 Professional-technical transfer degrees

If a professional-technical degree is not already approved, the college must first follow guidelines and approval processes established by the State Board (see Professional-Technical Program Approval Process under "Policy Resources" below).

A professional-technical associate degree program that is already approved, the college need submit only the title of the approved professional-technical degree for which the professional-technical transfer degree will be offered, the appropriate CIP and program plan code, and a program/curriculum guide (list by course number, course title, credits per course, and total credits).

4.20.20 Direct transfer agreement degrees

The requirements for the Direct Transfer Agreement (DTA) degree and all Direct Transfer Agreement/Major Related Programs (DTA/MRPs) degrees as authorized by the Joint Transfer Council and awarded by the state's community and technical colleges must follow guidelines and approval processes established by the State Board (see Transfer Degree Approval Process under "Policy Resources" below).

4.20.30 ~~Applied~~ ~~Baccalaureate degrees~~ approval process

The Board retains sole approval authority for Bachelor of Applied Science (BAS) and Bachelor of Science in Computer Science (BS) degrees submitted by the community and technical colleges. The Board may make future revisions to the selection process and criteria as needed (see [RCW 28B.50.810](#); [RCW 28B.50.825](#); Applied Baccalaureate Degree Program Approval Process and Bachelor of Science in Computer Science Degree Program Approval Process under “Policy Resources” below).

A. Applied Baccalaureate Degrees

The State Board approves all proposals Bachelor of Applied Science programs and are intended to:

- Serve professional and technical degree-holding students who have limited access to bachelor degree programs after completing their associate of applied science degree or its equivalent
- Provide opportunities for working adults who are place-bound to a specific geographic region and want to earn a baccalaureate degree
- Fill skills and credentials gaps and needs in specific occupations, particularly specific professional and technical fields requiring applied knowledge and skills.

B. Bachelor of Science in Computer Science Degrees

The State Board approves all proposals for Bachelor of Science in Computer Science programs and are intended to:

- Fills a gap in options available for students because it is not offered by a public four-year institution of higher education in the college's geographic area, or
- Satisfy a shortage of programs demanded by industry and workforce.

~~The State Board approves all proposals for applied baccalaureate degrees submitted by the community and technical colleges. These programs are intended to:~~

- ~~A. Serve professional and technical degree-holding students who have limited access to bachelor degree programs after completing their associate of applied science degree or its equivalent.~~
- ~~B. Provide opportunities for working adults who are place-bound to a specific geographic region and want to earn a baccalaureate degree.~~
- ~~C. Fill skills and credentials gaps and needs in specific occupations, particularly specific professional and technical fields requiring applied knowledge and skills.~~

~~The Board retains sole approval authority for applied baccalaureate degrees. The Board may make future revisions to the selection process and criteria as needed (see [RCW 28B.50.810](#); [Chapter 4 Appendix B Applied Baccalaureate Degree Program Approval Process](#)).~~

4.20.40 Second baccalaureate degree general education requirements

Students who have previously earned a baccalaureate degree from another accredited institution may enroll for a second baccalaureate degree in a different discipline and will have met the general education requirements (basic and distribution areas) for a baccalaureate degree (see Second Baccalaureate Degree under “Policy Resources” below).

4.20.3550 Upper division certificates

Upper-division certificates as defined by courses numbering 300 or higher must be approved by the State Board using the same procedures used for professional-technical certificate approval except for the following:

- A. There is no requirement for related academic instruction
- B. There is no requirement for advisory committee approval
- C. All of the courses included in certificates totaling less than 20 credits shall be drawn from a single existing baccalaureate degree program

(see Upper Division Certificate Resources under "Policy Resources" below).

Policy resources

- [Bachelor of Science in Computer Science Degree Program Approval Process \(posted when final\)](#)
- [Transfer Policies and Resources](#)
- [Direct Transfer Agreement](#)
- [Applied Baccalaureate Degrees](#)
- [Applied Baccalaureate Degree Program Approval Process](#)
- [Second Baccalaureate Degree](#)
- [Upper Division Certificate Resources](#)
- [Professional-Technical Programs](#)
- [Data Reporting: Coding](#)

Policy history

Action	Description	Revision Date
Passage of SSB 5401	Bachelor of science degrees in computer science	07/25/2021

Action	Description	Revision Date
Instruction Commission approval	Second baccalaureate degree general education requirements	05/05/2021
Instruction Commission approval	Upper division certificates	11/18/2020
SBCTC Resolution 14-09-59	Added Appendix B: Applied Baccalaureate Degree BAS program approval process established	09/10/2014
Passage of E2SHB 2483 (2012)	Eliminated the Higher Education Coordinating Board's role in approving CTC State Board authorized to approve applied baccalaureate degrees	07/1/2012
Passage of SSB 6355 (2010)	4-20.00 updated to reflect changes in statute for applied baccalaureate degrees Applied baccalaureate degree program made permanent	07/1/2010
Passage of SHB 1328	Allows technical colleges to award certain transfer degrees	07/26/2009
Passage of SSB 5104 (2008)	4-20.00 updated to include applied baccalaureate degrees Applied Baccalaureate Degree pilot program	08/15/2008
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

4.30 Transfer Policies

4.30.10 Transfer within the community and technical college system

~~As a~~ Students ~~of necessity,~~ transferring among system colleges, ~~it is important to ensure that they are~~ should not be penalized by the differences in the specific requirements imposed by individual campuses within the general guidelines for fulfilling course distribution requirements of transfer degrees.

In the spirit of compromise between these competing interests, system colleges have developed and adopted guidelines, for reciprocity of transfer coursework among colleges to include reciprocity of individual courses, distribution area or specific requirement courses, and diversity course requirements (see [Inter-College Reciprocity](#) under “Policy Resources” below).

4.30.15 Common Course Numbering

Common course numbering, including academic and professional/technical courses makes it easier for students to transfer courses between community and technical colleges in Washington state.

Common course numbering eases that process because equivalent courses are labeled the same across all system colleges (see [Policy Resources: Common Course Numbering Protocol and Processes; PTCCN Processes and Forms](#) under “Policy Resources” below).

A. Academic Common Courses (CCN) include:

- Academic transfer courses, as defined by the Intercollege Relations Council (ICRC) agreement
- Aerospace/aviation maintenance and early childhood education courses

B. Professional/Technical Common Courses (P/TCC) include:

- Vocational and career skills courses with common outcomes
- Certificate, associate and, baccalaureate level courses

C. CCN does not apply to:

- Precollege (remedial/developmental) education
- Basic Education for Adults (adult basic education, High School Equivalency Exam, English Language Acquisition, or high school completion).

4.30.20 Transfer to four-year institutions

The State Board encourages community and technical colleges to:

- Maintain membership in the [Intercollege Relations Commission \(ICRC\) of the Washington Council for High School-College Relations](#) (see [ICRC](#)).
- Annually inform baccalaureate institutions regarding changes in the curriculum related to generally transferable courses in order to assure accurate course equivalency lists (see [Course Equivalency Guides/Course Transfer Information](#)).
- Adopt new Major Related Program degree pathway agreements when negotiated as a means of providing students with preparation for selected majors regardless of their choice of future institution and to develop and implement program-to-program articulation agreements with nearby public and private four-year institutions in the state of Washington to smooth pathways most commonly followed by transfer students.
- Follow the [College in the High School \(CiHS\) academic/transfer guidelines](#) when offering courses at high schools for college credit and eventual transfer (see [CiHS Guidelines](#)).

4.30.25 Transfer of general education courses

A student who completes courses selected from within the general education categories listed at a public community, technical, four-year college or university in Washington State will be able to transfer and apply a maximum of 45 quarter credits toward general education requirement(s) at any other public and most private higher education institutions in the state.

For transfer purposes, a student must have a minimum grade of C or better (2.0 or above) in each course completed. Students who transfer these courses must still meet a receiving institution's admission requirements and eventually satisfy all their general education requirements and their degree requirements (see [One Year Transfer Courses](#) under "Policy Resources" below).

4.30.30 Transfer from four-year institutions (Reverse Transfer)

Reverse articulation allows eligible students to receive their associate degree after transferring to a baccalaureate institution. Students who transfer prior to completing their associate degree can complete any remaining requirements as part of their baccalaureate degree program and apply those credits back to the community or technical college to receive their associate degree (see [Reverse Transfer](#) under "Policy Resources" below).

The four-year institutions of higher education are encouraged to work with the SBCTC to develop plans for facilitating the reverse transfer of academic credits from four-year institutions to community or technical colleges. The plans should include the following provisions:

- A. a policy allowing eligible students the opportunity to transfer credits from a four-year institutions back to a ~~CTC~~ [community or technical college](#), to use towards a two-year degree; and
- B. procedures for notifying eligible students of their eligibility in the program

4.30.40 Transfer degree titles

Transfer degree titles, specifically those designated as state approved degrees such as the Direct Transfer Agreement (DTA), Associate in Science-Transfer (AS-T), or any with the Major Related Pathway (MRP) designation carry the official State Board title. These degree titles represent specific negotiated agreements between the State Board for Community and Technical Colleges (representing the 34 community and technical colleges) and the public and private four-year baccalaureate institutions.

Locally designed associate degrees also intended for transfer by an individual college may not carry the DTA, AS-T, or DTA/MRP designated titles and/or abbreviations unless approved by the ~~SBCTC~~ State Board transfer degree approval process and ~~registered~~ [posted](#) on the [transfer degree inventory](#) (see [transfer degree inventory](#) under "Policy Resources" below).

Policy resources

- [Common Course Numbering Protocol and Processes](#)
- [PTCCN Processes and Forms](#)
- [Inter-College Reciprocity \(PDF\)](#)
- [One Year Transfer Courses \(PDF\)](#)
- [Reverse Transfer](#)
- [Transfer Degree Inventory](#)

Policy history

Action	Description	Revision Date
Instruction Commission approval	One year transfer courses list	05/2012
Instruction Commission approval	Inter-College Reciprocity	05/2012
Passage of ESSHB 1795	One year transfer courses	08/24/2011
CTC Inter-College Reciprocity Policy Transfer Distribution Courses and Areas Approved by the Instruction Commission in February 2005 approval	4.30.10 added to address Inter-College Reciprocity Transfer distribution courses	08/15/2008
College in the High School academic/transfer guidelines Approved by the Instruction Commission approval	4.30.20 updated and added (D) College in the High School academic/transfer guidelines	08/15/2008
Public Baccalaureate Institution Reciprocity Policy Approved by the Instruction Commission in 2016 approval	4.30.20 updated and added (E) Transfer to four-year institutions guidelines	06/20/2016
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

4.40 Professional-Technical Programs

All professional-technical degree and certificate programs must be approved by the SBCTC prior to course or program implementation (see [RCW 28B.50.090\(7\)\(c\)](#)).

As part of this responsibility, the SBCTC:

1. Sets rules/procedures/guidelines, developed in cooperation with the college system, that provide for the approval of all proposed new professional/technical programs, curriculum modifications and program title changes (see [Professional/Technical Program Approval Process](#) and ~~Appendix E~~ Work-Based Learning Programs under “Policy Resources” below).
2. Requires that colleges certify professional-technical staff and faculty ~~as provided by~~ (see [WAC 131-16-070](#) through [WAC 131-16-095](#)).

4.40.10 Centers of Excellence

~~Centers of Excellence were created and funded by the State Board in 2003 to better link the~~

~~community and technical college system to the industries which drive the economy. Each center is located on a different host campus and is staffed with a director and, depending on center resources, some support staff. Advisory boards consisting of industry representatives and other stakeholders meet regularly to oversee and direct the center's activities. Typical activities include: providing industry contacts for curricula and program development, skills gap analysis, professional development, conducting summits and workshops on emerging industry topics, and the development of skills standards. Centers of Excellence will act as the repository of all previously created Skills Standards relevant to their stated industry sector.~~

~~Curricula, assessments and related instructional materials based on the skill standards are developed by public schools, colleges and other entities with a variety of public and private resources. Each fund source has its own set of rules or guidelines governing resale, therefore projects should refer to the requirements of the specific fund source(s).~~

Washington State's Centers of Excellence link business, industry, labor and the state's educational systems to create a highly skilled and readily available workforce critical to the success of the state's economy. Each center is funded by the State Board and is housed at a community or technical college. (see [RCW 28B.50.092](#); Centers of Excellence under "Policy Resources" below).

Each Center of Excellence follows four core expectations:

- A. Economic development
- B. Industry sector strategy
- C. Education, innovation and efficiency
- D. Workforce supply and demand

Centers of Excellence serve as statewide resources representing the needs and interests of a specific industry sector. Centers are charged with narrowing the gap between employer workforce needs and the colleges' supply of work-ready graduates. They are a critical component of the state's strategy of sustaining an innovative and vibrant economy. Every center will:

- A. Establish a primarily industry-based Advisory Board with appropriate labor representation;
- B. Convene, problem solve, and disseminate industry-specific solutions with external agencies and groups as appropriate;
- C. Provide and solicit updates to stakeholders on a regular basis;
- D. Provide maximum efficiency and leverage available resources to support operations, new initiatives, and emerging trends;
- E. Be an effective broker among all colleges;
- F. Be a resource for the K12 system; and
- G. Maintain an accessible, highly functional, and relevant website.

4.40.20 Advisory Committees for Professional-Technical programs

Each community and technical college or college district is required to have an industry advisory committee for each program (~~see RCW 28B.50.252~~) and to follow approved College Advisory Committee Procedures (see [RCW 28B.50.252](#); ~~Appendix E~~; College Advisory Committee Procedures under “Policy Resources” below).

Policy resources

- [Professional Technical Programs](#)
- [Centers of Excellence](#)
- [College Advisory Committee Procedures](#)
- [Work Based Learning Programs](#)

Policy history

Action	Description	Revision Date
Funding for the development of Skills Standards ceased. Centers of Excellence were assigned the responsibility. Passage of SHB 1323	4.40.10 Centers of Excellence information replaced information for Skills Standards Ownership. Codifies Centers of Excellence	approximately 2010 07/26/2009
	4.40.00 updated by removing section referring to approval of new programs by HECB (previously #2 or 3).	01/30/2006
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

4.50 Basic Education for Adults

The State Board is responsible for administration of the state and federally funded adult basic education programs in the State of Washington. Basic Education for Adults (BEaA) programs teach foundational skills – reading, writing, math, technology and English language – so ~~can~~ ~~to~~ assist adults ~~can~~ ~~to~~ move through college and into high-demand jobs. The programs are designed for adults with academic skills below high school completion or who need to improve their English language skills (see [RCW 28B.50.020 \(3\)](#); [RCW 28B.50.030 \(12\)](#); [RCW 28B.50.250](#); Basic Education for Adults under “Policy Resources” below).

4.50.10 Certificate of High School Equivalency (HSE)

The State Board is the state administrator for HSE testing. The Board authorizes agencies to administer the HSE Test to qualify persons for the Certificate of Educational Competence including determining eligibility for taking the HSE test and administering the test (see [WAC 131-48](#); [WAC 131-48-060](#); [RCW 28B.50.912](#); [RCW 28B.50.536](#)).

4.50.20 High school completion

Community and technical colleges are authorized to provide opportunities for adults to complete studies leading to a high school diploma, provided that admission to such a program is consistent with the general community and technical college residency procedures and diplomas are awarded subject to Office of the Superintendent of Public Instruction and State Board of Education rules and regulations.

Minimum requirements for completing high school are set in rules by the State Board of Education including provisions governing programs for persons 18 years of age and over, and for graduation requirements for students over age 21 (see [WAC 180-51-061](#); [WAC 180-51-053](#); [WAC 180-51-035](#)).

4.50.30 College issued high school diploma via associate degree awarding

Upon written request and meeting eligibility criteria, any student who earns an associate degree of any type shall receive a high school diploma from the college (see [RCW 28B.50.535](#); [WAC 180-51-053](#)).

Policy resources

- [Basic Education for Adults](#)
- [Adult High School Completion Programs](#)

Policy history

Action	Description	Revision Date
SBCTC Resolution 13-06-30 amended Chapter 131-48 WAC	4.50.10 changed the term General Education Development (GED®) term changed to High School Equivalency (HSE) and removed GED® specific language.	06/20/2013
Passage of SHB 1758 (2009) amended RCW 28B.50.535	Added 4.50.30 the option for Running Start students or students over 21 to * Request a high school diploma after completing an associate degree	07/ 01 -26/2009
WAC 180-72-055 repealed and WAC 180-51-035 amended by the by WA State Board of Education	High school graduation age standards amended	03/10/2005
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

4.60 High School College Dual Registration and Transition Programs

4.60.10 Agreements between district boards of trustees and common school boards

The State Board supports boards of trustees entering into agreements in cooperation with local high school district boards to provide options for students to complete college-equivalent courses and programs while still in high school (see [RCW 28B.50.530](#)).

4.60.20 Running Start

The ~~SBCTC~~ State Board in conjunction with the Superintendent of Public Instruction has adopted rules governing Running Start, a program that allows eligible eleventh and twelfth graders to enroll in college for the purpose of earning credits toward high school graduation while earning college credits (see [WAC 131-46](#); [WAC 392-169-005](#); [RCW 28A.600.390](#)).

4.60.30 Career and Technical Education Dual Credit

~~Career and Technical Education (CTE) Dual Credit is a program outlined in Perkins legislation. It is intended to increase the articulation of high school and college professional/technical programs.~~

Career and Technical Education (CTE) Dual Credit, formerly known as Tech Prep, provides career pathways for high school students. CTE Dual Credit classes are taught at the high school or skills center and integrate academics with technical skills to help prepare students for advanced education and careers related to professional-technical occupations. All CTE Dual Credit courses offer high school and college credit for successfully completing the same class (see [28B.50.531](#); [28A.230.130](#); ~~Appendix F~~; Guidelines for Statewide Articulation Using the Direct Transcription Method under “Policy Resources” below).

4.60.40 College in the High School

College-in-the-High School programs are designed to provide college level courses in high school locations to serve qualified ~~ninth through eleventh and~~ twelfth grade students. ~~Currently,~~ Community and technical college boards of trustees may establish such programs in cooperation with local school district boards ~~under the authorization of~~ (see [RCW 28B.50.530](#), [RCW 28A.600.280 through 290](#); ~~and Appendix G~~; College in the High School – Academic Transfer Guidelines under “Policy Resources” below).

4.60.50 Credit Policy for Dual Credit Exams

There are several dual credit opportunities for students in high school to earn college credits. National examination-based options include the Advanced Placement (AP), International Baccalaureate (IB), and Cambridge Assessment International Examination (CI).

Higher education institutions are required to establish policy for granting as much undergraduate credit as practicable for students who earn passing scores on AP, IB and CI examinations ~~per RCW 28B.10.054. The~~ Each institutions must post the policy on ~~their~~ campus websites.

If an institution is unable to award general education course equivalency, the student may request in writing an evidence-based reason as to why the course equivalency cannot be granted. ~~Higher education institutions must conduct biennial reviews of their credit awarding policies and report~~

~~noncompliance to the Legislature by Nov. 1 each biennium~~ (see [RCW 28B.10.054](#)).

4.60.51 Advanced Placement (AP)

Washington state community and technical colleges will award **unrestricted elective** credit for an Advanced Placement (AP) score of 3 or higher. Credit will be awarded on the basis of official AP results, not transcript notation. Credits granted for **general education or major requirements** will be specified by the **receiving institution’s AP credit policies**; otherwise, elective credit will be granted (see AP Scores Crosswalk under “Policy Resource” below).

4.60.52 International Baccalaureate (IB)

Washington state community and technical colleges will award unrestricted elective credit for an International Baccalaureate (IB) score of 4 on standard-level or higher-level IB exams. Credit will be awarded on the basis of official IB results, not transcript notation. Credits granted for **general education or major requirements** will be specified by the **receiving institution’s IB credit policies**; otherwise, elective credit will be granted (see IB Scores Crosswalk under “Policy Resource” below).

4.60.53 Cambridge International (CI)

Washington state community and technical colleges will award **unrestricted elective** credit for a Cambridge ~~International~~ (CI) score of E on A and AS level exams. Credit will be awarded on the basis of official CI results, not transcript notation. Credits granted for **general education or major requirements** will be specified by the **receiving institution’s CI credit policies**; otherwise, elective credit will be granted (see CI Scores Crosswalk under “Policy Resource” below).

Policy resources

- [Running Start](#)
- [CTE Dual Credit](#)
- [College in the High School](#)
- [AP Scores Crosswalk \(PDF\)](#)
- [IB Scores Crosswalk \(PDF\)](#)
- [CI Scores Crosswalk \(PDF\)](#)
- [Guidelines for Statewide Articulation Using the Direct Transcription Method \(PDF\)](#)
- [College in the High School – Academic Transfer Guidelines \(PDF\)](#)

Policy history

Action	Description	Revision Date
Passage of SHB 1302	Grade level eligibility addition for College in the High School	07/25/2021

Action	Description	Revision Date
Passage of ESSB 5410	Dual credit exams placement requirements	07/28/2019
Passage of E2SHB 2483 (2012)	4.60.10 Higher Education Coordinating Board becomes abolished and Running Start duties transferred to Washington Student Achievement Council.	07/01/2012
Passage of ESSHB 1808	Post-secondary credit opportunities	07/22/2011
Federal funding under the Carl D. Perkins Act was terminated in 2014	4.60.12 Tech-Prep revised. Previous activities of Tech-Prep are now under the purview of colleges receiving Carl D. Perkins funding.	2014
Passage of SHB 2119 (2009)	Jointly develop and each adopt rules governing College in the High School rules and reporting and provide annual reports to the higher education committees in the Legislature.	07/26/2009
Passage of SSSB 6377	Secondary Career and Technical Education programs	06/12/2008
WACTC Instruction Commission approved May 2008	4.60.14 added to address AP credit policy	08/15/2008
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

4.70 Career Launch Endorsement Review

Career Connect Washington delegated the administration of the Career Launch Endorsement Review process to the State Board. Career Launch programs combine classroom learning with related paid work-based learning opportunities. Career Launch programs can include:

- Registered apprenticeships
- A post-secondary institution participating in the Washington College Grant, College Bound Scholarship or Passport programs with a paid work-based learning component as a credentials requirement.
- A secondary career and technical education program that meet credential requirements and include a paid work-based learning component.

Career Launch programs can be offered at community and technical colleges, training centers,

universities and K-12 schools that partner with higher-education institutions (See Career Launch Endorsement Overview and Career Connect Washington under “Policy Resources” below).

Policy Resources

- [Career Launch Endorsement Overview](#)
- [Career Connect Washington](#)

Policy history

Action	Description	Revision Date
Passage of ESSHB 2158	Career Connected Learning-Career Launch	07/28/2019

4.780 Contracting for Instruction

4.780.10 Out-of-district contracting

Community and technical colleges may enter into out-district-contracts to offer educational services. Agreements must be in place to:

- Provide courses, special events or services in another college’s district (see [WAC 131-32-030](#)), and/or
- Jointly provide educational courses, programs or services (see [WAC 131-32-035](#); ~~and Appendix H~~ Guidelines for Statewide and Regional Contract Services under “Policy Resources” below).

4.780.20 Contracting with joint apprenticeship training councils

The ~~SBCFC~~ [State Board](#) establishes guidelines for contracting for apprenticeship training with Joint Apprenticeship Training Councils (see [WAC 131-28-026 \(4\)\(c\)](#); [Community College Tuition and Fee Waivers and Residency](#)).

4.780.30 International Contract Students

To achieve an internationally integrated educational environment, colleges may enroll international students. The ability to issue a Certificate of Eligibility for Non-Immigrant (F-1) Student Status-for Academic and Language Students or Certificate for Non-Immigrant (M-1) Student Status-for Vocational Students is granted to an individual college through the United States Immigration and Customs Enforcement authorization.

Districts with International Contract programs must have in place a contract with a third party that has been approved by the State Board staff and as to form by the college’s ~~AAG~~ assistant attorney general and that includes the following:

- Substantive action on the part of the contractor.
- Estimated number of students to be served and the fees to be charged.

- C. Budget demonstrating revenues from the program will cover the full cost of instruction including both direct and indirect costs.

~~(see Chapter 5.30.40 International Students in State Funded Classes: Enrollment Reporting and Tuition and Fees and Chapter 5.80.30 International Student and Tuition and Fees.~~

4.780.40 Educational programs to serve foreign nationals in a foreign country

The SBCTC requires prior approval for certain contracts by colleges to conduct out-of-country educational courses and programs (~~see Appendix I~~ see Contract to Serve Foreign Nationals in a Foreign Country under “Policy Resources” below).

Policy Resources

- [Guidelines for Statewide and Regional Contract Services \(PDF\)](#)
- [Contract to Serve Foreign Nationals in a Foreign Country \(PDF\)](#)

Policy history

Action	Description	Revision Date
Policy change approved by State Board SBCTC resolution 15-06-30	4.70.30 updated to reflect Reporting international student enrollments	11/30/2015
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

4.890 Continuing Education

The State Board recognizes that each community and technical college district shall offer thoroughly comprehensive educational training and service programs to meet the needs of both the communities and students served by offering continuing education courses of an educational, cultural, and recreational nature in addition to academic transfer, workforce training, and adult basic education.

Continuing education course offerings include short-term non-credit certificate programs, professional development and personal interest courses, programming for seniors and children, as well as corporate training. Continuing education programs cannot offer credit-bearing courses, certificates or degrees, courses that may be financial aid eligible, require an official transcript, or require outcomes data (see Continuing Education Policy under "Policy Resources" below).

Policy Resources

- [Continuing Education Policy](#)

Policy history

Action	Description	Revision Date
Instruction Commission approval	Continuing Education policy adopted	05/2017
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

~~Chapter 4 Appendix A Course Coding Procedures and Guidelines~~

~~Course coding is a key activity in the State Board's process to gather information necessary to describe and quantify instructional effort and determine state funding eligibility. Codes are used for multiple purposes, including federal reporting; determining the number of faculty positions funded with state funds; identifying the number of students enrolled in various programs; and other research-related functions.~~

~~Colleges have the ability to add and revise their college's course records each quarter.~~

~~To establish the appropriate coding for courses, the following procedures must be followed:~~

~~A college develops a new course or desires to change an existing course. Information to be supplied includes:~~

- ~~A. A course description with sufficient detail to convey subject area and institutional intent of the proposed offering.~~
- ~~B. Course numbers—Level: Basic skills/developmental education courses must be numbered below 100. Lower division academic courses other than basic skills and pre-college (aka developmental) education must be numbered between 100 and 299. Upper division courses may only be offered by college authorized to award an applied baccalaureate degree and must be numbered between 300 and 499.~~
- ~~C. Assignment of a course title. Each course will have one approved title used for both reporting and publication purposes.~~
- ~~D. Assignment of a three-digit Educational Program Code (EPC), if the course is or will be part of an approved Vocational Preparatory program (see CIP Crosswalk Sorted by CIP). Note: If a course is part of more than one program, use the EPC of the program that predominates.~~
- ~~E. Number and type of instructional contact hours and course credits.~~
- ~~F. Whether the course is designed to meet academically disadvantaged students or those with limited English skills.~~
- ~~G. Whether the course has a work place training component.~~

~~Chapter 4 Appendix B Applied Baccalaureate Degree~~

Program Approval Process

~~As part of the 2010 System Design Plan legislation (SSB 6355), applied baccalaureate degrees offered by Washington state's community and technical colleges were changed from pilot to regular status. The State Board for Community and Technical Colleges (SBCTC) approves all proposals for applied baccalaureate degrees submitted by the community and technical colleges. Those programs are intended to accomplish the following:~~

- ~~A. Serve professional and technical degree-holding students who have limited access to bachelor degree programs after completing their associate of applied science degree or its equivalent.~~
- ~~B. Provide opportunities for working adults who are place-bound to a specific geographic region and want to earn a baccalaureate degree.~~
- ~~C. Fill skills and credentials gaps and needs in specific occupations, particularly specific professional and technical fields requiring applied knowledge and skills.~~

~~In July 2012, SBCTC retained sole approval authority for applied baccalaureate degrees. The following describes the process for community and technical colleges seeking to acquire state approval to offer applied bachelor's degree programs. The SBCTC may make future revisions to the selection process and criteria as needed.~~

~~Step 1~~

~~Institutions notify SBCTC and higher education partners of their intent to offer an applied bachelor degree program by placing the program title and anticipated date of enrollment on the higher education Inter-institutional Committee on Academic Program Planning (ICAPP) Grid.~~

~~The grid is used to informally notify higher education partners (colleges, universities, the Washington Student Achievement Council, and the State Board for Community and Technical Colleges) of a college's intent to offer a program. This informal notice allows concerns to be addressed between colleges prior to the official notice to higher education partners.~~

- ~~● Institutions simply send an email to the SBCTC staff responsible for reviewing applied baccalaureate degree program proposals. The body of the email must include the working title of the degree program and the anticipated enrollment date.~~
- ~~● SBCTC staff will place the program information on the ICAPP grid for notice to the higher education community.~~
- ~~● SBCTC staff members will provide quarterly updates to State Board members regarding potential upcoming applied baccalaureate programs being considered by colleges.~~

~~Step 2~~

~~Institutions submit a Statement of Need to SBCTC staff, and SBCTC staff will conduct brief analysis of the content, areas of strength, areas needing improvement, and capacity for the applied bachelor degree.~~

~~Institutions can download the Statement of Need form, including the cover sheet, and the required~~

~~applied baccalaureate degree supply/demand gap rubric from the SBCTC website. Institutions must complete all sections of the form and the rubric and submit the completed materials to SBCTC staff within the specified period of time.~~

- ~~• The Statement of Need will be reviewed by SBCTC staff to ensure that all criteria have been met. SBCTC staff will forward feedback regarding the strengths of the plan and areas needing improvement to the college with the goal of strengthening the proposal to ensure required criteria are met. The college may submit revised documents as many times as appropriate.~~
- ~~• Once criteria are met, staff from the SBCTC will send out a notice to universities and community and technical colleges officially informing them of the proposed program. Questions or concerns about the proposal must be submitted to the SBCTC within 30 days. Concerns will be forwarded to the submitting college.~~

~~Step 3~~

~~SBCTC staff forward the Statement of Need to SBCTC board members and schedule a “conceptual discussion” between board members and the lead administrator of the proposed applied baccalaureate degree program.~~

- ~~• The conceptual discussion will focus on the unmet need for the program in the region.~~
- ~~• The Statement of Need will also address the relationship of the proposal to the institutional role, mission, and program priorities; employer and community unmet need; evidence of the baccalaureate degree building on an existing professional and technical degree program; student demand for the program; and efforts to maximize state resources for place-bound students through collaboration with similar CTC associate degree and applied bachelor’s degree programs and the CTC Centers of Excellence.~~

~~Step 4~~

~~Institutions submit program approval application to the SBCTC. The cover sheet and [New Degree Program Proposal](#) document can be downloaded from the SBCTC website.~~

- ~~• A committee of higher education representatives will review the application. The committee will be comprised of community and technical college vice presidents of instruction, student services, and finance/business, and others as appropriate. The committee will make recommendations to the SBCTC staff.~~
- ~~• A peer review is not required for colleges that are already accredited as bachelor degree granting institutions through the Northwest Commission on Colleges and Universities (NWCCU). However, the review is highly recommended. SBCTC staff will continue to review all college Applied Baccalaureate proposals and make recommendations to the SBCTC.~~
- ~~• The New Degree Program Proposal should clearly address concerns raised by the State Board during the Statement of Need phase of the process.~~
- ~~• In addition to demonstrating sustainability, rigor, and appropriate student support services, the New Degree Program Proposal should reflect collaboration with CTC’s and neighboring~~

~~baccalaureate institutions when applicable and foster pathway options among the various institutions.~~

~~Step 5~~

~~The State Board for Community and Technical College board members officially vote on the program proposal. A college representative will participate in the Board meeting and provide oral support for the proposal and respond to Board members' questions. Revision and amendment history~~

Description	Revision Date
State Board Resolution 14-09-59	09/10/2014

~~Chapter 4 Appendix C Work-based Learning Programs~~

~~The State Board encourages the use of instructional modes or programs that integrate the resources of the campus and the workplace in order to provide students with supervised learning experiences in employment settings that relate to their educational and career objectives.~~

~~The State Director is authorized, in consultation with the college districts, to establish and maintain guidelines and procedures pertaining to cooperative education, clinical experience, internships, or other forms of work-based learning.~~

~~Definition of terms pertaining to work-based learning~~

~~**A. Work-based learning**—Instructional modes or programs, except apprenticeship, that integrate the resources of the campus and the work site in order to provide students with supervised learning experiences in an employment setting that relates to their educational and/or career objectives. (While apprenticeship is considered work-based learning, apprenticeship regulations are covered under specific standards approved by the Washington State Apprenticeship and Training Council.) Such instructional programs will include, but not be limited to, the following:~~

~~1. Cooperative education~~

~~2. Clinical experience~~

~~3. Internships~~

~~**B. Work-based learning agreement**—A written agreement among a student, work site supervisor, and an instructor-coordinator which specifies the student's employment responsibilities and related training objectives. The agreement precedes the student's placement in a work-based learning situation.~~

~~**C. Work site**—The learning situation, at a site removed from the formal college classroom or laboratory, where the student applies classroom knowledge, theory and skills to practical application in an employment setting.~~

~~**D. Instructor-coordinator**—The faculty member participating in the learning agreement with a~~

~~student and the work site supervisor. The instructor coordinator has responsibility for awarding academic credit and for evaluating the student's performance.~~

~~E. **Work site supervisor**—The representative from a local business or community agency who contributes to the supervision and evaluation of the student's performance.~~

~~Guidelines governing work-based learning~~

~~Guidelines for use prior to student placement~~

- ~~1. All work-based learning shall be under the direct supervision of the college.~~
- ~~2. The college and the work-based work site supervisor must ensure that students participating in work-based learning situations will not displace regular employees doing comparable work and that the employer will comply with applicable state and federal minimum wage laws for all compensable positions.~~
- ~~3. Prior to placement, the student should meet the prerequisites established by each department or obtain permission from a faculty advisor.~~
- ~~4. A written agreement shall be drawn involving each participating work site, the student, and the college. Such agreements shall stipulate the respective responsibilities and conditions under which the learning experiences will take place, as well as identifying the student's objectives and work experiences needed to achieve that goal. The agreement should be signed by the work site supervisor, instructor coordinator and the student.~~
- ~~5. A student may receive both credit and monetary reimbursement for relevant educational experiences acquired at the work site.~~
- ~~6. The following shall apply to all students enrolled in programs utilizing the cooperative education method of instruction:
 - ~~a. The student shall receive at least the minimum hourly wage as established by the United State Department of Labor and the Washington State Department of Labor and Industries for all compensable positions.~~
 - ~~b. The student shall be covered under State Industrial Insurance or other applicable insurance against injury incurred at the work site.~~
 - ~~c. The student shall not be placed in hazardous work except as the placement conforms to minimum age requirements for such work.~~~~
- ~~7. The instructor coordinator shall ensure that at least two on-site visits occur per quarter and that conferences and/or seminars are held for at least the equivalent of two hours per week.~~

~~Guidelines pertaining to program administration~~

- ~~1. Student placement should be coordinated by staff with expertise in the area of instruction. The ratio of students to instructor coordinator should be such as to ensure quality of experiences in the respective programs.~~
- ~~2. Special training and workshops for instructor coordinators are encouraged.~~

~~Guidelines concerning student supervision and evaluation~~

- ~~1. The instructor-coordinator should meet regularly with the student(s) in conferences or in seminars at agreed upon times and regularly participate in on-site visits.~~
- ~~2. Grading procedures should be pre-determined, based on the evaluation of the work-site supervisor and the instructor-coordinator, and the evaluation kept by the instructor-coordinator.~~

~~Guidelines for transferability of credits~~

~~A student intending subsequent enrollment in a four-year institution should not anticipate transfer of more work-based credits than the number specified in the Inter-College Relations Commission (ICRC) recommendations.~~

~~Chapter 4 Appendix D College Advisory Committee Procedures~~

~~These procedures will:~~

- ~~• Define the types of advisory committees that are permissible, that allow for regional cooperation, that meet a minimum of twice each calendar year, and provide for advisory meeting minutes that are maintained for a minimum of three years.~~
- ~~• Define required professional-technical advisory committee membership that will strive to ensure representation of gender and cultural diversity and include equal representation of business and labor, with the committee chair elected from the lay members.~~
- ~~• Define a formal professional-technical advisory committee member appointment process involving college administration that sets term limits with allowed exceptions, and provides an advisory member inventory on form SBCTC-ADV or a form developed at the college containing, at minimum, the same information as is on the PA-ADV.~~
- ~~• Describe required training for all advisory committee members prior to serving as voting members, including familiarization with Washington State's Ethics Law as it pertains to their involvement with the college.~~
- ~~• Provide a list of duties essential for proper functioning of the professional-technical advisory committees providing for timely feedback to committees on their recommendations.~~
- ~~• Describe realistic enterprise plans.~~

~~State Board staff will provide technical assistance with development of procedures.~~

~~Suggested procedure component language~~

~~General advisory committee~~

~~An advisory committee must be appointed by the college administration for each professional-technical program or program cluster. The advisory committee can be formed for a single program, a group or cluster of like programs within a college, or a regional committee for a single program or~~

~~cluster of like programs in a geographical region. If the program cluster or regional advisory committees are used, colleges should ensure that every professional technical program area is adequately represented.~~

~~Regional advisory committees are helpful for the purpose of providing a coordinated educational effort among colleges and school districts.~~

~~The clustering of advisory committees is recommended to enable balanced representation while minimizing the burden of excessive meetings.~~

~~A minimum of two advisory committee meetings must be held during each calendar year. A quorum should be established for each committee.~~

~~Minutes for these meetings must be on file for the previous three years.~~

~~Committee membership~~

~~Advisory committees must be composed of equal numbers of employees and employers representing local business, labor and industry.~~

~~When the occupation being taught is apprenticeship and a local Joint Apprenticeship and Training Committee (JATC) is active in the geographical area, at least one labor and one management member of the JATC must be invited to be a part of the respective advisory committee. The college is responsible to contact the chairperson or secretary of the JATC and request representation for the specific advisory committee.~~

~~Advisory member appointment process~~

~~Advisory committee members must be formally appointed by the college in writing for a specific term limit (i.e., one, two, or three years). The college may re-appoint members for additional terms when appropriate.~~

~~The recommended minimum committee size is five.~~

~~The appointment process should strive to ensure representation of gender and cultural diversity.~~

~~Colleges must maintain an inventory including, at a minimum, all information requested on form SBCTC PA-ADV of the membership of each advisory committee. This inventory should be updated after each meeting.~~

~~Members not attending at least 50 percent of the scheduled meetings should be replaced in order to maintain a viable committee.~~

~~Advisory committee training~~

~~Advisory committee members need to be instructed as to their roles, responsibilities, and duties prior to serving as voting members. That instruction should also include all pertinent sections of the Washington Ethics Law as it pertains to their involvement with the college. The committee should be clear on how the committee will carry out its functions over the course of the year, and a plan of work identified.~~

~~Suggested advisory committee duties~~

~~A. Curriculum~~

- ~~1. Review labor market information to ensure the occupational program area is in demand and that vacancies exist for future employment.~~
- ~~2. Advise the college as to the industry standard or certification required by the occupational area, and/or assist in the development of skill standards where appropriate.~~
- ~~3. Review the content of the professional technical program and respective courses. Advise the college of changing market conditions, technologies, and employment needs.~~
- ~~4. Advise as to the kinds and balance of theory, technical skill development, production work, and/or realistic enterprise tasks to be accomplished by the students, in order to ensure the most effective and efficient use of instruction time.~~
- ~~5. Review instructional materials and recommend those that are most appropriate to the instructional program; i.e., instructional materials, computer software, technical materials, and trade publications.~~
- ~~6. Assist the college in conducting special events that benefit both the student and the college; i.e. manufacturing, product seminars, and college open house.~~

~~B. Facilities and Equipment Budget~~

- ~~1. Advise the college as to the adequacy of the physical facilities and conditions of equipment, and prepare recommendations for effecting needed change.~~
- ~~2. Assist the college in obtaining instructional equipment.~~
- ~~3. Review annual budgetary requests for equipment and supplies, make recommendations, and assist in the development of bid or purchase specifications when appropriate.~~
- ~~4. Advise in development of plans for new construction or remodeling of existing facilities.~~

~~C. Instructional Quality~~

- ~~1. Advise the college in the development of qualifications for the hiring of instructors and serve on interview panels when appropriate.~~
- ~~2. Advise in the development of evaluation instruments and procedures that may assist in determining the effectiveness of the instructional program, conduct outcome assessments, and recommend appropriate changes.~~
- ~~3. Recommend procedures for developing, implementing, and evaluating work-based learning experience programs.~~
- ~~4. Recommend instructional practices that will promote the development of a safe instructional environment, and that will instill safe work attitudes and habits in~~

~~students.~~

~~5. Recommend strategies that ensure that instructor(s) maintain instructional, industry, and state-of-the-art proficiency.~~

~~6. Recommend standards and minimum academic qualifications for student enrollment into programs.~~

~~7. Advise administration regarding program continuation and/or modification as determined by a review of outcomes.~~

~~D. Instructional Delivery~~

~~1. Review national and state directives and initiatives and their impact on local programs, and make recommendations on how to incorporate the required changes.~~

~~2. Help college secure qualified substitute instructors.~~

~~E. Student Employment~~

~~1. Recommend ways to assist students in the landing of internships and/or eventual employment.~~

~~2. Assist in the development of portable, transferable competencies, skills, and abilities expected of successful employees.~~

~~Realistic Enterprise~~

~~If a job account or realistic enterprise is to be conducted by or in a professional technical program, a procedural plan must be on file and should be jointly approved by the college and the advisory committee. The plan should describe, as a minimum, hours of operation, the goods and services that will be produced or sold, what the charges, fees, and taxes will be for each, who is eligible for services, and on what time basis.~~

~~Revision and amendment history~~

Description	Revision Date
Added 50 percent minimum attendance requirement to advisory member appointment process	03/10/2005

~~Chapter 4 Appendix E Guidelines for Articulation Using the Direct Transcription Method~~

~~Preamble~~

~~The implementation of state and federal education reform initiatives over the past decade has advanced the development of joint high school-college programs including CTE Dual Credit, Running~~

~~Start and College in the High School. These programs have among their goals the articulation of secondary and post-secondary education programs, increasing the availability of college-level courses and programs to secondary students, and recognizing the achievements of secondary school students who have successfully completed college-equivalent courses and programs. The benefits of these articulation agreements for students, parents, high schools and colleges have been widely recognized.~~

~~CTE Dual-Credit education was among the first of federal programs to promote the use of competencies for instructional programs and secondary-postsecondary articulations. The state's CTE Dual-Credit consortia developed competency-based articulation agreements between high schools and colleges that help students transition from high school into post-secondary professional-technical programs. Articulations are used by colleges to award credit to students who complete college-equivalent courses and programs while still in high school. Articulation agreements between the individual college and school define the criteria for equivalency and the granting of credit. RCW 28B.50.530 authorizes community and technical college boards of trustees to establish such agreements in cooperation with local high school district boards.~~

~~Maximizing the benefits of articulations for students requires a reliable, systematic approach for granting and tracking college credits for equivalent high school courses. The Direct Transcription model provides a method for achieving statewide articulation by ensuring the quality and transferability of articulated credits from high schools to community and technical colleges and between two-year colleges statewide.~~

~~The following policy guidelines (modeled after those developed for the College in a High School program, endorsed by the Instruction Commission) provide a policy framework and operational structure for colleges and high schools to facilitate the implementation of a statewide articulation model through Direct Transcription. The guidelines consider requirements for transferability of course credits to the public community and technical colleges of the state and the requirements of the Northwest Association of Schools and Colleges.~~

~~Policies and guidelines~~

- ~~● Articulated programs provide college-equivalent courses in high school locations to serve qualified secondary students enrolled at the high school.~~
- ~~● All courses and credits awarded to high school students through articulations using the Direct Transcription model must be based upon an established written articulation agreement in which relevant college and high school faculty jointly agree on course equivalency, common letter grading standards and a standardized transcription process. Individual colleges retain authority over the granting of college credits for articulated programs.~~
- ~~● All articulated courses taken by high school students for college credit shall be competency based. Where available, articulated courses should be based on state-recognized industry-defined skill standards. The college partner shall be responsible for determining what competencies will be required to meet the college's course requirements. Competencies need to describe the assessment method(s) used to verify student accomplishments.~~
- ~~● The college has ultimate responsibility for determining acceptable grade standards. In~~

~~general, students should be required to earn a grade of 'B' or better to be granted college credit for articulated courses.~~

~~The college may assess participating students a fee to offset the costs associated with direct transcription.~~

- ~~• All articulated courses taken by high school students for college credit should be taught by vocationally certified and endorsed instructors. WAC 131-16-095 (2) states that secondary vocational certification will be accepted by the community colleges.~~
- ~~• The college awarding the credit must be regionally accredited.~~
- ~~• Direct transcription of college credit should be initiated at the time of course completion.~~
- ~~• Participating schools and colleges should inform students participating in articulated programs, in written publications, that vocational credits, including those awarded through direct transcription, may not transfer to four-year institutions or other colleges outside of the state's community and technical college system. Students should be notified that it is their responsibility to consult with those institutions concerning specific credit transfer and admissions requirements.~~
- ~~• Participating schools and colleges should record students and articulated credits using available local and state data and information systems (i.e., P210, SMS, SERS) to provide a record of student achievement, program accountability and evaluation.~~
- ~~• Participating schools and colleges must assure compliance with all applicable state regulations and the federal requirements of Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; the American Disabilities Act of 1991, Section 504 of the Vocational Rehabilitation Act of 1973; and the Age Discrimination Act of 1975.~~

Revision and amendment history

Description	Revision Date
Amendment: "Tech Prep courses shall not be designated through the use of a unique identifier on individual student transcripts." Endorsed by Washington Association of Community and Technical Colleges (Education Committee)	

Chapter 4 Appendix F College in the High School Academic Transfer Guidelines

Purpose & Definition

~~College in the High School (CHS) programs provide college-level academic courses in high schools to serve qualified high school students.~~

~~CHS programs are established through a contract between a high school and a college. The high school and college together define the funding to support student enrollment and criteria for student eligibility. Local contracts shall clarify if participants in CHS classes are only those students seeking to earn college credits or if the classes can be comprised of both (1) students who are not seeking college credit and (2) those who are. In order for coursework to be recorded for academic credit, programs must adhere to the following guidelines:~~

~~Students~~

~~High school students enrolled in CHS are officially enrolled in the college and must meet college specific course requirements and prerequisites.~~

~~For students enrolled in CHS, regular college policies and regulations regarding student performance and classroom behavior shall apply. Normally, college student behavior policies will apply to all CHS classroom activities. High school policies will apply for activities outside the CHS classroom.~~

~~Faculty~~

~~CHS courses must be taught by faculty meeting appointment criteria established by the appropriate college department. Their titles will vary according to institution norms.~~

~~The college will provide CHS instructors with training and orientation that include course curriculum, assessment criteria, course philosophy, and CHS administrative requirements.~~

~~Faculty will be evaluated according to regular college faculty evaluation procedures, as established at the respective offering college and may include site visits and on-going interactions that address course content, course delivery, assessment, evaluation and professional development in the field of study.~~

~~Curriculum~~

~~College courses administered through CHS are listed in the college catalog of courses and approved through the regular course approval process of the respective college. These courses have the same departmental designation, number, title, and credits and adhere to the same course description. Additional designation codes, such as a location code, may be added.~~

~~For students seeking college credit, the course must use the same grading and transcript policies that apply to courses being offered in the college regular curriculum.~~

~~Assessment and Program Evaluation~~

~~Student outcomes in CHS courses will be assessed by the same standards used for the course when offered on the college campus.~~

~~Institutions offering CHS will conduct studies of student outcomes to compare students completing courses at the high school with those completing the same courses in college settings.~~

~~Governance~~

~~The K-12 school district shall be responsible for assuring compliance with federal and state laws concerning reasonable accommodations for CHS students with disabilities and the development of~~

~~individualized educational programs (IEPs).~~

~~Library and other learning support services will meet college standards. Local agreements will specify which institution is responsible for providing these services.~~

~~The high school and college will develop a joint statement within the contract to address student conduct issues and will include an appeal process to ensure due process for students.~~

~~The college offering the course must be regionally accredited.~~

Policy history

Description	Revision Date
Guidelines revised	03/10/2005

Chapter 4 Appendix G Guidelines for Statewide and Regional Contract Services

Intent

~~These guidelines are intended to provide clarification on the rights and responsibilities of colleges in responding to requests for contract training by business and industry and in the marketing of contract training services.~~

Guiding principles

~~The community and technical college system has the resources, expertise, and desire to provide fast, flexible, and immediate responses to businesses, industry associations, state and local agencies, and other establishments seeking education and training services. These guidelines are established with recognition that:~~

- ~~• Colleges can control marketing to new customers within their own districts; and~~
- ~~• System collaboration in serving customers, when possible, provides the greatest good for colleges, the customer, and the community; and~~
- ~~• Open, honest, and timely communication is vital to quality education and training services and is critical to building and maintaining strong relationships; and~~
- ~~• District boundaries shouldn't get in the way of responding directly to businesses' needs; and~~
- ~~• Competition is part of the market place and serves to meet customer needs.~~

Definitions

~~Marketing contract training or educational services refers to conducting direct solicitation which includes but is not limited to cold calls, direct mailings, direct emails, and face to face solicitation.~~

~~Marketing activities that are contracted to outside vendors by a college are to be accountable to these guidelines:~~

~~**Out of District** relates directly to the location of the training site. A college is, therefore, working out of district if they are providing training on a site that is outside of their geographic district region. In the case where a company wishing to conduct training at a site located within the college district boundaries has its headquarters or other centralized operations outside the district, it is permissible for the college to coordinate training with the company's headquarters. Should the same business then request additional contract training services from the college that are to take place outside the college's district, the college has first right of refusal to fulfill the training request.~~

~~**Intermediaries** are organizations and entities that interact between colleges (as training providers) and business customers. They act as formal or informal brokers in the training marketplace and may also act as formal or informal training partners in contract training activities.~~

~~**Centers of Excellence** serve as statewide leaders in developing industry driven education and training and are housed at individual community or technical colleges. Centers of Excellence act as clearing houses of information and resources and provide system coordination, coaching and mentoring to assist in building seamless educational and work related systems.~~

~~Guidelines~~

~~A. It is agreed that colleges will only market contract education/training services within their geographic district boundaries unless there is a documented agreement between or among out of district and in district colleges that allows for marketing in each other's district.~~

~~B. It is further agreed that when a business, state or local agency, or other establishment requests training with an out of district college for contract education and training services, the out of district college will have first right of refusal to respond to the education/training request. If the out of district college agrees to respond to the request, they will first contact the in district college with courtesy notification that an out of district request has been made and accepted. Whenever possible, colleges involved will collaborate to respond to the education/training request.~~

~~C. Because businesses obtain training services through a number of different types of intermediaries, it is agreed that colleges will apply the following guidelines when intermediaries are involved in contract training:~~

~~Intermediaries not affiliated with community and technical colleges~~

~~Intermediaries that engage in education or training brokering services like Impact Washington, Association of Washington Businesses, economic development councils, workforce development councils and chambers of commerce may request training from an out of district college on behalf of clients. When an out of district request is made by an intermediary of this type, it is agreed that the out of district college may respond the same as it would if the business itself were requesting the training (as provided in section (B) above).~~

~~Revision and amendment history~~

Description	Revision Date
Guidelines approved by WACTC	09/29/2006

~~Chapter 4 Appendix H Authorization to Contract to Operate Educational Programs to Serve Foreign Nationals in a Foreign Country~~

~~The following policy sets forth the method by which a community college district may contract to conduct educational courses or programs serving foreign nationals in a foreign country:~~

- ~~Programs or courses that may be approved by districts—~~ It is the intent of this policy to give district boards of trustees the necessary latitude to achieve the mission of the college while providing the State Board approval of programs that have statewide impacts.

~~The district board of trustees may contract to offer courses or programs to serve foreign nationals in a foreign country when the board determines they will benefit the people of Washington through contributing to international understanding and cooperation, trade and economic development, or opportunities for student and faculty exchange, provided that the programs and courses approved by the district board of trustees do not involve the use of college owned or leased capital facilities nor exceed, in aggregate, either of the following in a fiscal year:~~

- ~~Seventy-five (75) FTE equivalent or an FTE equivalent to one percent of the district's state-funded FTE, whichever is greater; or~~
- ~~\$300,000 in expenditures or an amount equal to one percent of the district's annual state allocation whichever is greater.~~

~~If the courses or programs involve permanent college owned or operated facilities, or if the aggregate enrollment or aggregate expenditures will exceed the limits above, approval must be sought through the provisions in section (B) below.~~

~~The district shall use no state funds in the operation, maintenance, or phase-out of the foreign courses or programs. The district shall maintain accounting systems to ensure that state funds will not be commingled with those used to operate and maintain the foreign courses or programs.~~

- ~~Programs or courses that require State Board approval—~~ The following section sets forth the method by which a college district may secure State Board authorization to contract to conduct educational programs serving foreign nationals in a foreign country where such programs exceed the limits set in section (1).

- ~~Authorization to contract to conduct educational programs serving foreign nationals in a foreign country shall be made at the discretion of the State Board after it has reviewed a program statement submitted by the requesting college district. The college district shall not~~

~~commence operation of any such programs nor shall it make any expenditure for its operation other than reasonable development costs until such time as it receives an official authorization from the State Board. The program statement to be considered by the State Board shall consist at a minimum of the following, and such additional information as it deems necessary:~~

- ~~a. Location(s) at which the educational program(s) shall be provided.~~
 - ~~b. A description of the educational program(s) and services to be provided.~~
 - ~~c. A description of the relationship of the program(s) to the mission of the Washington state community and technical college system.~~
 - ~~d. A description of the contracting entity (organization, individual, company) and its expectations.~~
 - ~~e. Assurance that the qualifications of faculty will equal or exceed the qualifications of faculty employed on the home campus.~~
 - ~~f. Assurance that courses and programs offered at the foreign site will meet the same standards as courses on the home campus and will be subject to the same state approvals as courses and programs offered in the state.~~
 - ~~g. The means by which a periodic review of all programs will be conducted. This will include a procedure for periodic review of programs by persons approved by the State Director.~~
 - ~~h. The means by which the college has limited liability and fiscal exposure.~~
 - ~~i. Assurance that any revenues in excess of costs will be applied to achieve the educational mission of the college.~~
 - ~~j. Provisions by which the college may terminate the program on reasonable notice and without penalty.~~
- ~~• The State Board may require such contract language as necessary to limit the liability of the state and the system. Further, the State Board may require that the college establish a contingency reserve, or bond, of acceptable size from the revenues generated in order to ensure that state funds are not at risk for liabilities arising from the operation of the program(s).~~
 - ~~• The State Board may adjust a college's allocation to offset costs or losses incurred by the system or the state as a consequence of these programs.~~
 - ~~• The Office of the Attorney General will review all proposed agreements pertaining to the programs and will advise the State Director regarding limitation of liability and compliance with applicable laws and regulations.~~
 - ~~• The State Board acknowledges that the "Policy on Intercollege Transfer and Articulation among Washington Colleges and Universities" will apply to these programs only at the option of the four-year institutions and the Washington Student Achievement Council. The State~~

~~Board expects that students from these programs will be given no greater consideration for admission to Washington's public institutions of higher education than other qualified foreign students.~~

- ~~Each student must receive a full disclosure statement in his/her native language. The college shall maintain the statement on file in both the foreign language and in English. The college shall advise each student on how the courses completed in the foreign country will be treated by public institutions in Washington.~~
- ~~Unless the State Board grants an exception at the request of the district, any renewal or extension of contracts for educational services provided pursuant to this section shall be subject to the approval of the State Board.~~
- ~~Copies of all material agreements pertaining to the program(s) shall be provided to the State Director as soon after they are established as possible.~~
- ~~The Washington Student Achievement Council shall have access to such public documents, as it deems necessary to review the effectiveness of this policy.~~
- ~~All parties to the contract shall receive a copy of this policy.~~
- ~~The requesting district shall provide a guarantee to the State Board that no state funds shall be used in the operation, maintenance or phase out of the foreign programs. Furthermore, the district will assure the State Board that accounting procedures will be maintained at the home campus in such fashion that no state funds will be mingled with those used to operate and maintain the foreign programs. A complete audit of the out-of-state programs will be requested of the State Auditor each time the district is audited and a copy of the audit of the foreign programs shall be supplied to the State Director.~~
- ~~Programs established under this policy shall be reviewed at intervals established by the State Director. The college shall provide such information as required by the State Board. The results of the reviews will be reported to the State Board.~~

~~Revision and amendment history~~

Description	Revision Date
Revised	03/11/1992
State Board approved authorization	00/22/1989

~~Chapter 4 Appendix I Copyright and Open License Policy Guidance~~

~~Overview~~

~~The Washington State Board for Community and Technical Colleges (SBCTC) cultivates the culture and practice of using and contributing to Open Educational Resources. In alignment with the values of sharing, access, and inclusion of Washington community and technical colleges, SBCTC continues to provide policy and material support for the use of open licenses on educational resources.~~

~~The purpose of the present policy is to expand the open licensing requirement to include all materials created by the agency or agency sponsored activities, regardless of how the activity is funded. All works created by/through an SBCTC employee, contractor, or using grants funded and managed by the State Board are to be released under a CC-BY license. This policy updates and clarifies SBCTC's intention to ensure that the public has free and open access to resources produced and supported using public funds.~~

~~Definition~~

~~Copyright~~

~~A form of protection grounded in the U.S. Constitution and granted by law for original works of authorship fixed in a tangible medium of expression. Copyright covers both published and unpublished works.~~

~~Open License~~

~~A copyright license that grants permission to access and repurpose a work with few or no restrictions. Unlike the public domain work, copyright ownership is retained with an open license. The author grants broad rights to the public to reproduce the creative work.~~

~~Creative Commons licenses~~

~~An open licensing system provided by Creative Commons, a global nonprofit organization. These are essentially copyright licenses that allow material to be shared and reused under terms that are flexible and legally sound. Creative Commons offers a core suite of six copyright licenses.~~

~~Creative Commons Attribution license (CC BY)~~

~~One of six Creative Commons licenses. It allows others to distribute, remix, modify, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered and recommended for maximum dissemination and use of licensed materials.~~

~~Policy~~

~~Copyright~~

~~Consistent with federal copyright law, the Washington State Board for Community and Technical Colleges (SBCTC) affirms that original works of authorship created by employees within the scope of employment are “work made for hire” and owned by SBCTC.~~

~~Except where otherwise agreed to in writing, SBCTC affirms that original works of authorship produced by contractors which include an assignment of intellectual property rights are owned by SBCTC. See Copyright Provisions section of contract from SBCTC.~~

~~This policy does not affect retention schedules. Follow the retention schedule for grants, contracts, and SBCTC-generated materials as directed by your department.~~

~~This policy is not retroactive and does not pertain to work created before the effective date on this document unless specifically designated by a CC-BY 4.0 license.~~

~~Licensing~~

~~Works created by SBCTC employee~~

~~Except where otherwise agreed to in writing, or approved by the Executive Director or designee, and regardless of funding source, all original works of authorship produced by an SBCTC employee within the scope of his or her employment for use in the state's schools and programs will carry a Creative Commons Attribution License version 4.0 or later (CC-BY).~~

- ~~● For SBCTC website and other SBCTC created websites, use the current CC BY 4.0 attribution in use by Creative Commons. Note attribution with "CC BY 4.0," and, if necessary, include disclaimers of works that are exempted from the Copyright and Open Licensing Policy, e.g. website Terms of Use, photos, videos, and other proprietary information.~~
- ~~● For SBCTC templates and other publications, use the current CC BY 4.0 attribution in use by Creative Commons. Note attribution with "CC BY 4.0," and, if necessary, include disclaimers of works that are exempted from the Copyright and Open Licensing Policy, e.g. photos, videos, and other proprietary information.~~
- ~~● For SBCTC's YouTube channel, all original videos will carry a Creative Commons Attribution License (CC-BY).~~

~~Works created by SBCTC contractor~~

~~Except where otherwise agreed to in writing or approved by the Executive Director or designee, and regardless of funding source, all original works of authorship produced by an SBCTC contractor for use by SBCTC, colleges, and programs will carry a Creative Commons Attribution License version 4.0 or later (CC-BY). All such contracts, unless otherwise agreed, will contain an assignment of intellectual property rights to the SBCTC.~~

~~Works created using a SBCTC sponsored grant~~

~~Except where otherwise agreed to in writing, or approved by the Executive Director or designee, and as specified in the grant agreement, all original works of authorship produced using a SBCTC-sponsored grant regardless of funding source will carry a Creative Commons Attribution License version 4.0 or later (CC-BY).~~

~~Adapted works~~

~~All derivative works adopted by state employees, contractors, or grantees from others' existing openly licensed resources must follow the terms of the open license on those materials.~~

~~Copyright and Licensing Matrix~~

~~All derivative works adopted by state employees, contractors, or grantees from others' existing~~

~~openly licensed resources must follow the terms of the open license on these materials.~~

Creator	Copyright holder on original works	License requirement on original work
SBCTC employee	SBCTC	Creative Commons Attribution License, version 4.0 or later (CC-BY)
SBCTC contractor	SBCTC	Creative Commons Attribution License, version 4.0 or later (CC-BY)
SBCTC sponsored grant	SBCTC or appropriate grantor	Creative Commons Attribution License, version 4.0 or later (CC-BY)

~~[NOTE] License Requirement on Derivative Works: Follow the terms of the license on the adapted materials.~~

~~Inapplicable Cases~~

- ~~• Cases in which a specific license is required by the terms of a grant.~~
- ~~• Works created by the Technology Solutions Group and publications produced by a consortium of which SBCTC is a member.~~
- ~~• Publications for which a stock image was purchased and that image carries a license that is specific to only one usage of the materials.~~
- ~~• Publications for which a college or other entity donated an image for use, unless SBCTC is given permission to license the image under CC-BY 4.0 terms.~~
- ~~• Work that is intended for limited use within the agency, such as employee email.~~

~~Revision and amendment history~~

Description	Revision Date
Approved by State Board	Sept. 28, 2016

Chapter 7: Public Information and Public Records

[Home](#) > [College & SBCTC Staff](#) > [Policies Rules](#) > [Policy Manual Table of Contents](#) > Policy Manual—Chapter 7

7.00 Introduction

This chapter contains policies related to public information, public records and printing of the SBCTC and the state's ~~two-year~~ **community and technical** college system. Links are provided in the respective policy statements to RCWs, WACs, procedures and guidelines that are relative to that particular policy.

7.10 Public Information

The State Board for Community and Technical Colleges and the community and technical college districts are agencies of the State of Washington. As such, they subscribe to the principle of the public's right to know, and of full disclosure of official actions. ~~News media, which gather and disseminate information in the public behalf, are entitled to full and candid answers to their questions.~~

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

7.20 Public Records

All written and electronically-processed records prepared by the State Board and the state's community and technical college districts shall be available for public inspection with limited exceptions, i.e., student information/records, personnel records, surveys of personal opinions, etc. (see [WAC 131-276](#); ~~SBCTC Policy Manual, Chapter 7 Appendix A: Guidelines for Accessing Public Records~~).

Policy history

Action	Description	Revision Date
Passage of ESB 1594	Public records request fees	07/23/2017
Passage of ESHB 1594	Improving public records administration	07/23/2017

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

7.30 Public Records Retention Program

Community and Technical Colleges are required to maintain records in keeping with the Washington Secretary of State's Office retention schedules. In cases in which the Community and Technical College Records Retention Schedule is silent, colleges should follow the State Government General Records Retention Schedule (see Community and Technical Colleges Records Retention Schedule and State Government General Records Retention Schedule under "Policy Resources" below).

Policy resources

- [Community and Technical Colleges Records Retention Schedule](#)
- [State Government General Records Retention Schedule](#)

~~In keeping with the Washington Association of Community and Technical System General Records Retention Schedule and Records Management Manual, the SBCTC requires that colleges:~~

~~Follow the [Community and Technical Colleges Records Retention Schedule Version 2.0, revised February 2020](#) for records specific to community and technical colleges. Follow the [State Government General Records Retention Schedule Version 6.1, revised August 2020](#) for the orderly disposition and maintenance of all other records (see [RCW 40.14](#)).~~

~~Seek approval from the SBCTC and the State Records Committee for any new items added to or deleted from a Records Category, and/or changes to a Records Series number, title, location, retention period, or special instructions.~~

Policy history

Action	Description	Revision Date
State Records Committee approval	Community and Technical College Records Retention Schedule	02/05/2020
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

7.40 Outreach and Recruitment Information

Community and technical colleges:

Are authorized to provide course and enrollment information to the residents in their respective college district boundaries (see [WAC 131-32-040](#)).

- ~~• Are authorized to provide course and enrollment information to the citizens in their respective districts.~~
- ~~• May not do mass distribution of or disseminate unsolicited course and enrollment information outside district boundaries except as provided by WAC 131-32-040.~~

7.40.10 Non-discrimination statements

- Continuous Non-Discrimination statement: The US Department of Education requires colleges to publish continuous notices of non-discrimination on materials, including printed and electronic publications and the website.
- Annual Non-Discrimination Statement: The US Department of Education requires colleges to disseminate an annual notice of non-discrimination prior to the start of fall quarter.

(see College Website, Publication, and Event Requirements: Human rights under “Policy Resources” below).

Policy resources

- [College Website, Publications, and Event Requirements: Human rights](#)
-

Policy history

Action	Description	Revision Date
Passage of ESB 5165	Citizenship or Immigration Status Discrimination	06/11/2020
Passage of SB 5123	Veterans Discrimination	07/22/2007
Passage of ESHB 2661	Sexual Orientation Discrimination	06/07/2006
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

7.50 Printing of Publications

The SBCTC, community and technical colleges and college districts may print publications—~~defined~~ **such** as catalogs, bulletins, newsletters, brochures, handbooks, posters, multimedia material and other types of published material (~~see RCW 43.79~~).

- In their own printing facilities, by contracting with local printers, or through the services of the state printer.
- Using private sources when the printing and related work is more economical or efficient than through the state printer.

- o If a print job is put out for bid, the Department of Enterprise Services must be included in the bid solicitation.

DES shall print all agency materials that contain sensitive or personally identifiable information not publically available. If it is more economically feasible to contract with a private vendor to print sensitive or personally identifiable information, the vendor shall enter into a confidentially agreement with the DES to protect the information that is provided as part of the print job (see [RCW 43.19.736](#)).

Policy history

Action	Description	Revision Date
Passage of ESSB 5931	Printing	05/25/2011
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

7.60 College Website, Publications and Events Requirements

College websites, publications, and event requirements are mandated by federal or state law. Most often these requirements pertain to public information officers or college relations and marketing staff. It is not all-inclusive and does not include college-specific requirements (e.g., those related to grants, program-specific accreditation). To ensure compliance with college-specific requirements, contact the lead for that program or service. Fulfilling each requirement item does not necessarily fall to the public information officer for compliance.

Requirements include, but not limited to, college finances, publications, human rights, accreditation and reporting (see College Website, Publications, and Events Requirements under “Policy Resources” below).

Policy resources

College Website, Publications, and Events Requirements

- [Finance](#)
- [Publications](#)
- [Human rights](#)
- [Accreditation and reporting](#)
- [Other](#)

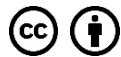
~~Chapter 7 Appendix A Guidelines for Accessing Public Records~~

~~Reasonable restrictions may be imposed on the exercise of the right to inspect public records. The right does not extend to taking possession of the records, or monopolizing them to the extent of undue interference in the operations of the office or the exercise of the right by others.~~

~~Persons desiring to inspect public records must have a legitimate interest in the record. Generally, interest as a taxpayer and citizen is sufficient.~~

~~In the broadest sense, the following qualify as public records. This should not be considered complete, but rather a guideline to the type of document that should be available for public inspection.~~

- ~~• Bylaws and seal of the state and district boards.~~
- ~~• Delegations of authorities of boards.~~
- ~~• State Board and district rules, regulations, policies, procedures and guidelines.~~
- ~~• College district budgets and the single capital and operating budgets for the state system.~~
- ~~• Reports submitted to the State Board by other agencies pursuant to law.~~
- ~~• The minutes of state and district board meetings.~~
- ~~• All agency records reflecting financial transactions, including public employee salaries.~~
- ~~• Records of data required of the State Board by governing agencies pursuant to rules adopted at the direction of the legislature, i.e., administrative orders adopting rules under the Administrative Procedures Act that are required by the Code Revisor in WAC 1-21.~~
- ~~• Reports and official correspondence of the State Board and the college districts to the Legislature and other public agencies.~~
- ~~• Reports by the State Board and college districts regarding enrollment, collective student data (not including confidential personal information), educational outcomes and the overall performance of the statewide system or individual colleges.~~
- ~~• The State Board reserves the right to impose a nominal charge for the reproduction of any records when persons who make requests for public records seek copies.~~



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Washington State Board for Community and Technical Colleges

CONSENT ITEM (RESOLUTION 21-06-26)

June 24, 2021

Tab 3c

Plan Administrator for the Retirement Savings Plans Sponsored by the State Board

Brief Description

State law provides authority for state public higher education institutions to sponsor retirement savings programs. With that statutory authority, the State Board sponsors three retirement savings plans. Together the plans have combined assets of over \$3.7 billion and over 22,000 participants.

These plans are governed by plan documents that are adopted by the State Board and reviewed by the Internal Revenue Service to ensure compliance with federal regulations. The plan documents identify a Plan Administrator by job title and describes the authority vested in that role. Due to the pending retirement of the current Plan Administrator, the State Board is asked to approve the transfer of that role from the Deputy Executive Director of Business Operations to the Director of Human Resources.

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

The retirement plans sponsored by the State Board are an important part of the total compensation package offered to attract and retain faculty and exempt employees. They have been structured to help colleges recruit and retain a high-quality workforce through offering a portable plan common in higher education with a very competitive contribution schedule. A competitive and compliant retirement savings plan helps attract and retain the employees needed to help students succeed.

Background information and analysis

State law provides the State Board with authority to sponsor retirement savings plans for employees of the community and technical college system. With that authority, the State Board sponsors an active and closed retirement plan for faculty, exempt administrative, and professional employees; a voluntary retirement savings plan that is open to all employees; and a supplemental retirement plan intended to ensure eligible participants receive at least a minimal benefit. To govern and operate these plans, the State Board has adopted and amended plan documents establishing the general policies governing each retirement plan, approved the available investment options and contracted with Teachers Insurance Annuity Association (TIAA) for recordkeeping and benefit administration services.

The State Board Retirement Plan (SBRP) was initially offered in 1970 to faculty and employees exempt from the civil service system. Numerous amendments have been adopted over the plan's 51-year history, to address changing system needs and changes in state and federal regulations. Effective January 1, 1998, the State Board changed the SBRP from a 403(b) plan to a 403(a) plan, allowing participants to voluntarily defer more income for retirement. Under IRS regulations, this

required closing the existing plan to new contributions and establishing a new plan, governed by a separate plan document¹, applicable to existing and new participants.

Since 2006, the SBRP has been a 401(a) qualified defined contribution retirement plan.² “Qualified” means that the IRS has reviewed the plan terms in advance and determined that contributions and earnings are tax deferred. “Defined” means that the contribution amounts are fixed, with the benefits dependent upon accumulations at the time of retirement. The State Board requested and received Favorable Determination letters from the IRS in 1998, 2011, and 2017.³

The SBRP is governed through a Plan Document, last reviewed and adopted by the State Board in October 2015. The Plan Document is the primary governing instrument of our plan and addresses a mix of IRS regulation, state law, and State Board policies.

The SBRP has over 19,000 participants (8,800 actively contributing) and has over \$3 billion in assets.

The State Board Supplemental Benefit Plan is a unique component of Washington State’s public higher education retirement plans, including the SBRP. In providing this feature, the Legislature established a “safety net” for eligible higher education retirement plan participants that ensures eligible participants receive at least a minimal benefit for their state service. For most participants, their retirement plan benefit exceeds the minimum threshold established by the Legislature. In 2011, the Legislature closed this plan to new SBRP participants.

The Supplemental Benefit Plan is a defined benefit plan, meaning that the benefit amount, if any, is determined by formula and not by account accumulations. A trust fund, established by the Legislature in 2011, is anticipated to begin paying benefits in 2026. In the meantime, benefits are paid by the State Board. (Participants do not contribute to plan.)

Through 2015, supplemental benefits were governed through provisions within the SBRP Plan Document. Based upon IRS guidance, the supplemental benefit provisions were moved into a separate plan, effective January 1, 2016. The plan was reviewed by the IRS and received a Favorable Determination Letter in June 2017.

There are about 300 retired participants or beneficiaries receiving approximately \$1.8 million annually in supplemental retirement benefits from the State Board.

The State Board – Voluntary Investment Program (SBVIP) is a 403(b) public employer sponsored retirement savings program governed by a Plan Document amended and restated in 2017. The plan is funded primarily through employee pre-tax contributions (An after-tax Roth feature was added in 2008). Participation is allowed by all regularly scheduled system employees.⁴ Participants of the SBVIP have access to the same investment options available to SBRP participants. The SBVIP has approximately 5,200 participants and just over \$576 million in assets.

¹ The State Board Retirement Plan has a plan document governing the plan through December 31, 1997 and a separate plan document that governs the plan from January 1, 1998 to the present, inclusive of amendments. Although these separate plans are governed by separate plan documents and separate IRS regulations, they are essentially indistinguishable on a day-to-day basis operating basis.

² Changing to a 401(a) plan allowed for mutual fund investment options to be included in the plan.

³ A Favorable Determination Letter means that the IRS has reviewed the plan terms and determined that the plan complies with the Internal Revenue Codes. Receiving a Favorable Determination Letter provides confidence that plan contributions are tax deferred.

⁴ State employees, including community and technical college employees, can also participate in a voluntary retirement savings plan sponsored by the state’s Department of Retirement Systems.

Administration. The Deputy Executive Director for Business Operations has been identified as the Plan Administrator for each of the plans sponsored by the State Board. The Plan Administrator is responsible for the day-to-day operation of each plan. The position has the discretionary power to construe plan terms and to determine all questions that may arise. Decisions upon all matters within the scope of the delegated authority are, under the plan, final. Essentially, the Plan Administrator is assigned duties that are necessary to supervise the administration of the plans and to control each plan's operation in accordance with the terms adopted by the State Board. This includes, but is not limited to:

- Make and enforce such rules and regulations as it shall deem necessary or proper for the efficient administration of the plans, consistent with State Board policies;
- Interpret plan provisions and resolve any question arising under them, or in connection with the administration or operation of the plans;
- Make all determinations affecting the eligibility of any employee to be or become a participant;
- Authorize and direct the trustee with respect to all disbursements of benefits under the plans;
- Employ and engage such persons, counsel and agents and to obtain such administrative, consulting, clerical, medical, legal, audit, and actuarial services as it may deem necessary in carrying out the provisions of the plans, including without limitation, the benefit administrator; and
- Delegate and allocate specific responsibilities, obligations and duties imposed by each of the plans to one or more employees, officers, or such other persons as the Plan Administrator deems appropriate, including the benefit administrator and the trustee.

Local administration has been delegated to each employer participating in the plans (the 30 college districts, the State Board, and Washington Student Achievement Council). Both the Plan Administrator and the record keeper provide training opportunities and have developed documents to support local administration. Documents have also been developed and provided that explain plan features to participants. Participants receive quarterly statements from the record keeper and may access account information on-line at any time. The record keeper also provides investment advice and retirement planning information through the phone, on-line, or in-person group or individual counseling sessions.

Potential questions

- What authority is vested in the Plan Administrator?
- Why is a specific position designated as Plan Administrator within each plan?

Staff recommendation

The Board will have a basic understanding of the governance of the retirement plans it sponsors and will delegate the day-to-day administration of the plans to the Director of Human Resources. In re-assigning the plan administrator responsibilities from the Deputy Executive Director for Business Operations to the Director of Human Resources, the Board understands that plan document references will be updated to reflect this change.

Policy Manual Change Yes No

Prepared by: John Boesenberg, deputy executive director, business operations
360-704-4303, jboesenberg@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 21-06-26

A resolution relating to reassigning Plan Administrator responsibilities to the Washington State Board for Community and Technical College's Director of Human Resources position.

WHEREAS, the State Board sponsors the State Board Retirement Plan, the State Board Supplemental Benefit Plan and the State Board Voluntary Investment Plan; and

WHEREAS, Plan Administrator responsibilities are currently assigned to the Deputy Executive Director of Business Operations; and

WHEREAS, the incumbent Deputy Executive Director of Business Operations is retiring effective June 30, 2021.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges assigns Plan Administrator responsibilities for the sponsored plans to its Director of Human Resources position effective July 1, 2021; and

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes its Director of Human Resources to revise the plan documents affected by this action.

APPROVED AND ADOPTED on 06/24/2021

Attest

Jan Yoshiwara, secretary

Carol Landa McVicker, chair

CONSENT ITEM (RESOLUTION 21-06-27)

June 24, 2021

Tab 3d

Statewide advertising campaign

Brief Description

The purpose of this consent item is to grant State Board Executive Director Jan Yoshiwara authority to spend up to \$1,100,000 in state funds for a statewide advertising campaign.

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

This advertising campaign will support the State Board strategic goal to “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.”

Background information and analysis

On April 30, the Washington Association for Community and Technical Colleges (WACTC) voted to launch a statewide advertising campaign in time for fall quarter, with a contribution of \$30,000 per college. The goal is to create awareness of, and enrollments in, community and technical colleges among unemployed or under-employed adults, with a focus on people of color and males.

The campaign will start this fall and gain momentum throughout the year, with advertisements placed during strategic enrollment/marketing windows leading up to, and including, enrollment for fall quarter 2022.

The campaign will include a video, materials, and a marketing blueprint for college Worker Retraining programs to participate in virtual job fairs hosted by the Washington State Employment Security Department. This portion of the campaign will be funded through the State Board without financial contributions from colleges.

Potential questions

- What progress has been made on this campaign so far?
- What vendor are you considering using and what services will they provide?
- How will the target population be consulted in creation of the advertising materials?

Recommendation/preferred result

Approval for the SBCTC Executive Director to spend up to \$1,100,000 contributed by Washington's 34 community and technical colleges and the State Board, to launch a year-long, statewide advertising campaign.

Policy Manual Change Yes No

Prepared by: Laura McDowell, communications director, lmcowell@sbctc.edu

STATE OF WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 21-06-27

A resolution relating to approval for the executive director to spend up to \$1,100,000 in state funds for a statewide advertising campaign.

WHEREAS, the Washington Association for Community and Technical Colleges on April 30, 2021 voted to launch a statewide advertising campaign with financial contributions from each college; and

WHEREAS, the advertising campaign will focus on unemployed and under-employed people of color, a population heavily impacted by the economic damage caused by COVID-19; and

WHEREAS, Washington's community and technical colleges saw a 14 percent drop in enrollments statewide between fall 2019 and fall 2020; and

WHEREAS, these enrollment declines are pronounced among students of color and students in professional-technical programs; and

WHEREAS, Washington's community and technical college system serves about 320,000 students each year, nearly half of whom are students of color; and

WHEREAS, enrollment declines affect the future earning potential and economic security of many Washingtonians — especially people of color — and hinder Washington's progress toward statewide higher education goals and an equitable economic recovery; and

WHEREAS, the enrollment declines are occurring at the very time that Washington state has a robust, expanded financial aid program called the Washington College Grant; and

WHEREAS, a statewide advertising campaign will persuade more Washingtonians to gain in-demand job skills at a community or technical college with the assistance of the Washington College Grant;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to spend \$1,100,000 in state funds for a statewide advertising campaign.

APPROVED AND ADOPTED on 06/24/2021

Attest

Jan Yoshiwara, secretary

Carol Landa McVicker, chair

CONSENT ITEM (RESOLUTION 21-06-28)

June 24, 2021

Tab 3e

North Seattle College local capital expenditure authority for energy and water conservation project

Brief Description

North Seattle College is seeking authority to spend up to \$2,300,000 in local funds for energy and water saving capital improvements as prioritized in its Facility Improvement Measure study.

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

This project will support student success and retention through energy efficient, safe, and comfortable facilities.

Background information and analysis

North Seattle College completed a Facility Improvement Measure study to identify and prioritize building system replacements and upgrades that reduce energy and water use. The study recommended replacement of all building fluorescent fixtures with more energy efficient lighting and controls, upgrading parking lot lighting, duct and building envelope sealing, and water saving measures throughout campus.

The improvements are expected to have a twelve-year return on investment. The college will use grants from the Department of Commerce and Puget Sound Energy along with financing for energy saving projects through the State Treasurer's office.

North Seattle College's Board of Trustees approved this request on June 10, 2021.

Potential questions

Is this project consistent with the State Board's goal of providing safe and modern facilities?

Recommendation/preferred result

Staff recommends approval of Resolution 21-06-28 giving North Seattle College the authority to spend up to \$2,300,000 in local funds related to the energy savings capital improvements as prioritized in its Facility Improvement Measure study.

Policy Manual Change Yes No

Prepared by: Wayne Doty, capital budget director
wdoty@sbctc.edu

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 21-06-28

A resolution relating to North Seattle College's request to spend up to \$2,300,000 in local funds for energy saving capital improvements as prioritized in its Facility Improvement Measure study.

WHEREAS, North Seattle College completed a Facility Improvement Measure study to identify and prioritize for building system replacement and upgrades for energy and water savings; and

WHEREAS, the study recommended replacement of all building fluorescent fixtures with more energy efficient lighting and controls, upgrading parking lot lighting, duct and building envelope sealing, and water saving measures throughout campus; and

WHEREAS, the improvements are expected to have a twelve-year return on investment; and

WHEREAS, the college will use grants from the Department of Commerce and Puget Sound Energy as well as financing for energy saving projects through the State Treasurer's office; and

WHEREAS, North Seattle College's Board of Trustees approved this request on June 10, 2021.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes North Seattle College to spend up to \$2,300,000 in local funds related to energy and water savings capital improvements.

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 06/24/2021

Attest

Jan Yoshiwara, secretary

Carol Landa McVicker, chair

CONSENT ITEM (RESOLUTION 21-06-29)

June 24, 2021

Tab 3

Pierce College local capital expenditure authority for Olympic South building asbestos abatement

Brief Description

Pierce College is seeking authority to spend up to \$2,500,000 in local funds for Olympic South building asbestos abatement.

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

This project will support student success and retention through safe and modern facilities.

Background information and analysis

In the 2019-21 capital budget, Pierce College Fort Steilacoom received \$910,000 from the State to modernize the Olympic building in minor project 40000112/P314. Asbestos abatement was performed incorrectly during work on the first floor. The abatement contractor re-cleaned the area after the mistake was discovered but post-abatement lab analysis found significant contamination in the heating and ventilation system and on other surfaces of all three floors of the building. Four of the five types of contaminants found were not part of the materials from the current project.

The college anticipates replacing the entire heating and ventilation system as well as repairing walls and ceilings opened for access during clean-up.

The Department of Enterprise services and the Attorney General's Office has advised the college due to the complexity and extent of the contamination it is unlikely the current contractor will be contributing financially to the cost of abating the remaining asbestos.

The college has halted the modernization project as well as other work and use of the building until the asbestos is properly abated. The legislature authorized continued expenditure of the state funding into the 2021-23 biennium so the original work can continue when safe to do so. Emergency and Hazardous Material Abatement funds from the system pools will be available for qualified expenditures in the next biennium consistent with State Board policy 6.50.

Pierce College's Board of Trustees approved this request on June 9, 2021.

Potential questions

Is this project consistent with the State Board's goal of providing safe and modern facilities?

Recommendation/preferred result

Staff recommends approval of Resolution 21-06-29 giving Pierce College the authority to spend up to \$2,500,000 in local funds related to the asbestos abatement in the Olympic South building.

Policy Manual Change Yes No

Prepared by: Wayne Doty, capital budget director
wdoty@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 21-06-29

A resolution relating to Pierce College's request to spend up to \$2,500,000 in local funds for asbestos abatement in the Olympic South building.

WHEREAS, Pierce College is currently modernizing the Olympic South building in state funded minor project 40000112/P314; and

WHEREAS, planned asbestos abatement was performed incorrectly and the abatement contractor re-cleaned the contracted area; and

WHEREAS, post-abatement lab tests found extensive asbestos contamination well beyond the current project area and with additional asbestos contaminant types; and

WHEREAS, any type of financial settlement with the abatement contractor is unlikely due to the complexity and extent of building contamination; and

WHEREAS, Pierce College's Board of Trustees approved this request on June 9, 2021.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Pierce College to spend up to \$2,500,000 in local funds related to the asbestos abatement in the Olympic South building; 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 06/24/2021

Attest

Jan Yoshiwara, secretary

Carol Landa McVicker, chair

CONSENT ITEM (RESOLUTION 21-06-30)

June 24, 2021

Tab 3g

Seattle Central College local capital expenditure authority for energy conservation project

Brief Description

Seattle Central College is seeking authority to spend up to \$3,950,000 in local funds for energy saving capital improvements in the Broadway Edison, and Science and Math buildings.

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

This project will support student success and retention through energy efficient, safe, and comfortable facilities.

Background information and analysis

Seattle Central College engaged an energy savings contractor through the Department of Enterprise Service to perform an investment grade energy audit and identify priorities for building system replacement and upgrades. The highest priority is to install an air-to-water heat pump and primary electrical panel in the Broadway Edison building. The second priority includes replacing exhaust hoods in science labs, lighting fixtures throughout, as well as upgrading heating, ventilation, and air conditioning (HVAC) and lighting controls in the Science and Math building.

The total estimated cost of these system improvements is \$3,950,000 and they have a fifteen-year return on investment. The college will use a combination of a grant from the Department of Commerce and financing for energy saving projects through the State Treasurer's office

Seattle Central College's Board of Trustees approved this request on June 10, 2021.

Potential questions

Is this project consistent with the State Board's goal of providing safe and modern facilities?

Recommendation/preferred result

Staff recommends approval of Resolution 21-06-30 giving Seattle Central College the authority to spend up to \$3,950,000 in local funds related to the energy savings capital improvements in the Broadway Edison and Science and Math buildings.

Policy Manual Change Yes No

Prepared by: Wayne Doty, capital budget director
wdoty@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 21-06-30

A resolution relating to Seattle Central College's request to spend up to \$3,950,000 in local funds for energy saving capital improvements in the Broadway Edison, and Science and Math buildings.

WHEREAS, Seattle Central College engaged McKinstry to perform an investment grade energy audit and identify priorities for building system replacement and upgrades; and

WHEREAS, the two highest priorities are an air-to-water heat pump and electrical panel in the Broadway Edison building and lab exhaust hood, lighting fixture replacements and HVAC controls in the Science and Math buildings; and

WHEREAS, total estimated project cost is \$3,950,000 with a fifteen-year return on investment; and

WHEREAS, the college will use a grant from the Department of Commerce and financing for energy saving projects through the State Treasurer's office; and

WHEREAS, Seattle Central College's Board of Trustees approved this request on June 10, 2021.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Seattle Central College to spend up to \$3,950,000 in local funds related to energy savings capital improvements in the Broadway Edison and Science and Math buildings.

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 06/24/2021

Attest

Jan Yoshiwara, secretary

Carol Landa McVicker, chair

CONSENT ITEM (RESOLUTION 21-06-31)

June 24, 2021

Tab 3h

South Seattle College local capital expenditure authority for energy and water conservation project

Brief Description

South Seattle College is seeking authority to spend up to \$2,065,176 in local funds for energy and water saving capital improvements as prioritized in its Facility Improvement Measure study.

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

This project will support student success and retention through energy efficient, safe, and comfortable facilities.

Background information and analysis

South Seattle College completed a Facility Improvement Measure study to identify and prioritize building system replacements and upgrades that reduce energy and water use. The study recommended boiler replacement in two buildings, high efficiency lamps, motion sensors for lighting and ventilation, and sealing of the building envelopes and ductwork in almost every building on the main and Georgetown campuses. The study also recommended optimizing the water fixtures in all buildings on both campuses.

The total estimated cost of these improvements is \$2,065,176 and they have a fourteen-year return on investment. The college will use a grant from the Department of Commerce and financing for energy saving projects through the State Treasurer's office.

South Seattle College's Board of Trustees approved this request on June 10, 2021.

Potential questions

Is this project consistent with the State Board's goal of providing safe and modern facilities?

Recommendation/preferred result

Staff recommends approval of Resolution 21-06-31 giving South Seattle College the authority to spend up to \$2,065,176 in local funds related to the energy savings capital improvements as prioritized in its Facility Improvement Measure study.

Policy Manual Change Yes No

Prepared by: Wayne Doty, capital budget director
wdoty@sbctc.edu

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 21-06-31

A resolution relating to South Seattle College's request to spend up to \$2,065,176 in local funds for energy saving capital improvements as prioritized in its Facility Improvement Measure study.

WHEREAS, South Seattle College completed a Facility Improvement Measure study to identify and prioritize building system replacement and upgrades for energy savings; and

WHEREAS, the study recommended boiler replacement in two buildings, high efficiency lamps, motion sensors for lighting and ventilation, and sealing of the building envelope and ductwork of several buildings on both the main and Georgetown campuses; and

WHEREAS, the study also recommended optimizing the water fixtures in all buildings on both campuses; and

WHEREAS, the total estimated cost of these improvements is \$2,065,176 with a fourteen-year return on investment; and

WHEREAS, the college will use a grant from the Department of Commerce and financing for energy saving projects through the State Treasurer's office; and

WHEREAS, South Seattle College's Board of Trustees approved this request on June 10, 2021.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes South Seattle College to spend up to \$2,065,176 in local funds related to energy and water savings capital improvements.

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 06/24/2021

Attest

Jan Yoshiwara, secretary

Carol Landa McVicker, chair

CONSENT ITEM (RESOLUTION 21-06-32)

June 24, 2021

Tab 3i

Wenatchee Valley College local capital expenditure authority for a health science center on the Omak campus

Brief Description

Wenatchee Valley College is seeking authority to spend up to \$2,500,000 in local funds for design and construction for the first phase of a health science center in Omak, Washington.

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

This project will support student success and retention through increased student engagement.

Background information and analysis

Wenatchee Valley College is proposing the construction of a 10,000 square foot health science center on their Omak campus. Several health, American Indian Indigenous Studies, and continuing education programs will use the space along with student support services.

Phase 1 of this project includes Department of Enterprise Services project management, design and construction of the building shell. The college is in the process of securing a federal grant of \$2,500,000 for these costs. At this time, there is no guarantee of additional federal funding to complete the building with a total estimated cost of \$5,000,000. If sufficient federal funding is not secured, the college will pursue local funding from its foundation, community partners, and other governmental entities to complete the project. This project will not proceed with construction if remaining funding is not secured by the end of the design process.

All operation, maintenance, repairs or renovations in the future will be paid from local college funds. The college will obtain appropriate expenditure authority for future capital work.

Wenatchee Valley College's Board of Trustees approved this request on May 19, 2021.

Potential questions

Is this project consistent with the State Board's goal of increasing enrollment and completions?

Recommendation/preferred result

Staff recommends approval of Resolution 21-06-32 giving Wenatchee Valley College the authority to spend up to \$2,500,000 in local funds for design and phase 1 construction of a health science center on the Omak, Washington campus.

Policy Manual Change Yes No

Prepared by: Wayne Doty, capital budget director
wdoty@sbctc.edu

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 21-06-32

A resolution relating to Wenatchee Valley College's request to spend up to \$2,500,000 in local funds to design and construct phase 1 of a health science center on their Omak campus.

WHEREAS, Wenatchee Valley College would like to construct a 10,000 square foot building to house health, American Indian Indigenous Studies, and continuing education programs, along with student support services; and

WHEREAS, Phase 1 of this project includes design, Department of Enterprise Services fees, and construction of the building outer shell; and

WHEREAS, estimated cost of phase 1 and value of proposed federal grant is \$2,500,000. Estimated total building cost is \$5,000,000; and

WHEREAS, this project will not proceed with construction if remaining funding is not secured by the end of the design process; and

WHEREAS, all operation, maintenance, repairs or renovations in the future will be paid from local college funds. The college will obtain appropriate expenditure authority for future capital work; and

WHEREAS, Wenatchee Valley College's Board of Trustees approved this request on May 19, 2021.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Wenatchee Valley College to spend up to \$2,500,000 in local funds to design and construct phase 1 of a health science center on the Omak campus; 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 06/24/2021

Attest

Jan Yoshiwara, secretary

Carol Landa McVicker, chair



STATE BOARD MEETING MINUTES

Thursday, May 6, 2021

Board members

Carol Landa McVicker, chair // Jay Reich, vice chair // Phyllis Gutierrez Kenney // Fred Whang
Ben Bagherpour // Crystal Donner // Chelsea Mason // Martin Valadez // Mack Hogans
Jan Yoshiwara, Executive Director // Beth Gordon, Executive Assistant
Statutory Authority: Laws of 1991, Chapter 28B.50 Revised Code of Washington

Call to order and adoption of agenda

Chair Carol Landa McVicker called the meeting to order at 9 a.m., welcomed those present, and requested a motion to adopt the agenda.

Motion: Moved by Chelsea Mason, seconded by Jay Reich, and unanimously approved by the Board the adoption of the May 6, 2021, meeting agenda as presented.

Approval of Consent Agenda

- a. 2021-22 State Board Meeting Dates
Resolution 21-05-12
- b. WAC Changes
Resolution 21-05-13
- c. Anne Fennessy, years of service
Resolution 21-05-14
- d. Centralia College, multi-purpose field complex
Resolution 21-05-15
- e. Highline College, Building 12 Increase for Renovations
Resolution 21-05-16
- f. Highline College, Building 25 Renovation
Resolution 21-05-17
- g. Skagit Valley College, Advance Manufacturing Remodel
Resolution 21-05-18
- h. March 24, 2021, State Board Meeting Minutes

Motion: Moved by Crystal Donner seconded by Jay Reich, and unanimously approved by the Board the adoption of the May 6, 2021, consent agenda.

Baccalaureate Degree Approvals

In September 2014, the State Board adopted a revised approval process, selection criteria, and application materials for community and technical colleges seeking to offer an applied baccalaureate program. The final step in the approval process requires State Board action on the college's application to offer the proposed applied baccalaureate degree.

Centralia College, Behavioral Healthcare

Motion: Moved by Jay Reich seconded by Crystal Donner, and unanimously approved by the Board the adoption of Resolution 21-05-19, Centralia College, BAS in Behavioral Healthcare.

Edmonds College, Integrated Healthcare Management

Motion: Moved by Phyllis Gutierrez Kenney seconded by Jay Reich, and unanimously approved by the Board the adoption of Resolution 21-05-20, Edmonds College BAS in Integrated Healthcare Management.

Lake Washington Institute of Technology, Physical Therapy Assistant

Motion: Moved by Jay Reich seconded by Chelsea Mason, and unanimously approved by the Board the adoption of Resolution 21-05-21, Lake Washington Institute of Technology BAS in Physical Therapy Assistant.

Renton Technical College, Manufacturing Engineering Technology

Motion: Moved by Crystal Donner seconded by Jay Reich, and unanimously approved by the Board the adoption of Resolution 21-05-22, Renton Technical College BAS in Manufacturing Engineering Technology.

Skagit Valley College, Application Development

Motion: Moved by Chelsea Mason seconded by Jay Reich, and unanimously approved by the Board the adoption of Resolution 21-05-23, Skagit Valley College BAS in Application Development.

ACT Report

Robert Ryan, ACT President and Tacoma Community College Trustee, gave an update on current and upcoming trustee activities and actions. He introduced Doug Mah, ACT President-elect and South Puget Sound Community College Trustee. Doug discussed the next year of transition and maintaining the high level and quality of the trustee meetings and conferences during the time of covid.

Labor Report

Carla Naccarato-Sinclair, WEA Higher Education Board Chair, reported on the legislative session. Now the work begins to apply the outcomes of the legislative session. Labor is also working with Governor Inslee on the determination of vaccine requirements, or not, for the colleges. She also discussed the continued problem solving for ctcLink and the impact on students.

Carolyn Brotherton, AFT Washington, reported that looking back on legislative session, they have a lot to celebrate for the community and technical college system. Now the implementation work begins.

WACTC Report

Christine Johnson, WACTC Chair-elect and Spokane Chancellor, gave an updated on current and potential future president and committee activities and actions. She noted the exceptional system partnerships working together to create positive outcomes this legislative session. She thanked Dr. Eric Murray for his leadership of WACTC during the year of covid.

Executive Director Report

Jan Yoshiwara, Executive Director, presented on her past months activities including:

- North Seattle housing project update.
- Direct admissions letter and activities update.
- America's College Promise and fiscal implications for Washington State.
- Vaccine requirements for public baccalaureate institutions and the considerations for the community and technical college system.
- Thank you to the ACT and WACTC leaders during the past year.

Public Comment

- No public comment signups for the May 6, 2021, meeting.

Chair Report and Board Discussion

Chair Landa-McVicker discussed the upcoming meetings in June and the Board retreat in August.

Adjournment/next meeting

There being no further business, the State Board adjourned its May 6, 2021, regular meeting at 11:25 a.m. The next regular meeting is scheduled for June 23-24, 2021, via Zoom.

Jan Yoshiwara, secretary

Carol Landa McVicker, chair

REGULAR ITEM (RESOLUTION 21-06-33)

June 24, 2021

FY 2022 Operating Budget and Enrollment Allocation

Brief Description

During this item, the State Board will review the details of the Fiscal Year 2022 operating budget allocation to college districts and the allocation model and will determine methods for distribution of newly funded Legislative proviso items.

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

Background on State Board Allocations to Districts

As noted in the May 2021 meeting of the State Board, RCW 28B.50.090 authorizes the State Board to receive state funds for the system and to establish guidelines for the disbursement of funds to college districts. Each year the State Board adopts an annual allocation to the districts before July 1, the start of the fiscal year.

Most funds are distributed according to an allocation model that has been in place for five years. The key elements and funding drivers of the model include:

1. Five percent for performance funding – Measured by the Student Achievement Initiative
2. Priority enrollments – Four categories of student FTE receive an additional 0.3 weight for funding purposes. The four categories include students enrolled in: Basic Education for Adults; Science, Technology, Engineering, or Math (STEM) courses; upper division applied baccalaureate courses; and courses addressing the mid-level “skills gap” as identified by the Workforce Training and Education Coordinating Board.
3. A minimum operating allocation to each college of \$2.85 million.
4. Base enrollment targets – Calculated by district based on a three-year rolling average of actual enrollments.

As detailed in Attachment A, funds held outside the allocation model are known as “Safe Harbor.” Those include:

- Legislative Proviso – Language in the budget bill that places conditions and limitations on the use of appropriations.
- Earmarks of the State Board – Funds identified by the State Board for specific purposes.
 - Annual budget increases for compensation and facilities are held in Safe Harbor for four years. After four years, the first year of increases is distributed through the allocation model and another year of increases enters Safe Harbor.
 - Program- or population-specific funds identified by the State Board, such as Opportunity Grant funding.

Allocation Summary and Discussion

In Fiscal Year (FY) 2022, the total state operating budget appropriation to the system will be \$940 million. This is \$19 million higher than in FY 2021, a two percent increase. Most of the increase stems from funding of the State Board's budget request and new Legislative policy initiatives. Appendix A provides a description of each of the components of the allocation and highlights decision points associated with new funding items.

If one looks back just 12 months, the Governor and Legislature were facing an unprecedented drop in tax revenue due to the pandemic. Deep cuts were being discussed and planned for. It is remarkable that today, the State Board is considering an *increased* allocation to college districts.

During its meeting, the State Board will review and discuss all the aspects of the allocation model, the Legislative provisos, and special earmarks that make up the annual allocation to colleges.

Enrollment Allocation

Until 2017, the state operating budget (Omnibus Appropriations Act) included an enrollment target for the community and technical college system of 139,927 students. State Board staff recommend the system continue to maintain this enrollment target for the coming year. The target helps ensure that resources are deployed where most needed by specifying the conditions under which a district is eligible to receive additional enrollments. As articulated in Attachment B, these rules also specifying the conditions under which a district's future allocated enrollments and associated funding could be adjusted.

Next year, a systemwide workgroup will review the allocation model and how well it is accomplishing the objectives originally established. That process may result in recommended changes to enrollment or funding allocations. Any recommendations would come to the State Board for consideration.

Potential questions

- Does the FY 2022 allocation reflect the Board's priorities?
- Is the system well prepared to utilize the new investments from the Legislature?

Staff Recommendation

Staff recommends adoption of the FY 2022 Operating Budget and enrollment allocations as outlined in Appendices A and B.

Policy Manual Change Yes No

Prepared by: Cherie Berthon, operating budget director

(360) 704-1023, cberthon@sbctc.edu

FY 2022 Operating Budget Allocation Review

Allocation Model Components	FY 2021	FY 2022 <i>Dollar amounts in millions</i>
Minimum Operating Allocation	\$96.9	\$96.9
<p>The model assumes every college requires a minimum amount for campus operations. Each college receives \$2.85 million annually. These funds are intended to support facility operations and maintenance. A small portion of this funding (\$11.4 million) comes from the capital budget due to a 2003 fund swap where the Legislature replaced state operating funds for maintenance and operating with capital projects account funding. The remaining \$85.5 million comes from the operating budget.</p>		
Performance Funding Student Achievement Initiative (SAI)	\$43.7	\$46.4
<p>Five percent of the total state appropriation is committed to performance funding in the allocation model. Included in this amount is \$5.25 million provided annually through a proviso for performance funding in the enacted budget. This allocation is based upon points and performance outcomes in academic year 2019-20.</p>		
District Enrollment Allocation Base	\$393.5	\$405.7
<p>Provides base funding in accordance with each district's annual enrollment target. The State Board has retained the system enrollment target of 139,927, which was included in the state operating budgets until 2017. District targets are a share of the system target based on a rolling three-year average of their enrollments. However, in recent years colleges have struggled to meet their targets due to declining enrollment levels. In FY 2022 none of the colleges will exceed their target. In FY 2022, each FTE has a value of \$3,098. That is \$93 higher per FTE than in FY 2021.</p>		
Priority Weighted Enrollments	\$43.8	\$44.6
<p>Under the allocation model, four enrollment categories receive an additional weight of 0.3 (a value of \$928) per student FTE. As indicated below, the skills gap and adult basic education categories make up the bulk of these enrollments. Over the last few years, we have seen steady growth in the number of upper division Applied Baccalaureate enrollments, approximately one percent growth each year. The other areas remain relatively stable, though Adult Basic Ed declined by two percent. The total number of weighted FTE is 14,407, approximately 160 FTE lower than in FY 2021.</p> <ol style="list-style-type: none"> 1. Skills Gap – 42% 2. Adult Basic Education – 34% 3. STEM – 18% 4. Upper-level Applied Baccalaureate – 6% 		
TOTAL IN ALLOCATION MODEL	\$568	\$582

Safe Harbor Components

In simple terms, “safe harbor” means funds held outside the allocation model for specific purposes. There are three categories of funding within safe harbor. Each is described below, and the corresponding allocation components follow the description.

Compensation, maintenance and operations (M&O), and leases earmarks – Compensation funding includes: wage increases, health benefit rate changes, paid family leave and pension rate change. Annual compensation funds have been distributed based on each district's share of salary expenditures in the prior fiscal year. Based on the policy adopted in 2017, annual allocations for employee compensation, building M&O, and lease increases are held in safe harbor for four years. In the fifth year, the annual allocations that have been held in safe harbor for four years will be added to the enrollment base funding in the allocation model. For example, a wage increase for FY 2020 is held in safe harbor from FY 2020 to FY 2023. In FY 2022, \$21 million in compensation, M&O, and leases that were placed in safe harbor in FY 2018 will be rolled back into the allocation model.

Compensation, M&O, and Leases Earmarks (held in safe harbor four years)	
I-732 Cost of Living Adjustment	\$6.3 million
<ul style="list-style-type: none"> • General Salary Increases: There are no general salary increases, however, those exempt employees that did not receive a three percent wage increase on July 1, 2020 due to anticipated budget cuts, are authorized to receive the increase on July 1, 2021. • I-732: The budget provides authority for an I-732 COLA at the consumer price index rate of 1.7 percent for fiscal year 2022. I-732 funding is provided to faculty at <i>all</i> colleges and classified employees at the technical colleges. 	
Employee Health Insurance Contributions	\$-5.8 million
The Public Employee Benefit Board (PEBB) rate will decrease to \$936 per employee per month in FY 2022, a \$40 decrease from the current year.	
Pension	\$ -5.0 million
There is a significant reduction in employer pension rates for eligible members of Public Employees Retirement (-2.5 percent) and Teachers' Retirement System Plan 1 (-1.3 percent).	
Maintenance & Operations	\$408,000
These funds are related to maintaining newly completed buildings expected to open in FY 2022 at Wenatchee Valley, South Seattle, and Bates.	

State Board Earmarks – Funds in this category often began as legislative provisos but are now included in the State Board’s base funding from the State. These funds are usually dedicated for specific purposes or programs identified as a high priority of the State Board, such as aerospace enrollments, centers of excellence, and opportunity grants. Generally, they are distributed based on State Board policy and under the guidance of the Executive Director with methods unique to the purpose or program.

State Board Earmarks			
Ongoing programs			
	FY 2021	FY 2022	Change
Adult Basic Education Enrollments & Program	550,547	550,547	0
Aerospace Apprenticeships	2,720,407	2,720,407	0
Aerospace Enrollments (1000 FTES)	8,000,000	8,000,000	0
Centers of Excellence	2,041,570	2,041,570	0
Corrections Education Contract	597,310	597,310	0
Disability Accommodations	1,740,808	1,740,808	0
Hospital Employee Education & Training	2,039,306	2,039,306	0
Goldstar Families – HB 2009	381,000	381,000	0
Opportunity Grants	12,500,000	12,500,000	0
Students of Color	1,011,628	1,011,628	0
Workforce Development Projects	1,569,945	1,569,945	0
Total	33,152,521	33,152,521	0

Earmarks to specific colleges			
	FY 2021	FY 2022	Change
Alternate Finance Project Debt Service (Bellingham, Clover Park, Green River, Lower Columbia, and Skagit Valley)	10,869,000	10,394,000	-475,000
Labor Education and Research Center (So. Seattle)	162,868	162,868	0
Maritime Industries (Seattle)	255,000	255,000	0
Employment Resource Center (Edmonds)	1,139,716	1,139,716	0
University Contracts (Clark, Edmonds, Olympic, Pierce)	942,621	942,621	0
Total	13,577,205	13,102,205	-475,000

Legislative Provisos – Legislative provisos are usually provided on an ongoing or one-time basis for specific programs or projects of interest to state policy makers. The 2021-23 enacted budget bill includes 31 monetary provisos with funding dedicated to specific uses. These funds are restricted to those uses as described by the legislature. Examples include worker retraining, guided pathways, and MESA.

Legislative Provisos	\$187 million		
	FY 2021	FY 2022	Change
Allied Health Programs (Peninsula and Seattle)	775,000	775,000	0
Aerospace Center of Excellence (Everett)	100,000	100,000	0
Aerospace & Advanced Mfg. COE (in Vancouver)	150,000	150,000	0
Behavioral Health Credentials (Highline)	150,000	150,000	0
Career Connect Washington Enrollments	2,000,000	3,000,000	1,000,000
College Affordability Program	20,194,000	20,759,000	565,000
Compensation/Foundational Support	15,220,000	15,220,000	0
Corrections Reentry Navigator (Olympic)		100,000	100,000
Curriculum Review		750,000	750,000

	FY 2021	FY 2022	Change
Diversity in Higher Education (SB 5227)		2,048,000	2,048,000
Equity and Access in Higher Education (SB 5194)		7,349,000	7,349,000
Fabrication Wing Training Program (Edmonds)	1,500,000	1,500,000	0
Federal Way Ed Initiative (Highline)	500,000	500,000	0
Guided Pathways	31,624,000	37,500,000	5,876,000
Labor Center (So. Seattle)	338,000	338,000	0
High Demand Enrollments		1,000,000	1,000,000
High Demand Faculty Salaries	20,000,000	20,000,000	0
I-BEST	750,000	750,000	0
Homeless Students – SB 5800 & HB 1166	348,000	864,000	516,000
Job Skills Program	5,168,000	7,725,000	2,557,000
MESA Community College Programs	1,610,000	1,610,000	0
Nurse Educator Salary Increase	20,400,000	20,400,000	0
Opportunity Center (North Seattle)	216,000	216,000	0
Running Start / Dual Credit Task Force Data		10,000	10,000
Student Emergency Assistance Grants – HB 1893 (2019)	750,000	4,750,000	4,000,000
Other Bills (1166 Corrections postsecondary and 1273 Menstrual products)		366,000	366,000
Wildfire Prevention Program (Wenatchee)	157,000	157,000	0
Worker Retraining (proviso and earmark combined)	39,759,000	39,759,000	0
Family & Community Engagement (Everett)	75,000		-75,000
Total	161,784,000	187,846,000	26,062,000

Other Funding Outside the Allocation Model

State Board Operations, IT Services, Central Services and System Reserves	\$40.1 million
<p>State Board agency operations, including its IT support division, has a FY 2022 budget of \$17.0 million. That is a 2.6 percent increase over last year.</p> <p>System reserves include:</p> <ul style="list-style-type: none"> \$ 13.2 million for central service charges (8% increase) \$ 3.9 million for the self-insurance premium (22% increase) \$ 2.5 million for supplemental pension plan payments (25% increase) <u>\$ 3.5 million</u> in system reserves for unanticipated expenses (50% increase) <p>\$23.1 million held in reserve July 1, 2021</p>	
<p>Innovation Account Funding – Three Percent of Tuition Dedicated to the Innovation Account</p> <p>For the last several years, three percent of tuition collections have been deposited in the innovation account for ctLink project operation costs. The approved technology budget assumes that percentage will continue in FY 2022.</p>	

Allocation Methods for Significant New Funding

FY 2022	Amount	Presidents' & Staff Recommendations for Allocation
Guided Pathways	\$37.5 million (\$5.8 more)	Continue to provide \$100,000 each to the 34 colleges as base funding. Distribute the additional \$5.876 million with the same methodology used to distribute these funds last year: 50 percent Student FTE with Running Start and 50 percent Student Headcount <i>without</i> Running Start, using three-year averages.
Career Connect Washington - Career Launch Enrollments	\$3 million (\$1 more)	Recommend the State Board Director should be authorized to allocate funding in accordance with guidance from Career Connect Washington leadership. One million of these funds were allocated last year in a competitive process and the additional million would be allocated with the same approach.
High Demand Enrollments	\$1 million	Recommend the State Board Director should be authorized to allocate funding through a competitive process whereby colleges apply for new enrollment funding.

FY 2022	Amount	Presidents' & Staff Recommendations for Allocation
Job Skills Program	\$7.75 million (\$2.5 more)	Consistent with statutory and Legislative expectations, recommend funds be distributed based on applications/proposals from colleges and their business partners.
Anti-Racist Curriculum Review	\$750,000	Recommend the Executive Director be authorized to distribute these funds based on criteria developed from the lessons learned in the current pilot. Funds will be held in "future allocations" until that time.
Student Emergency Assistance – HB1893 (2019)	\$4.75 million (\$4 more)	Consistent with statutory and Legislative expectations, recommend funds be distributed based on applications/proposals from colleges.
SB 5227 Diversity in Higher Education	\$2.028 million	Funds are provided to meet faculty, staff, and student DEI training requirements. Student training is not required until 2024. Therefore, recommend distribution based on number of faculty and staff (headcount).
SB 5194 Equity & Access in Higher Education	\$7.349 million	This complex bill has funding for DEI strategic planning, student outreach, a faculty diversity program, and mental health counseling pilots. Recommend funds be distributed in accordance with the fiscal note on the bill. Funds for part-time to full-time faculty conversions begin in FY 23.

Compensation Items		
I-732 at 1.7% (no general wage increase)	\$6.3 million	Continue current policy. Distribute according to share of payroll and hold in safe harbor for four-years.
Health & Pension Benefits	\$-10.765 million	Continue current policy. Distribute according to share of benefits and hold in safe harbor for four-years.

SBCTC Enrollment Allocation Rules FY 2022															
Enrollment Type	Description														
District Enrollment Allocation Base (DEAB)	<p>Districts receive annual enrollment targets that determine their share of the base enrollment funding (a total of \$406 million in FY 2022). Targets have been set based on an average of districts' actual enrollment in the last three full academic years. The method for setting annual district enrollment targets follow these calculation rules, passed by WACTC (the association of college presidents) June 2, 2017.</p> <ol style="list-style-type: none"> 1. Districts over target will not have their target increased higher than their three-year average actuals, and districts under target will not have their target decreased lower than their three-year average actuals. 2. Districts over target will not lose enrollment FTE and districts under target will not gain enrollment FTE. 3. If ALL districts are under target or over target, there will be no FTE redistributed. Targets will remain flat. 4. If some districts are over target and some are under target, the formula will only redistribute as many enrollments as are needed to reach the system target of 130,980. <p>Specific calculations for each district are reported quarterly in the Enrollment and Allocation Monitoring Reports published by the Research Division.</p>														
Priority/Weighted Enrollments	<p>Four categories of student enrollments receive an additional 30 percent weight for funding purposes. Those include:</p> <ol style="list-style-type: none"> 1. Basic Education for Adults 2. STEM courses 3. Upper division applied baccalaureate courses 4. Mid-level "skills gap" courses as identified by the Workforce Training and Education Coordinating Board. <p>In 2019-20, the year used for FY 2022 funding, approximately 34 percent of all state enrollments fell into the priority enrollment category. Across the system this weighting results in \$44.6 million of additional enrollment funding, equivalent to 14,407 FTE.</p>														
Safe Harbor: Proviso and Earmarked Enrollments	<p>Due to Legislative provisos or State Board earmarks, some enrollments are distributed outside the allocation model. SBCTC staff in the Educational Services Division oversee the distribution and proper utilization of these enrollments.</p> <table border="0"> <thead> <tr> <th><u>Program</u></th> <th><u>Target</u></th> </tr> </thead> <tbody> <tr> <td>Aerospace Apprenticeships</td> <td>130</td> </tr> <tr> <td>Aerospace High Demand Enrollments</td> <td>1,000</td> </tr> <tr> <td>Hospital Employee Education and Training</td> <td>50</td> </tr> <tr> <td>University Contracts</td> <td>165</td> </tr> <tr> <td>Worker Retraining</td> <td><u>7,605</u></td> </tr> <tr> <td>Total</td> <td>8,950</td> </tr> </tbody> </table> <p>Additional information on these program enrollments is available from the Workforce Education Division.</p>	<u>Program</u>	<u>Target</u>	Aerospace Apprenticeships	130	Aerospace High Demand Enrollments	1,000	Hospital Employee Education and Training	50	University Contracts	165	Worker Retraining	<u>7,605</u>	Total	8,950
<u>Program</u>	<u>Target</u>														
Aerospace Apprenticeships	130														
Aerospace High Demand Enrollments	1,000														
Hospital Employee Education and Training	50														
University Contracts	165														
Worker Retraining	<u>7,605</u>														
Total	8,950														

STATE OF WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 21-06-33

A resolution relating to the 2021-23 enacted operating budget and the FY 2022 allocation

WHEREAS, the State Board for Community and Technical Colleges submitted a 2021-23 biennial operating budget request to make significant improvements in the funding provided for the 2021-23 biennium; and

WHEREAS, the 2021 legislature passed a 2021-23 biennial operating budget with funding for FY 2022 outlined in Attachment A; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes the allocation of funds for fiscal year 2022 as outlined in Attachment A; 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 June 24, 2021

Attest

Jan Yoshiwara, secretary

Carol Landa-McVicker, chair

REGULAR ITEM (RESOLUTION 21-06-34)

June 24, 2021

Tab 5

2021-22 Tuition and Fees Schedule

Brief Description

The State Board has responsibility for adopting tuition and fees (operating fees, building fees, and the maximum allowable student activity fees) for the community and technical colleges, as well as the tuition for upper division courses in the system's applied baccalaureate programs. The Legislative tuition policy stems from the College Affordability Program of 2015, which allows for resident tuition to increase by an inflation factor of 2.8 percent in 2021-22.

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

Maintaining affordable tuition and fee rates is key to student access. Tuition is also an important component of quality instruction as the state budget relies on tuition revenue to support a share of salaries, benefits, and other college costs.

Background information and analysis

Historically, tuition rates have varied dramatically from year to year. Approximately ten years ago, in academic years 2011-12 and 2012-13, tuition increased by 13 percent each year. Then, in response, tuition in all public institutions of higher education was held flat by the Legislature for the next two years. Under the 2015 College Affordability Program, tuition was reduced by five percent in the community and technical colleges in 2015-16. In 2016-17 lower-division tuition was held flat. Consistent with tuition policy at public regional universities, upper division tuition in the community and technical colleges was decreased by an additional 15 percent.

Since 2017-18, tuition policy has been tied to an inflationary formula based on increases to the median family wage over a 14-year period. As a result, tuition has increased at approximately two percent each year. Students and their families have benefited from the consistent and predictable tuition increases brought about by the College Affordability Program. For 2021-22, the inflationary increase in tuition is 2.8 percent. For a full-time student taking 15 credits per quarter, this would equate to an increase of \$113.10 per year.

Presidents and staff recommend the State Board increase resident tuition by the amount the Legislature allows – 2.8 percent. This increase is consistent with the enacted state budget, which assumes over \$10 million in increased expenditures from tuition next year. While the State Board is rightly cautious about any increases in tuition, this modest, predictable increase helps the colleges keep up with inflation. It is important to note that students qualifying for the expanded Washington College Grant would be held harmless from the increase. Presidents and State Board staff also recommend non-resident tuition be increased by the same percentage as resident tuition. The attached tuition rate comparisons provide details on the amount of the increase for various student types.

Potential questions

How is the Legislature's tuition policy reflected in the state budget next fiscal year?

How would colleges be impacted if a tuition increase is not authorized?

Recommendation/preferred result

Adopt Resolution 21-06 34, establishing the 2021-22 tuition schedules for resident and non-resident, upper and lower division students.

Policy Manual Change Yes No

Prepared by: Cherie Berthon, operating budget director

(360) 704-1023, cberthon@sbctc.edu

WASHINGTON STATE COMMUNITY COLLEGE TUITION AND FEE RATES

RESIDENT STUDENTS

Op Fee Increase by 2.8%

Lower Division Tuition

Upper Division Tuition

	<u>2020-21</u>	<u>2021-22</u>	<u>Change</u>	<u>2020-21</u>	<u>2021-22</u>	<u>Change</u>
	<i>Assumes 15 Credits per Quarter</i>			<i>Assumes 15 Credits per Quarter</i>		
	<i>Change in Rate</i>			<i>Change in Rate</i>		
ANNUAL FEES						
Operating Fee	\$3,350.70	\$3,444.60	\$93.90	\$5,901.30	\$6,066.60	\$165.30
Building Fee	\$429.75	\$436.95	\$7.20	\$429.75	\$436.95	\$7.20
Maximum S & A Fee	\$449.85	\$461.85	\$12.00	\$449.85	\$461.85	\$12.00
Total Tuition and Fees	\$4,230.30	\$4,343.40	\$113.10	\$6,780.90	\$6,965.40	\$184.50
	<i>Assumes 15 Credits per Quarter</i>			<i>Assumes 15 Credits per Quarter</i>		
	<i>Change in Rate</i>			<i>Change in Rate</i>		
QUARTERLY FEES						
Operating Fee	\$1,116.90	\$1,148.20	\$31.30	\$1,967.10	\$2,022.20	\$55.10
Building Fee	\$143.25	\$145.65	\$2.40	\$143.25	\$145.65	\$2.40
Maximum S & A Fee	\$149.95	\$153.95	\$4.00	\$149.95	\$153.95	\$4.00
Total Tuition and Fees	\$1,410.10	\$1,447.80	\$37.70	\$2,260.30	\$2,321.80	\$61.50

NON-RESIDENT STUDENTS

Op Fee Increase by 2.8%

Lower Division Tuition

Upper Division Tuition

	<u>2020-21</u>	<u>2021-22</u>	<u>Change</u>	<u>2020-21</u>	<u>2021-22</u>	<u>Change</u>
	<i>Assumes 15 Credits per Quarter</i>			<i>Assumes 15 Credits per Quarter</i>		
	<i>Change in Rate</i>			<i>Change in Rate</i>		
ANNUAL FEES						
Operating Fee	\$8,346.30	\$8,580.00	\$233.70	\$17,446.20	\$17,934.60	\$488.40
Building Fee	\$890.55	\$905.55	\$15.00	\$890.55	\$905.55	\$15.00
Maximum S & A Fee	\$449.85	\$461.85	\$12.00	\$449.85	\$461.85	\$12.00
Total Tuition and Fees	\$9,686.70	\$9,947.40	\$260.70	\$18,786.60	\$19,302.00	\$515.40
	<i>Assumes 15 Credits per Quarter</i>			<i>Assumes 15 Credits per Quarter</i>		
	<i>Change in Rate</i>			<i>Change in Rate</i>		
QUARTERLY FEES						
Operating Fee	\$2,782.10	\$2,860.00	\$77.90	\$5,815.40	\$5,978.20	\$162.80
Building Fee	\$296.85	\$301.85	\$5.00	\$296.85	\$301.85	\$5.00
Maximum S & A Fee	\$149.95	\$153.95	\$4.00	\$149.95	\$153.95	\$4.00
Total Tuition and Fees	\$3,228.90	\$3,315.80	\$86.90	\$6,262.20	\$6,434.00	\$171.80

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 21-06-34

A resolution relating to 2021-22 Tuition and Fees.

WHEREAS, RCW 28B.15.067 grants the State Board authority to set tuition and fees for non-resident students to the State Board for Community and Technical Colleges; and

WHEREAS, the State Board has the authority to adopt resident tuition up to the amount set by the Legislature through the *College Affordability Program*.

WHEREAS, in 2021, the Legislature authorized resident undergraduate tuition increases in 2021-22 up to 2.8 percent consistent with the *College Affordability Program*, passed in 2015.

WHEREAS, 2021-22 building fee rates for lower- and upper-division tuition are required to be increased by the Seattle CPI inflation factor;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges:

- Adopts the community college lower division course tuition and fee schedule and rates for 2021-22 as set forth in **Attachment A**;
- Adopts the community college upper division course tuition and fee schedule and rates for 2021-22 as set forth in **Attachment A**;

Requires the deposit of three percent of operating fee revenues into the Community and Technical College Innovation Fund.

APPROVED AND ADOPTED on June 24, 2021

Attest

Jan Yoshiwara, secretary

Carol Landa-McVicker, chair

REGULAR ITEM (RESOLUTION 21-06-36 AND 37)

June 24, 2021

Tab 6

ctcLink Project and Customer Support and Service Plan Funding

Brief Description

The State Board received briefings on the funding needs of the community and technical colleges' ctcLink software system during its March and May meetings. Those discussions provided background on near-term funding needs for the ctcLink project and ongoing funding needs for ctcLink customer support.

During this action item, information will be shared on the activities and discussions undertaken to identify recommendations that address current and future funding needs in preparation for State Board members to act on those recommendations.

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

Providing the fiscal resources needed to support student and college migration to and the use of a modern information technology system is crucial to the efficient and effective operation of the community and technical colleges.

Background information and analysis

History and background information on the ctcLink project and support staffing was shared with State Board members in March 2021. Essentially, there are near-term and long-term funding concerns that need to be addressed to continue progress made in deploying and supporting the ctcLink system.

- By design, the ctcLink project is funded entirely by colleges foregoing a percentage of their tuition collections. Although the project is on budget and on schedule, COVID-19 caused enrollment decreases have resulted in significant revenue shortfall.
- As the system has gained experience on the day-to-day service needs of the 17 colleges now operating on the ctcLink system, it's timely to review and improve a long-term fiscal plan to ensure colleges have the support needed as they migrate to and manage operations in the ctcLink environment.

To tackle these issues, a workgroup was formed with members representing the presidents, and college business, information technology, and human resource officers. State Board staff support the workgroup's efforts. Through weekly meetings over three-months, the workgroup identified and explored funding options. Workgroup's recommendations were shared with college presidents and chancellors on April 30, May 19, and June 4, 2021. During the June 4th meeting, the college presidents and chancellors adopted the recommendations to the State Board described below.

ctcLink Project: The project is funded through colleges setting aside four percent of their tuition collections.¹ Sharp declines in enrollments and tuition collections due to COVID-19, that began in spring 2020, have resulted in significant enrollment and tuition revenue declines which, in turn, have affected project funding.

This situation has resulted in a project cashflow shortfall that is anticipated to continue through much of next year. The State Board bridged the funding gap with loans but lacks the funding needed to fully bridge the gap through next year. At the time of this writing, the funding gap and loan repayment is estimated to approximate \$9.1 million.

Recommendation: This is a short-term problem that needs to be addressed early in Fiscal Year 2022. Although there was much discussion on three options identified by the workgroup, the presidents and chancellors adopted a recommendation that distributes costs to districts based on enrollments. Specifically, they recommend that the costs be distributed based upon each district's percent share of all student enrollments based upon a three-year average of headcounts (50%) and FTE (50%). For example, if District A has two percent of the three-year average enrollments, it would pay two percent of the \$9.1 million cost or \$180,000.

ctcLink Customer Support: Experience has demonstrated that more up-front support is needed as colleges migrate to and initiate operations in the ctcLink system. The State Board has supported this finding by providing funding from agency reserves in fiscal years 2020 and 2021 to add 30 positions to support colleges operating in the ctcLink environment.

A customer support/service plan has been developed that calls for an additional 36 staff to support the transition of the remaining 17 colleges included in Deployment Groups 5 and 6. The plan has been reviewed and determined sound by the workgroup, the Information Technology Commission, and the president's Information Technology committee. When fully implemented, the plan provides for 92 staff dedicated to providing ctcLink support in areas that include direct customer support, application maintenance and development, security, data management, training, and management.²

Recommendation: It is anticipated that the annual support staffing cost, when fully deployed, will approximate \$6.2 million. (\$10.2 through 2028 when the four million dollar annual debt service is included.) This is the long-term, ongoing cost of providing needed support as colleges migrate to and operate in the ctcLink system. If adopted, funding begins in Fiscal Year 2022. The college presidents and chancellors recommend a four-part solution:

¹ Tuition was not increased to pay for the ctcLink project. Tuition was increasing as a result of budget cuts to the general fund support for the community and technical college system. The college system agreed to forego a percentage of that increase to pay for this project.

² (Approximately, 90 employees supported the Legacy system at the time the State Board assumed responsibility for central IT services).



- Broaden the revenue base supporting central Information Technology services to include Running Start and International Contract revenues³ at the following rates:
 - Running Start: 2.5 percent for Fiscal Years 2022 and 2023. Beginning in Fiscal Year 2024, decrease to 1.5 percent.
 - International Contract: 3 percent for Fiscal Years 2022 and 2023. Beginning in Fiscal Year 2024, decrease to 2.5 percent.
- In Fiscal Year 2024 lower the Innovation Account rate from three percent to two percent, generating funds to make Certificate of Participation (COP) debt payments and support the staffing plan. (The rate is currently scheduled to decrease to one percent in Fiscal Year 2024.)
- Consider consolidating all centralized IT costs into a single billing or collection process. A review of this idea and its implications can occur in connection with the allocation model review scheduled for Fiscal Year 2022.⁴
- As the system gains experience in the ctcLink environment, governance group(s) should review staffing needs one year after DG6 go-live and routinely thereafter. Adjust staffing levels as appropriate based on this review.

Potential questions

- How were the recommendations to the State Board be developed?
- How was the staffing plan developed?
- What concerns were expressed regarding the options recommended by the workgroup?

Next Steps

Staff and college presidents recommend the State Board adopt the recommendations as described above and presented in Resolutions 21-06-36 (Project Shortfall Funding) and Resolution 21-06-37 (Staffing Plan Funding).

Policy Manual Change Yes No

Prepared by: John Boesenberg, deputy executive director, business operations
(360) 704-4303, jboesenberg@sbctc.edu

Grant Rodeheaver, deputy executive director, Information Technology
(360) 704-3939, grodeheaver@sbctc.edu

³ Running Start and International Contracts rates are not increasing based on this recommendation. Similarly to the Project funding, under this recommendation, colleges would forego a portion of their revenues to support central IT services.

⁴ The Workgroup preliminarily explored this idea but sufficient time was not available to complete a full review, understand its implications, and facilitate the broader, more inclusive discussion needed before implementing a such a change.

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 21-06-36

A resolution relating to funding the ctcLink project through completion.

WHEREAS, Washington's 34 community and technical colleges share a common administrative computer software system, ctcLink, that provides a wide range of administrative functionality to the colleges; and

WHEREAS, half of the community and technical colleges have migrated to and are operating in the ctcLink system; and

WHEREAS, the remaining colleges are scheduled to migrate to the ctcLink system in fall 2021 and winter 2022; and

WHEREAS, the Information Technology Investment Plan adopted in 2017 to fund the ctcLink project relied upon colleges foregoing a percent of their tuition revenue to fund the ctcLink project; and

WHEREAS, as a result of the pandemic, tuition revenues have decreased resulting in significant decreases in the funding supporting the ctcLink project; and

WHEREAS, this decrease in tuition revenue has resulted in a funding shortfall for the ctcLink project; and

WHEREAS, the State Board temporarily bridged the cashflow problem through loans to the ctcLink project; and

WHEREAS, a system workgroup developed options to address the funding shortfall and the college presidents adopted one of these to recommend to the State Board.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges accepts the recommendation made by college presidents that the funding shortfall be addressed through college districts paying a share of the shortfall based upon their percentage share of average enrollments calculated over a three-fiscal year period using 50 percent headcounts and 50 percent full-time equivalent students.

APPROVED AND ADOPTED on 06/24/2021

Attest

Jan Yoshiwara, secretary

Carol Landa McVicker, chair

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 21-06-37

A resolution relating to funding the ctcLink staffing plan.

WHEREAS, Washington's 34 community and technical colleges share a common administrative computer system, ctcLink, that provides a wide range of administrative functionality to the colleges; and

WHEREAS, half of the community and technical colleges have migrated to and are operating in the ctcLink system; and

WHEREAS, the remaining colleges are scheduled to migrate to the ctcLink system in fall 2021 (Deployment Group 5) and winter 2022 (Deployment Group 6); and

WHEREAS, the Washington State Board for the Community and Technical Colleges and the college system leadership want to ensure sufficient resources are available to assist colleges in Deployment Groups 5 and 6 as they migrate, and all 34 colleges as they operate in the ctcLink system.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges adopts the plan recommended by college presidents for funding the additional staff needed to support ctcLink operations:

- Contributions from Running Start and International Contract revenues at the following rates:
 - Running Start: 2.5 percent for Fiscal Years 2022 and 2023. Beginning in Fiscal Year 2024, decrease to 1.5 percent; and
 - International Contract: three percent for Fiscal Years 2022 and 2023. Beginning in Fiscal Year 2024, decrease to 2.5 percent; and
- In Fiscal Year 2024 lower the Innovation Account rate to two percent; and

BE IT FURTHER RESOLVED, that in conjunction with a Fiscal Year 2022 review of the allocation model, the system explore the idea and implications of a more streamlined approach to funding central Information Technology Services; and

BE IT FURTHER RESOLVED, that the staffing plan be reviewed one-year after Deployment Group 6 and routinely thereafter to ensure staffing levels are appropriate for service needs.

APPROVED AND ADOPTED on 06/24/2021

Attest

Jan Yoshiwara, secretary

Carol Landa McVicker, chair

REGULAR ITEM (RESOLUTION 21-06-38 AND 39)

June 24, 2021

Tab 7

2021-22 Workforce Education and Student Services awards and allocations

Brief description

Colleges fund workforce education programs and student support programs in multiple ways, including the use of general enrollment funding and state and federal targeted funding. Each June, the State Board approves the state targeted funding for the next fiscal year. What follows is proposed targeted federal and state contracted funding for FY2021-22:

- Carl D. Perkins Grant
- Early Achievers Grant
- Basic Food Employment and Training
- WorkFirst

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

Carl D. Perkins, Early Achievers Grants, Basic Food Employment and Training, and WorkFirst address the State Board's goals for achieving educational equity for students who are historically underrepresented in higher education, improving completion rates for all enrolled students across all types of programs and credentials - workforce degrees, transfer degrees, certificates and apprenticeships, and increasing access and retention among populations who can benefit the most from college access as described below.

Background information and analysis

The State Board awards federal workforce training funds to colleges to support programs offering entry-level training, skills upgrade, or retraining for the state's workforce. Each program provides residents across the state opportunities to increase their educational attainment.

Carl D. Perkins Federal Grant – \$12,437,002 (initial planning budget from Workforce Training and Education Coordinating Board)

Approval of the resolution will authorize FY2021-22 Carl D. Perkins awards to community and technical colleges to improve outcomes for students by supporting and strengthening workforce education programs.

The federal Perkins program provides funding for career and technical education programs with an emphasis on accountability, innovation, secondary to post-secondary pathways, and coordination with business and industry. This Perkins funding aligns with two Board strategies:

- Achieve educational equity for students who are historically underrepresented in higher education:

Colleges are required to develop goals and strategies to eliminate performance gaps and support the success of nine special populations and four sub-groups identified in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Performance targets for each college are developed and monitored to measure success in improving participation in and completion of workforce education programs for all students preparing for employment, including those who are underrepresented by gender in specific non-traditional fields. Performance data are disaggregated by student groups and by program for each college making it easier to identify performance gaps and develop specific strategies to increase student participation and success. Focusing on equity and diversity is a tenet of Career Connect Washington and performance gap analysis will assist colleges as they seek endorsement for and offer Career Launch programs.

- Improve completion rates for all enrolled students across all types of programs and credentials – workforce degrees, transfer degrees, certificates and apprenticeships: Student completion is a goal supported with Perkins funds. Performance targets for each college are developed and monitored to measure success in increasing student attainment of relevant career and technical skills that align with industry standards, and increasing industry-recognized credentials, certificates, and degrees. Colleges are required to provide outreach to secondary students and expand programs of study that bring together a sequence of career-focused courses that start in high school and extend through a post-secondary professional technical program. Many of these courses articulate for dual credit. Additionally, the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) places emphasis on providing students with work-based learning opportunities aligning well with Career Connect Washington’s criteria for Career Launch programs.

The Perkins program was reauthorized by Congress in July 2018. The State Board is currently operating under a new State Plan submitted by the Workforce Training & Education Coordinating Board in March 2020.

Perkins V sets aside one percent of State Leadership funds to serve individuals in state institutions, such as state correctional institutions or institutions that serve individuals with disabilities.

Early Achievers Grant – \$4,647,522 (initial planning budget from Department of Children, Youth and Families)

Approval of the resolution will authorize FY2021-22 Early Achievers Grant awards to 27 community and technical colleges providing financial assistance to employed childcare providers enrolled in Early Childhood Education programs. In 2018, as part of the Department of Children, Youth and Families’ strategic plan to improve outcomes for young children, new licensing rules were adopted requiring childcare providers to attain postsecondary early childhood education credentials. Funding from the Department of Children, Youth and Families supports the Early Achievers Grant, a student financial aid program that supports professionals teaching and caring for young children as they pursue postsecondary credentials.

This Early Achievers Grant aligns with three strategies of the Board:

- Increase access and retention among populations who can benefit the most from college access: The grant program provides financial assistance for working adults employed as childcare providers. Professionals working in childcare and early education settings typically earn wages at or just above minimum wage. Without financial assistance, many would be unable to afford

college. Funds pay for tuition, fees, textbooks, and student wrap-around services necessary for participation in an Early Childhood Education program.

- Achieve educational equity for students who are historically underrepresented in higher education: The Early Achievers Grant directly supports childcare professionals across the state. Many of the foundational classes are offered as Integrated Basic Education and Skills Training programs (I-BEST) or in languages such as Spanish, Somali, and Arabic.
- Improve completion rates for all enrolled students across all types of programs and credentials — workforce degrees, transfer degrees, certificates and apprenticeships: Funding is also provided to support college points-of-contact that provide a single access point for grant recipients, their employers, and other organizations involved in the field. The point-of-contact provides a one-stop approach to support students from intake, admission, and academic advising through monitoring progress and providing assistance for struggling students to completion of credentials.

A consortium of community and technical colleges developed 14 common courses and 7 stackable certificates culminating in a one-year certificate and progression to an Associate's degree in Early Childhood Education. The common courses were revised in 2018. In July 2012, the Early Achievers Grant program began as a pilot at seven colleges, serving students working in childcare and early education programs. The program has grown to include 28 colleges.

Each spring the colleges participate in a competitive grant application process. Funding for each college is based on the number of eligible childcare providers working in each college's service district and the number of providers who enrolled in college programs the previous year. Colleges must also describe program capacity, student intake and monitoring processes, and wrap-around support services.

All students receiving assistance through the Early Achievers Grant program must be employed as a childcare provider. Due to this requirement, all students are enrolled part-time. In FY20, the Early Achiever Grant served 1,982 students (754 FTES) who attained a total 1,168 Early Childhood Education credentials. To date in FY21, excluding spring quarter, the Early Achievers Grant has served 1,501 students (641 FTES).

	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20
Student Headcount	69	555	885	985	1,358	1,447	1,656	1,982
FTES	30	206	374	554	514	560	666	754
Initial Cert. (12 credits)	4	336	240	182	351	330	306	441
Cert. of Specialization (20 credits)	1	236	303	316	337	396	387	513
One-year Cert. (47-52 credits)	0	16	57	63	75	63	88	113
Associate Degree in Early Child. Ed. (90 credits)	3	24	39	72	93	125	107	101
Total Awards	8	612	639	633	856	914	888	1,168

Basic Food Employment and Training (BFET) – \$14,206,404

Approval of the resolution will authorize federal FY22 funding to be awarded to all 34 community and technical colleges for the Basic Food Employment and Training program. Basic Food recipients are provided access to vocational education and support services to gain the skills necessary for higher wages, better jobs, and further advancement. Colleges received 100 percent of funds in previous years, but they currently only receive a 50/50 budget that allows them to invoice for a 50 percent reimbursement of allowable expenses. This means that colleges must fully cover 100 percent of Basic Food student and program expenses from non-federal sources prior to receiving a reimbursement. Allowable expenses include tuition, books, fees, and support services necessary for participation in a professional-technical education and training program.

This Basic Food Employment and Training funding aligns with four strategies of the Board:

- **Advocacy:** Funding supports the State Board's efforts to impact state and federal policy concerning access to community and technical colleges for low-income populations eligible for basic food assistance. The State Board partners with Department of Social and Health Services to advocate for the community and technical college's role in statewide poverty reduction efforts and to prevent national policy that adds barriers to accessing vocational education. Washington continues to be highlighted nationally as a model Supplemental and Nutrition Assistance Program Employment and Training program and our system expertise is requested on a regular basis to assist the onboarding of other state programs. The Farm Bill, which governs Supplemental and Nutrition Assistance Program Employment and Training, was reauthorized in December 2018. The State Board participated in national forums to advocate for policies that increase access to community and technical colleges, work-based learning, and student supports.
- **Enrollment:** In FY20, Basic Food served 8,490 students (4,780 FTE). To date in FY21, excluding spring, Basic Food has served 5,148 students (2,358 FTE). Our Basic Food model allows for reverse referrals, meaning program staff can recruit eligible students and assist them with their application for food assistance if they are not yet receiving this support.
- **Equity and Diversity:** Basic Food students are low-income individuals and parents who are eligible for basic food assistance. Without enrollment in the Basic Food program, these students would not be able to enroll in college and continue to receive their food assistance.
- **Completions:** Basic Food programs are accountable to successful completion of workforce education pathways and employment outcomes. In FY20, Basic Food students attained 35,426 Student Achievement Initiative points (4.17 points per student). Students achieved 2,798 points in Basic Education and earned 3,898 points for completing certificates and degrees. They achieved 15,292 points (43 percent of total Student Achievement Initiative points) by progressing through their programs and earning their first 15, 30, or 45 credits. Basic Food programs ensure low-income students receive the wrap-around services and supports needed to enroll and remain enrolled in professional/technical programs across the state, many of these programs integrate work-based learning opportunities that align with the objectives of Career Connect Washington. Basic Food is one-way access to these high-quality learning opportunities is increased.

WorkFirst – \$12,176,146

Approval of the resolution will authorize FY22 WorkFirst awards to 33 community and technical colleges and three community-based organizations to provide education and training, work-based learning, and wrap-around case management to students receiving Temporary Assistance for Needy Families. We anticipate the estimated funding level, based on FY22, will be returned to the pre-pandemic funding levels per the state approved spending plan expected to be released in late June.

A bipartisan legislative task force provides oversight to the WorkFirst program and operation of TANF. State and federal Temporary Assistance for Needy Families block grant funds are provided through the Department of Social and Health Services, which contracts with the State Board, the Employment Security Department, and the Department of Commerce for participant services. The Office of Financial Management and the Department of Children, Youth and Families are also WorkFirst partners.

This WorkFirst funding aligns with four State Board strategies:

- **Advocacy:** Funding supports the State Board’s efforts to impact state and federal policy concerning access to community and technical colleges for low-income parent populations. The State Board partners with the Department of Social and Health Services to advocate for the community and technical college’s role in two-generational strategies to reduce poverty, and to highlight the community and technical college system through other state-wide and national efforts.
- **Enrollment:** In FY20, WorkFirst served 2,983 students (1,593 FTE). To date in FY21, excluding spring quarter, WorkFirst has served 1,742 students (772 FTE). WorkFirst program staff work directly with their Local Planning Area partners to promote referrals to education and training programs at community and technical colleges.
- **Equity and Diversity:** WorkFirst students are low-income parents. Program staff provides wrap-around support to ensure equitable access and retention, including referrals to external service providers to address childcare, healthcare, food insecurity, housing, and transportation needs. The majority of these students begin in Basic Education. In FY20, WorkFirst students attained 10,190 Student Achievement Initiative points (3.42 points per student). Students achieved 1,526 points in Basic Education and earned 3,898 points for completing certificates and degrees. They achieved 3,966 points (39 percent of total Student Achievement Initiative points) by progressing through their programs and earning their first 15, 30, or 45 credits. WorkFirst staff strive to transition WorkFirst students to additional resources to aid their advancement off of TANF and out of poverty. More than 80 percent of financial aid awarded to WorkFirst students consisted of Pell, WA College Grant, WorkFirst Work Study, Federal Unsubsidized Stafford/Direct, Federal Stafford Subsidized/Direct, Opportunity Grant, Federal Work Study, as well as other grants and funds.
- **Completions:** Education and training providers are accountable for the attainment of high school degrees or equivalencies and vocational education certificates and degrees. Our performance outcomes are reported to Department of Social and Health Services and incorporated into the WorkFirst Chartbook for legislative review. Federal rules limit full-time vocational education to 12 months; however, state legislation passed in 2017 allows for an extension to 24 months ensuring students have adequate time to complete at least a one-year certificate. WorkFirst increases access to high quality professional/technical programs, many of which integrate meaningful work-based learning opportunities that are at the foundation of Career Connect Washington.

Potential questions

- How will the proposed college awards continue to support students?
- How will funding support the development of a trained and ready workforce?
- How will the increased focus on workforce and economic development affect our mission?

Recommendation/preferred result

Staff recommends approval of Resolution 21-06-38 and 21-06-39, awarding federal workforce education targeted funds to community and technical colleges for fiscal year 2021-22 as described in Attachment A.

Policy Manual Change Yes No

Prepared by: Marie Bruin, director, workforce education
360-704-4333, mbruin@sbctc.edu

Joe Holliday, director, student services
360-704-4334, jholliday@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 21-06-38

A resolution relating to allocating and awarding \$17,084,554 of federal and state contracted workforce training funds to the community and technical college. (See Attachment A)

WHEREAS, the State Board has the authority to allocate and award federal job training funds; and

WHEREAS, community and technical colleges have fulfilled the application requirements set forth for Carl D. Perkins, and Early Achievers Grants; and

WHEREAS, each Carl D. Perkins, and Early Achievers Grants application has gone through a state level review process and has been recommended by their respective advisory committee to the State Board for Community and Technical Colleges for funding;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges awards a total of \$17,084,554 for FY 2021-22, as detailed in Attachment A, consisting of:

1. \$12,437,002 for Carl D, Perkins Grant
2. \$4,647,522 for Early Achievers Grants

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 June 24, 2021

Attest

Jan Yoshiwara, secretary

Carol Landa-McVicker, chair

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 20-06-39

A resolution relating to allocating and awarding \$26,373,550 of federal and state contracted student support funds to the community and technical college. (See Attachment A)

WHEREAS, the State Board has the authority to allocate and award federal job training funds; and

WHEREAS, community and technical colleges have fulfilled the application requirements set forth for WorkFirst and Basic Food Employment and Training; and

WHEREAS, Basic Food Employment and Training and WorkFirst application has gone through a state level review process and has been recommended by their respective advisory committee to the State Board for Community and Technical Colleges for funding;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges awards a total of \$26,373,550 for FY 2021-22, as detailed in Attachment A, consisting of:

1. \$14,206,404 for Basic Food Employment and Training
2. \$12,167,146 for WorkFirst

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 June 24, 2021

Attest

Jan Yoshiwara, secretary

Carol Landa-McVicker, chair

WORKFORCE EDUCATION – FY22 GRANTS DISTRIBUTIONS

College	FY21 Carl Perkins	FY22 Carl Perkins	FY21 Early Achievers	FY22 Early Achievers	FY21 TOTAL	FY22 TOTAL
Bates	\$ 299,296	\$ 317,629	\$ 439,900	\$ 439,900	\$ 739,196	\$ 757,529
Bellevue	\$232,773	\$238,585	\$83,000	\$83,000	\$315,773	\$ 321,585
Bellingham	\$407,189	\$410,543	\$0	\$0	\$407,189	\$410,543
Big Bend	\$179,002	\$195,064	\$83,000	\$83,000	\$262,002	\$278,064
Cascadia	\$0	\$0	\$0	\$0	\$0	\$0
Centralia	\$219,294	\$219,644	\$41,500	\$41,500	\$260,794	\$261,144
Clark	\$446,997	\$429,591	\$49,800	\$49,800	\$496,797	\$479,391
Clover Park	\$479,929	\$515,162	\$54,439	\$54,439	\$534,368	\$569,601
Columbia Basin	\$348,033	\$364,037	\$107,900	\$107,900	\$455,933	\$471,937
Edmonds	\$285,097	\$293,903	\$83,000	\$83,000	\$368,097	\$376,903
Everett	\$286,298	\$297,663	\$83,000	\$83,000	\$369,298	\$380,663
Grays Harbor	\$200,439	\$197,460	\$44,180	\$44,180	\$244,619	\$241,640
Green River	\$321,620	\$337,666	\$166,000	\$166,000	\$487,620	\$503,666
Highline	\$306,398	\$322,107	\$282,200	\$282,200	\$588,598	\$604,307
Lake Washington	\$232,186	\$244,726	\$323,700	\$323,700	\$555,886	\$568,426
Lower Columbia	\$280,857	\$277,970	\$149,400	\$149,400	\$430,257	\$427,370
Olympic	\$402,123	\$406,454	\$282,200	\$282,200	\$684,323	\$688,654
Peninsula	\$207,061	\$210,978	\$33,200	\$33,200	\$240,261	\$244,178
Pierce	\$530,841	\$483,142	\$415,000	\$415,000	\$945,841	\$898,142
Renton	\$326,098	\$344,435	\$41,500	\$41,500	\$367,598	\$385,935
Seattle District	\$655,400	\$659,106	\$489,700	\$489,700	\$1,145,100	\$1,148,806
Shoreline	\$221,720	\$229,308	\$0	\$0	\$221,720	\$229,308
Skagit Valley	\$354,318	\$373,507	\$107,900	\$107,900	\$462,218	\$481,407
South Puget Sound	\$216,927	\$225,122	\$224,100	\$224,100	\$441,027	\$449,222
Spokane District	\$859,738	\$934,060	\$257,300	\$257,300	\$1,117,038	\$1,191,360
Tacoma	\$268,171	\$303,595	\$74,700	\$ 74,700	\$342,871	\$378,295

Walla Walla	\$434,000	\$450,349	\$64,600	\$64,600	\$498,600	\$514,949
Wenatchee Valley	\$258,345	\$244,266	\$124,500	\$124,500	\$382,845	\$368,766
Whatcom	\$207,429	\$219,936	\$141,100	\$141,100	\$348,529	\$361,036
Yakima Valley	\$382,202	\$423,073	\$224,100	\$224,100	\$606,302	\$647,173
SBCTC	\$2,587,221	\$2,267,922	\$176,633	\$176,633	\$2,763,854	\$2,444,555
Total	\$ 12,437,002	\$ 12,437,002	\$ 4,647,552	\$ 4,647,552	\$ 17,084,554	\$ 17,084,554

Notes:

SBCTC line

Admin	\$371,459	\$371,459	\$120,141	\$120,141	\$491,600	\$ 491,600
Grants	<u>\$2,215,762</u>	<u>\$1,896,463</u>	<u>\$56,492</u>	<u>\$56,492</u>	<u>\$2,272,254</u>	<u>\$1,952,955</u>
Total	\$ 2,587,221	\$ 2,267,922	\$ 176,633	\$ 176,633	\$ 2,763,854	\$ 2,444,555

Student Services, Student Support Programs – FY22 GRANTS DISTRIBUTIONS

College	FY21 WorkFirst	FY22 WorkFirst	FY21 Basic Food Employment & Training	FY22 Basic Food Employment & Training	FY21 TOTAL	FY22 TOTAL
Bates	\$295,624	\$330,143	\$300,632	\$300,632	\$596,256	\$630,775
Bellevue	\$170,989	\$176,718	\$682,777	\$682,777	\$853,766	\$859,495
Bellingham	\$165,216	\$155,319	\$554,224	\$554,224	\$719,440	\$709,543
Big Bend	\$231,344	\$204,852	\$450,842.00	\$450,842	\$682,186	\$655,694
Cascadia	\$0	\$0	\$70,002	\$70,002	\$70,002	\$70,002
Centralia	\$381,979	\$456,050	\$289,502	\$289,502	\$671,481	\$745,552
Clark	\$395,033	\$347,860	\$707,762	\$707,762	\$1,102,795	\$1,055,622
Clover Park	\$475,781	\$419,601	\$794,528	\$794,528	\$1,270,309	\$1,214,129
Columbia Basin	\$231,304	\$227,643	\$339,943	\$339,943	\$571,247	\$567,586
Edmonds	\$524,171	\$515,472	\$692,415	\$692,415	\$1,216,586	\$1,207,887
Everett	\$506,220	\$523,392	\$275,503	\$275,503	\$781,723	\$798,895
Grays Harbor	\$366,932	\$335,713	\$251,751	\$251,751	\$618,683	\$587,464
Green River	\$750,972	\$768,992	\$237,248	\$237,248	\$988,220	\$1,006,240
Highline	\$573,859	\$654,066	\$268,550	\$268,550	\$842,409	\$922,616
Lake Washington	\$131,904	\$155,243	\$454,012	\$454,012	\$585,916	\$609,255
Lower Columbia	\$583,677	\$554,877	\$314,138	\$314,138	\$897,815	\$869,015
Olympic	\$606,974	\$557,059	\$387,345	\$387,345	\$994,319	\$944,404
Peninsula	\$189,242	\$207,299	\$263,522	\$263,522	\$452,764	\$470,821
Pierce	\$305,910	\$273,034	\$237,694	\$237,694	\$543,604	\$510,728
Renton	\$505,116	\$517,283	\$244,563	\$244,563	\$749,679	\$761,846
Seattle District	\$703,263	\$644,565	\$2,019,791	\$2,019,791	\$2,723,054	\$2,664,356
Shoreline	\$166,390	\$210,591	\$354,924	\$354,924	\$521,314	\$565,515
Skagit Valley	\$395,640	\$322,628	\$320,058	\$320,058	\$715,698	\$642,686
South Puget Sound	\$473,211	\$476,962	\$274,329	\$274,329	\$747,540	\$751,291
Spokane District	\$1,161,962	\$1,171,063	\$1,306,441	\$1,306,441	\$2,468,403	\$2,477,504
Tacoma	\$492,647	\$507,204	\$413,000	\$413,000	\$905,647	\$920,204

Walla Walla	\$271,522	\$230,429	\$380,019	\$380,019	\$651,541	\$610,448
Wenatchee Valley	\$247,279	\$194,429	\$304,425	\$304,425	\$551,704	\$498,854
Whatcom	\$247,367	\$247,189	\$374,208	\$374,208	\$621,575	\$621,397
Yakima Valley	\$806,558	\$387,155	\$218,456	\$218,456	\$1,025,014	\$605,611
SBCTC	\$2,164,914	\$394,315	\$423,800	\$423,800	\$2,588,714	\$818,115
Total	\$14,523,000	\$12,167,146	\$14,206,404	\$14,206,404	\$28,729,404	\$26,373,550

Notes:

SBCTC line						
Admin	\$420,060	\$420,060	\$423,800	\$423,800	\$ 843,860	\$843,860
Grants	<u>\$1,744,854</u>	<u>\$1,744,854</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,744,854</u>	<u>\$1,744,854</u>
Total	\$2,164,914	\$2,164,914	\$423,800	\$423,800	\$2,588,714	\$2,588,714

Abled-Bodied Adults Without Dependents (ABAWD) - grant will not be active in FY22

WorkFirst – grant to CBOs have been removed effective FY22. Grants to colleges and \$750,000 in WorkFirst Work-study funds to be awarded at a later date

REGULAR ITEM (RESOLUTION 21-06-40)

June 24, 2021

Tab 8

2020-21 Basic Education for Adults Federal Awards

Brief Description

The recommendation for the distribution of federal funds for Basic Education for Adults to 34 colleges and six community-based organizations is based on the fifth year of awards resulting from the 2017-22 five-year, competitive application process and the 2021-22 Grant Continuation Application (see Attachment A). These applications detail each program's alignment with their local workforce development board's memorandum of understanding; alignment to the federal Workforce Innovation and Opportunity Act; progress and planning toward meeting proposed levels of service; demonstrated effectiveness and planning toward meeting federal student outcome targets; and progress toward integration within Guided Pathways for both high school completion and English language acquisition students. Colleges and community-based organizations provide assurance of specific program improvements and innovations to meet *Title II Workforce Innovation and Opportunity Act* requirements that reflect their own data and validated research, and these funds are collectively aligned to the Washington state Talent and Prosperity for All approved state strategic plan for the public workforce system.

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

Basic Education for Adults allocations are strategically aligned to the three Board goals of educational equity for historically underrepresented students, improved completion rates, and increased access and retention among populations who benefit the most from college access. As a result of the proposed allocations, all adult Washingtonians will have access to innovative, high-quality education programs that provide the knowledge, skills, and credentials necessary for securing living wage employment that strengthens the state and local economies. The adult education system provides research-proven instruction and college and career readiness pathways that allow adults to master academic and technical skills to attain their career and educational goals and successfully navigate education and employment opportunities. Furthermore, programs take advantage of multiple and varied equity, diversity, and inclusion professional development opportunities to ensure they are at the forefront of providing equitable programming to students, helping to improve completion rates faster for students of color.

Each provider's implementation of our 2020-2023 state plan details how our college system's values of diversity, equity, and inclusion strengthen the Basic Education for Adults community and are critical to providing opportunities that support the success of our students in attaining a quality education that leads to self-sustaining employment and meeting the needs of our state's workforce.

In addition, the Basic Education for Adults Title II section of the Washington state Talent and Prosperity for All plan requires that allocation of funds be clearly aligned to goals and policies laid out by the following guiding documents:

- The Governor’s Results Washington initiative to increase transition and completions of Adult Basic Education students;
- The Washington State Achievement Council’s Roadmap for Washington State’s Educational Attainment Goals to ensure:
 - All adults in Washington, ages 25–44, will have a high school diploma or equivalent;
 - At least 70 percent of Washington adults, ages 25–44, will have a postsecondary credential;
- SBCTC’s Strategic Plan;
- The Washington State Workforce Innovation and Opportunity Act state plan;
- The federal Workforce Innovation and Opportunity Act; and,
- The Basic Education for Adults vision, mission, values, and goals.

Background information and analysis

Through the Washington State Board for Community and Technical Colleges and stakeholders’ collective work in supporting the state’s shared populations of adults through a worker-centered, guided pathways model, the college system has a real chance to contribute to an economic recovery that leads to a more equitable workforce. To do this, the collegesystem’s guided pathways need to be designed with the needs of our current and future Basic Education for Adults students in mind. This includes offering programming and funding that allow students to co-enroll in college and high school completion, as well as the availability of integrated English language instruction and retention services for English language acquisition students. Primary among the challenges in Washington state are the facts that:

- The COVID-19 pandemic has caused a substantial shock to the U.S. labor market and significantly altered consumer and business behavior.¹
- 448,558 individuals 18 years of age and older need a high school credential in addition to postsecondary education and training;²
- 150,000 immigrant parents of children who speak English less than very well;³
- 63,000 of whom need a high school credential in addition to postsecondary education and training.³
- In the 2019-20 academic year, we served only 45,183 students in all Basic Education for Adults programs combined.⁴

To meet these needs, Basic Education for Adults programming builds on over fifteen years of innovation that includes the comprehensive Integrated Basic Education Skills and Training (I-BEST)

¹ Lindsey Ice, Michael J. Rieley, and Samuel Rinde, "Employment projections in a pandemic environment," *Monthly Labor Review*, U.S. Bureau of Labor Statistics, February 2021, <https://doi.org/10.21916/mlr.2021.3>.

² Washington Tracking Network, Washington State Department of Health. Web. "No High School Diploma (Age 25+)". Data obtained from US Census American Community Survey, 2019. Published on WTN: 14 Dec 2019.

³ Hofstetter, Jacob and Margie McHugh. 2021. Washington State’s Immigrant and U.S.-Born Parents of Young and Elementary-School-Age Children: Key Sociodemographic Characteristics. Washington, DC: Migration Policy Institute.

⁴ SBCTC Enrollment Data Dashboard. Accessed 31 May 2021.

pathway, including I-BEST at Work (incumbent working education and training programs at the place of employment with pilots funded by a generous Walmart Grant); co-enrollment in High School Plus+ with state and federal funding through Ability to Benefit; and the Integrated Digital English Acceleration (I-DEA) program that has been implemented across the system and nation and which will soon be expanded to help English language acquisition students transition into their chosen pathways at the college.

Potential questions

- How will proposed awards and allocations continue to strengthen the alignment of adult basic education policies, programs, and initiatives with the State Board's priorities, the Guided Pathways initiative, and implementation of the Workforce Innovation and Opportunity Act?
- What have been the continued effects of the COVID-19 pandemic on Basic Education for Adults programming? How have challenges been met?
- How well will proposed awards and funding under the allocation model and Student Achievement Initiative metrics expand innovation and decrease the financial disincentive to serve adult basic education students?
- How will the Guided Pathways initiative, the legislative guided pathways funding, and future federal and state funding awards and allocations bring to scale Basic Education for Adults' proven innovations to increase student progression, transition, and completion?
- How does the college system significantly increase the use of the Ability to Benefit for federal financial aid and the new Washington College Grant for students without a high school credential to take advantage of our highly successful I-BEST program in collaboration with High School Plus dual credit options?

Recommendation/preferred result

In order to fully scale the goals of Title II under the *Talent and Prosperity for All Plan*, the State Board staff will continue to monitor the expanded use of state and federal Ability to Benefit options for student financial aid, and the effect of the allocation model and Student Achievement Initiative metrics to remove the disincentive to expand and integrate Basic Education for Adults programs. This will enable programs to meet the adult basic skills needs in their communities and successfully scale innovation to meet the requirements of the Washington State Title II *Talent and Prosperity for All Plan*.

Staff recommends approval of Resolution 21-06-40, awarding targeted funds to Basic Education for Adult providers for fiscal year 2021-22 as described in Attachment A.

Policy Manual Change Yes No

Prepared by: William S. Durden, director, basic education for adults

wdurden@sbctc.edu, 360-704-4326

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES						
Office of Adult Basic Education - FY 22 Grant Distributions						
Provider	FY21 Basic Grant	FY22 Basic Grant	FY21 IEL/Civics	FY22 IEL/Civics	FY21 Total	FY22 Total
Bates Technical College	\$240,774	\$248,537	\$0	\$0	\$240,774	\$248,537
Bellevue College	\$221,500	\$231,418	\$56,235	\$59,334	\$277,735	\$290,752
Bellingham Technical College	\$142,749	\$146,829	\$31,317	\$32,330	\$174,066	\$179,159
Big Bend Community College	\$130,455	\$134,884	\$28,340	\$29,410	\$158,795	\$164,294
Cascadia College	\$74,244	\$76,779	\$0	\$0	\$74,244	\$76,779
Centralia College	\$120,299	\$125,140	\$26,835	\$27,774	\$147,134	\$152,914
Clark College	\$243,362	\$251,557	\$54,769	\$56,340	\$298,131	\$307,897
Clover Park Technical College	\$146,726	\$152,220	\$32,101	\$33,206	\$178,827	\$185,426
Columbia Basin College	\$174,999	\$181,060	\$42,542	\$44,041	\$217,541	\$225,101
Community Action of Skagit County	\$18,269	\$20,529	\$4,685	\$5,561	\$22,954	\$26,090
Edmonds Community College	\$321,005	\$332,125	\$83,361	\$86,285	\$404,366	\$418,410
Everett Community College	\$270,893	\$278,800	\$61,078	\$62,871	\$331,971	\$341,671
Grays Harbor College	\$120,494	\$125,246	\$26,107	\$27,016	\$146,601	\$152,262
Green River College	\$287,159	\$296,301	\$70,519	\$72,498	\$357,678	\$368,799
Highline College	\$615,654	\$635,064	\$164,823	\$168,478	\$780,477	\$803,542
Hopelink	\$26,555	\$28,148	\$7,678	\$7,972	\$34,233	\$36,120
Lake Washington Institute of Technology	\$240,383	\$249,047	\$59,664	\$61,835	\$300,047	\$310,882
Literacy Source	\$30,364	\$33,746	\$0	\$0	\$30,364	\$33,746
Lower Columbia College	\$251,326	\$260,047	\$54,475	\$56,239	\$305,801	\$316,286
North Seattle College	\$200,824	\$207,987	\$56,132	\$58,437	\$256,956	\$266,424
Northwest Indian College	\$15,149	\$15,994	\$0	\$0	\$15,149	\$15,994
Olympic College	\$91,267	\$94,345	\$20,635	\$21,315	\$111,902	\$115,660
Peninsula College	\$174,692	\$181,607	\$0	\$0	\$174,692	\$181,607
Pierce College District	\$200,464	\$206,372	\$43,822	\$45,262	\$244,286	\$251,634
Renton Technical College	\$475,780	\$491,997	\$110,714	\$114,493	\$586,494	\$606,490
Seattle Central College	\$307,455	\$316,980	\$80,494	\$82,294	\$387,949	\$399,274
Shoreline Community College	\$223,538	\$231,307	\$51,636	\$53,301	\$275,174	\$284,608
Skagit Valley College	\$289,469	\$297,232	\$59,083	\$60,961	\$348,552	\$358,193
Sound Learning	\$34,889	\$37,792	\$0	\$0	\$34,889	\$37,792
South Puget Sound Community College	\$182,400	\$188,097	\$43,145	\$44,545	\$225,545	\$232,642
South Seattle College	\$242,457	\$251,154	\$60,301	\$62,648	\$302,758	\$313,802
Spokane District	\$892,700	\$922,061	\$190,058	\$196,087	\$1,082,758	\$1,118,148
Tacoma Community College	\$161,746	\$168,273	\$40,068	\$41,192	\$201,814	\$209,465
Tacoma Community House	\$54,590	\$62,045	\$0	\$0	\$54,590	\$62,045
Walla Walla Community College	\$143,297	\$153,104	\$32,828	\$34,002	\$176,125	\$187,106
Wenatchee Valley College	\$98,053	\$101,076	\$23,918	\$24,531	\$121,971	\$125,607
Whatcom Community College	\$114,668	\$117,291	\$26,138	\$26,857	\$140,806	\$144,148
Yakima Valley College	\$214,149	\$221,141	\$50,150	\$51,833	\$264,299	\$272,974
SUBTOTAL	\$7,794,797	\$8,073,332	\$1,693,651	\$1,748,948	\$9,488,448	\$9,822,280
SBCTC¹	\$1,991,059	\$2,256,227	\$147,346	\$160,272	\$2,138,405	\$2,416,499
GRAND TOTAL	\$9,785,856	\$10,329,559	\$1,840,997	\$1,909,220	\$11,626,853	\$12,238,779
¹ These funds will be held at SBCTC and will be used for programs, leadership and administration.						
Funds will be awarded based upon RFP, application, special projects and contracts.						

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 21-06-40

A resolution awarding \$12,238,779 of federal adult and family literacy funds.

WHEREAS, the State Board has the authority to award federal adult and family literacy funds; and

WHEREAS, the requirements set forth in the request for proposals align with the State Board's System Direction and priorities and the Board-approved plan for Basic Education for Adults; and

WHEREAS, individual applicants have fulfilled the requirements set forth in the request for continuation; and

WHEREAS, each application has gone through a state level continuation and review process and has been recommended to the State Board for funding;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges awards a total of \$12,238,779 of federal funds as outlined in Attachment A; and

BE IT FURTHER RESOLVED that the State Board for Community and Technical Colleges grants the Executive Director authority to make adjustments to the proposed awards if the anticipated program funding changes due to state or federal action; and

BE IT FURTHER RESOLVED that the State Board for Community and Technical Colleges grants the Executive Director authority to spend carryover funds and grant final spending authority to designated providers in a manner consistent with the *Washington State Title II Talent and Prosperity for All Plan* under the *Workforce Innovation and Opportunity Act*, the terms of the Requests for Application, and this resolution.

APPROVED AND ADOPTED on June 24, 2021.

Attest

Jan Yoshiwara, secretary

Carol Landa McVicker, chair