

STATE BOARD MEETING AGENDA

Board members

Phyllis Gutiérrez Kenney, Chair // Crystal Donner, Vice Chair // Jay Reich // Carol Landa-McVicker
Ben Bagherpour // Fred Whang // Chelsea Mason-Placek // Martin Valadez // Mack Hogans

Paul Francis, Executive Director // Julie Walter, Executive Assistant

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

Bates Technical College – Central Campus
2320 S. 19th St.
Tacoma, WA 98405

Advanced Technology Building Studio

December 7 Study Session

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|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| 1 p.m. | Welcome and Board Member Introductions
<i>Phyllis Gutiérrez Kenney, Chair</i> | |
| 1:10 p.m. | Land and Labor Acknowledgement
<i>Fred Whang, Board Member</i> | |
| 1:15 p.m. | Community Roundtable on Enrollment, Retention, and Completion | (Discussion) |
| 2:30 p.m. | Guided Pathways Presentation and Board Discussion
<i>Jay Reich, Board Member</i>
<i>Monica Wilson, Director of Student Success Center</i> | Tab 1
(Discussion) |
| 3:15 p.m. | Break | |
| 3:30 p.m. | I-BEST and Opportunity Grant Programs Presentation and Board
<i>Will Durden, Director of Basic Education for Adults (BEaA)</i>
<i>Nicole Hopkins, I-BEST Policy Associate</i>
<i>Angela Driver, I-BEST Program Coordinator, Bates Technical College</i>
<i>Jennifer Dellinger, Student Services Policy Associate</i>
<i>Kim Chapman, Vice President for Instruction, Edmonds College</i> | Tab 2
(Discussion) |
| 4:30 p.m. | Host College Presentation
<i>Dr. Lin Zhou, President, Bates Technical College</i> | (Discussion) |
| 5:15 p.m. | Adjourn | |
| 5:30/6:15 p.m. | Social/Dinner with Bates Technical College Trustees, Staff, and Invited Guests | |

December 8 Regular Meeting

8:30 a.m.	Breakfast	
9:00 a.m.	Welcome and Introductions <i>Phyllis Gutiérrez Kenney, Chair</i>	
9:05 a.m.	Establish a Quorum and Adopt Meeting Agenda <i>Phyllis Gutiérrez Kenney, Chair</i>	(Action)
	Adoption of Consent Agenda	Tab 3 (Action)
	a. Walla Walla Community College, local capital expenditure authority, demolition of China Pavilion building Resolution 22-12-52	
	b. Centralia College, property acquisition, 415 South King St. Resolution 22-12-53	
	c. ctcLink/Amazon Web Services, expenditure authority Resolution 22-12-53	
	d. October 20, 2022, State Board Meeting Minutes	
	e. Recognizing Dr. Michele Johnson, Chancellor, Pierce College Resolution 22-12-54	
	f. Recognizing Dr. Jim Richardson, President, Wenatchee Valley College Resolution 22-12-55	
9:10 a.m.	Running Start Program Presentation and Board Discussion <i>Jamie Traugott, Director of Dual Credit & K12 Alignment</i> <i>Anne Molenda, Director of K12 Partnerships & Outreach, South Puget Sound Community College</i> <i>Nicole Mathis, Career Center Specialist, Yelm High School</i> <i>Dr. Jack Kahn, President, Shoreline Community College</i> <i>Dr. Phillip King, Vice President for Student Learning, Equity & Success, Shoreline Community College</i> <i>Guy Hamilton, Executive Dean of Workforce & STEM, Shoreline Community College</i>	Tab 4 (Discussion)
9:55 a.m.	Student Association Legislative Priorities <i>Joe Holliday, Director, Student Services</i>	Tab 5 (Discussion)
10:15 a.m.	Break	
10:25 a.m.	Update on Leadership Development Work <i>Rodric Smith, Leadership Development Director</i>	Tab 6 (Discussion)
10:45 a.m.	2023 Legislative and Advocacy Update <i>Arlen Harris, Legislative Director</i> <i>Laura McDowell, Communications Director</i>	Tab 7 (Discussion)
11:05 a.m.	ACT Report <i>Pat Shuman, ACT President</i>	
11:15 a.m.	WACTC Report <i>Dr. Lin Zhou, President, Bates Technical College</i>	
11:25 a.m.	Labor Report	
11:35 a.m.	Executive Director Report <i>Paul Francis, Executive Director</i>	

December 8 Regular Meeting (continued)

11:50 a.m. Public Comment

12 p.m. Board Discussion and Chair's Report (Discussion)

12:30 p.m. Adjourn – *Next Meeting, February 1-2, 2023, State Board Office*

Updated: 12/5/22

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

December 7, 2022

Tab 1

Guided Pathways Presentation and Board Discussion

Brief Description

Guided Pathways is a national reform movement that involves fundamentally redesigning course sequencing and advising, alongside shifts to pedagogy and classroom practices so students are more likely to graduate with marketable credentials. Washington state has been a national leader in using the Guided Pathways framework as a vehicle to innovate and advance racial and social equity. While the system has made modest gains overall, change efforts required for implementation of Guided Pathways practices have been impacted by the significant barriers faced by the system since initially receiving a \$31 million investment from the Workforce Education Investment Act in 2020. In addition to the incredible shift required to remote services and instruction due to the COVID-19 pandemic, colleges have also been impacted by the implementation of ctcLink along with significant staffing and leadership transitions across institutions and the SBCTC. This document provides an update on what changes colleges are making, performance for interim outcomes, and opportunities moving forward.

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

Guided Pathways is explicitly named as a strategy for the State Board's goals to 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. Washington state's approach to Guided Pathways reform builds on the student-centered framework with grounding in equity-minded praxis designed to increase and diversify the students and communities accessing and earning high value credentials. The systemic approach focuses on the development of a transparent, clearly structured educational experience that effectively engages each student from aspiration to completion of high-quality postsecondary credentials resulting in family sustaining careers that meet the state's workforce demands.

Background information and analysis

Unlike piecemeal programs aimed for specific segments of the student population, Guided Pathways redesigns the broad student experience for all students, especially those who are traditionally underserved. This is especially important for community and technical colleges, with a majority of students who are first in their families to go to college, are lower income, and who enter college with a wide range of academic skills and educational backgrounds.

Key elements of Guided Pathways include:

- Clear pathways – With guidance from advisors and career counselors, students choose pathways that lead quickly toward certificates or degrees.
- Program and degree maps – Faculty map out curriculum and learning outcomes for entire

programs. The programs connect to careers. They launch students directly into a career with a certificate or two-year degree, or into a university where students learn more about their chosen fields.

- Eliminate or accelerate remediation – Colleges implement strategies that dramatically increase the rate at which students complete college-level English and math in their first year of enrollment.
- Enhanced intake and advising practices – Colleges redesign intake, orientation, placement and advising to help entering students choose a path and enroll in a program of study as quickly as possible. This includes required advising on a regular basis, the tracking of student progress, and the use of early alert systems that notify faculty and staff when students falter.
- Advancing Equity-- Guided Pathways reforms are designed to increase the number of students, especially students of color, earning college credentials that have a high value in the labor market. As colleges implement Guided Pathways, they are examining and changing policies and practices that may contribute to equity gaps.

History of Funding

2016: “Early adopter” colleges began planning with grant funding from College Spark Washington: Everett Community College, Peninsula College, Pierce College, Skagit Valley College, South Puget Sound Community College and South Seattle College. 2017 and 2018: With a \$3 million investment (\$1.5 million/year) in the 2017-19 biennial budget, the early adopter colleges – as well as Clark College, Clover Park Technical College, Lower Columbia College, Renton Technical College, Spokane Falls Community College, and Tacoma Community College – received \$100,000 in Guided Pathways planning grants. The State Board established the Student Success Center to coordinate college activities.

2019: With an additional \$2 million from the Workforce Education Investment Act all remaining colleges received \$100,000 planning grants: Bates Technical College, Bellevue College, Bellingham Technical College, Big Bend Community College, Cascadia College, Centralia College, Columbia Basin College, Edmonds College, Grays Harbor College, Green River College, Highline College, Lake Washington Institute of Technology, North Seattle College, Olympic College, Seattle Central College, Shoreline Community College, Spokane Community College, Walla Walla Community College, Wenatchee Valley College, Whatcom Community College and Yakima Valley College.

2020: With a \$31 million investment from the Workforce Education Investment Act, all colleges received initial implementation funding in 2020. 2021 and 2022: In the 2021-23 biennial budget, the Legislature invested \$75.8 million through the Workforce Education Investment Act to fulfill commitments made in 2019.

Accountability for Investments

Accountability is one of seven values affirmed by the State Board staff: “We’re driven by our vision: our values are more than words. We are answerable for our work, and to all it informs and impacts.” Given the historic and generous investments of philanthropic partners and the legislature since 2016, the importance of accountability cannot be understated. In addition to annual reports on how each college has spent Guided Pathways dollars, the SBCTC Student Success Center and Policy Research teams are collaborating with the Washington Institute for Public Policy on an initial legislative report, required under House Bill 2158, due December 2023. This preliminary report will

utilize quantitative data available in the First Time Ever Enrolled Dashboard produced by the Policy Research Team, and qualitative data provided through Guided Pathways Implementation Work Plans, Scale of Adoption Assessments, Scale of Adoption Surveys, and interviews. In addition, College Spark Washington is conducting a final Guided Pathways evaluation as their grant funding for the second Guided Pathways Cohort comes to a close in spring of 2023.

In being answerable for our work, we must also take into account the significant barriers and challenges faced across system. In addition to the time needed to equity focused change efforts, colleges have been grappling with the fallout from the COVID-19 pandemic, experienced significant struggles with the implementation of ctcLink, and a lack of continuity given staffing and leadership transitions and turnover.

Time and Transitions

The Community College Research Center acknowledges that as a multi-year framework, Guided Pathways reforms can take three years or more for laying the groundwork and building the capacity for implementing major innovations at scale. Maintaining this momentum over time is a challenge for any change effort but has been compounded by system transitions. In the last two years the college system has welcomed many new presidents, vice presidents of Instruction, vice presidents of student services, and diversity and equity officers. These transitions are further compounded by turnover and burnout across every level of student facing staff. Further, the State Board office has experienced significant leadership changes with a new Executive Director, many new directors across the agency, including a new Director for Student Success and Strategic Initiatives that leads statewide Guided Pathways efforts.

COVID-19 Pandemic

With the rapid shift to remote operations in March 2020, college faculty and staff were under intense pressure to pivot in how they support students from a distance, taking considerable time and effort. This shift required a focus on the immediate needs of services for students and created obstacles to meaningful collaboration and planning for Guided Pathways efforts that were aligned with college implementation plans. However, this shift also provided opportunities for providing and enhancing the services and instruction that could be provided to students online, something that has and will continue to benefit students as colleges embrace hybrid and hi-flex approaches to teaching and learning.

ctcLink Implementation

In May 2022, the State Board completed the implementation of ctcLink for every college. This change effort was significant on its own and compounded the challenge of Guided Pathways reforms on staff. The Student Success Center and Project Management office began a process in October 2022 to learn from the colleges about their successes, challenges, and ideas for ctcLink improvements that will lead to lessons shared across the colleges, targeted professional development, and a set of targeted Enhancement Requests will be developed and shared out with colleges for collaboration and eventual submission for governance approval.

College Priority Areas

In the 2022-2023 Guided Pathways Implementation Work Plan, a majority of colleges identified five areas for focus: Pathways and Meta-Majors, Intake, Student Exploratory Experience, Progress Monitoring, and Scheduling. As colleges structure reforms to advance student success, they understand the importance of redesigning systems to address racial and social disparities. The information that follows is drawn from Dr. Debra Bragg's initial analysis of the work plans.

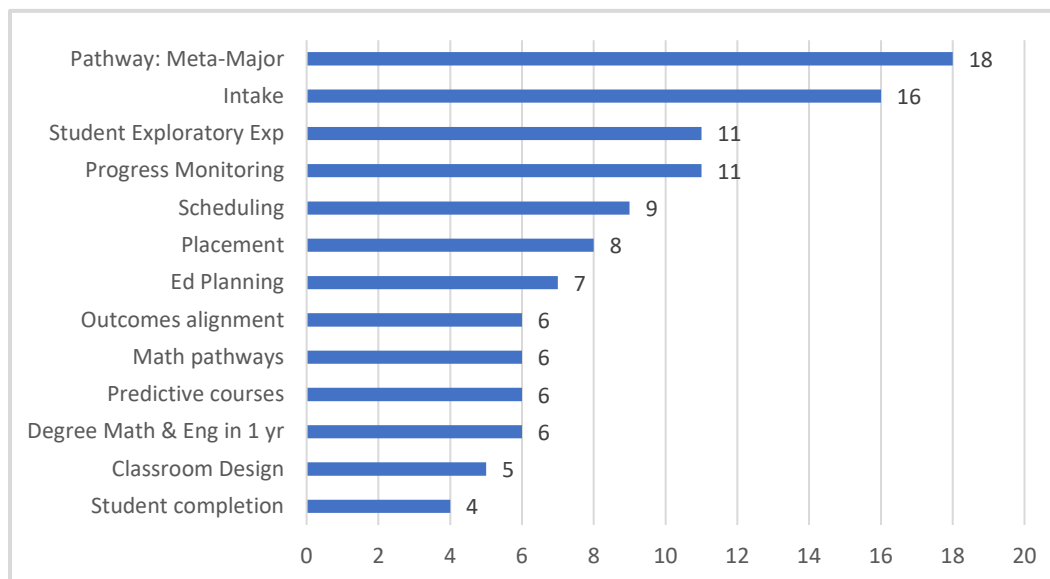


Figure 1 Highest to Lowest College Priority GP Elements

Pathway Mapping: Programs of Study (clustered into Pathways) are well-designed with clearly defined learning outcomes aligned with industry identified needs and transfer pathways and are clearly mapped to guide and prepare students to enter employment and/or further education regardless of point of entry and course load. Students know which courses they should take when, are directed to default course selections designed to lead to on time completion, and are able to customize their academic plans by working with an adviser or faculty member to address their individual context.

- Integrate Basic Education for Adults and developmental education into program maps (by taking advantage of recent articulation with college-level math and English).
- Strengthen access to disaggregated data, provide alternative maps for part-time and transitional studies students, and align program maps with catalog updates and supporting materials.
- Adopt a campus coaching program that embeds holistic culturally relevant, anti-racist support for students of color, students with disabilities and members of the LGBTQIA+ community.
- Research the impacts of program maps on college equity plans, spurring action to address gaps in practice.

Intake: Every new credential seeking student is provided structured exploratory experiences (through orientation, entry advising, college success course, ethnographic experience, etc.) informed by labor market information and designed to support their choice of a pathway upon enrollment, and confirm a program/degree map within no more than two quarters. Orientation and intake activities are

mandatory and designed to build a sense of belonging, clarify student career and college goals, and to create a comprehensive individual education and financial plan based on program/degree maps.

- Use new student orientation to create a community of belonging that ensures students have the info they need to navigate college processes.
- Implement equity-centered financial planning and support.
- Conduct anti-racist audit of the college success course.
- Offer a career assessment platform in multiple languages, use career coaching prior to student registration in college success course.
- Offer high touch one-on-one meetings to support student entry.
- Use data to identify positive and negative effects of intake interventions.

Structured Exploratory Experiences: Default structured exploratory experiences have been included in the first two quarters of each program/degree map to enable each student to narrow, confirm, or change their program/degree choice. These experiences may be offered as a course, sequence of courses or be embedded in a First Year Experience course or identified program courses. These experiences should support students in exploring the world of work (through ethnographic study, building professional network access, etc.) in addition to exploring programs within their pathway.

- Pilot and integrate student exploratory experiences into orientation, college and career success courses, and across the curriculum.
- Ensure equitable access and opportunity for student sub-groups to engage in exploratory experiences; identify and close equity gaps.
- Focus on bridge courses, common core courses, and career exploration course outcomes within pathways.
- Study student exploratory experiences guided by specific questions and relevant data (qualitative and quantitative).
- Offer professional development around ethnographic research involving students.

Progress Monitoring: Student progress toward credential completion is monitored on an ongoing and regular basis. This information is used to inform selective admissions program entry, scheduling, course design, and educational planning policy and practice. Student progress monitoring data is used to provide frequent and regular feedback and resources to students, college faculty, staff, and administrators.

- Continually refine early warning systems, increase faculty use of early alerts.
- Offer training on how dismantling systems of inequity, proactive advising, trauma-informed care, educational technology, assessment, & culturally relevant practices can enhance student retention and completion.
- Study early leavers to identify effective intervention resources and practices, with support of institutional research staff.
- Use data dashboards to inform college employees and students on credit attainment and time to degree.

Scheduling: Schedules are consistent and predictable and are organized in a way that makes it

possible for a full-time student to complete a two year degree in two years (this could include block scheduling, hi-flex courses, or other flex schedule models). Courses are scheduled to ensure students are able to enroll in the courses (considering course conflicts, complementary and toxic combinations of courses, etc.) they need when they need them and can plan their lives around school from one term to the next.

- Use a cohort-based model to test and design schedules for student sub-groups.
- Schedule around year-long cohort needs and ensure students can complete a degree in two years.
- Test program maps and mock-up student enrollment against quarterly class schedules to ensure students can complete in two years.
- Implement block scheduling in programs conducive to this option.
- Test, troubleshoot and deploy technology solutions to address student sub-group needs.

Early Outcomes

Guided Pathways metrics align with the strategic plan, and focus on key student momentum points, including attainment of college level math and English within the first year, retention from fall to fall, and completion of a meaningful credential or transfer to a 4-year institution in a timely fashion. Focused on improvement of these intermediate progress metrics, the Guided Pathways framework connects a comprehensive suite of evidence based systemic reform strategies to address momentum losses and equity gaps to improve and diversify completions designed to meet the workforce and economic development needs of Washington state.

Math in Year One

Colleges are making progress in the percent of students who complete, within the first year, a math course necessary for credential attainment. The improved math completion rates are due in large part to reforms in the entry process and efforts to shorten stand-alone precollege math sequences and increased corequisite opportunities. In corequisite classes, students who would otherwise be in precollege classes enroll in college-level courses instead, with enhanced student support and supplemental instruction incorporated into their academic plan. As a result, students start earning credits toward graduation sooner.

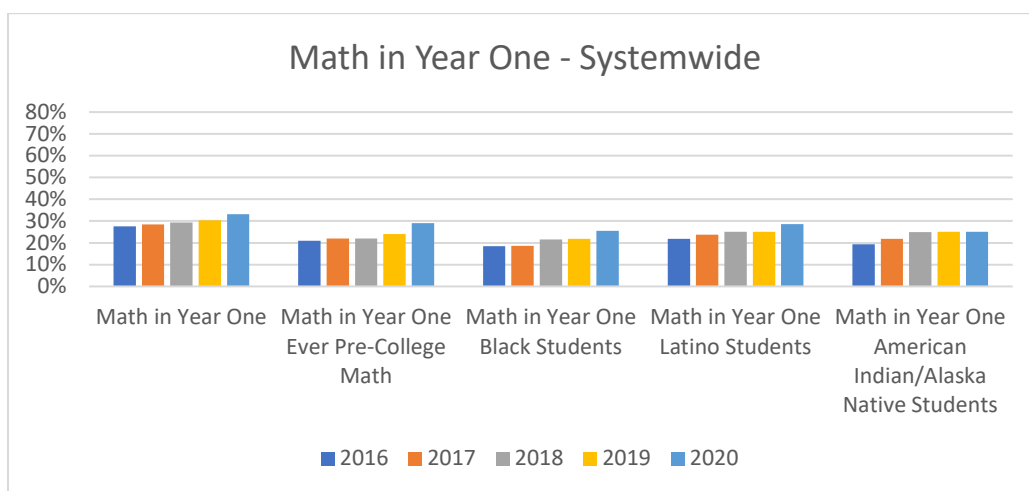


Figure 2 Math in Year One System Wide

Reforms to placement processes, including directed self-placement and using multiple measures for placement provide students opportunities to enroll in college-level math courses with fewer prerequisites. Coupled with advisors who are having students take math early in their pathway, students take math early in college so they can get help right away instead of facing math hurdles right before graduation.

English in Year One

Colleges are making modest increases in English completion in one year, with a four percent increase in students completing college English in their first year between 2016 and 2020. During this same timeframe, Black and American Indian/Alaska Native students saw similar or higher growth, with an increase of six percent for Black students and four percent for American Indian/Alaska Native students.

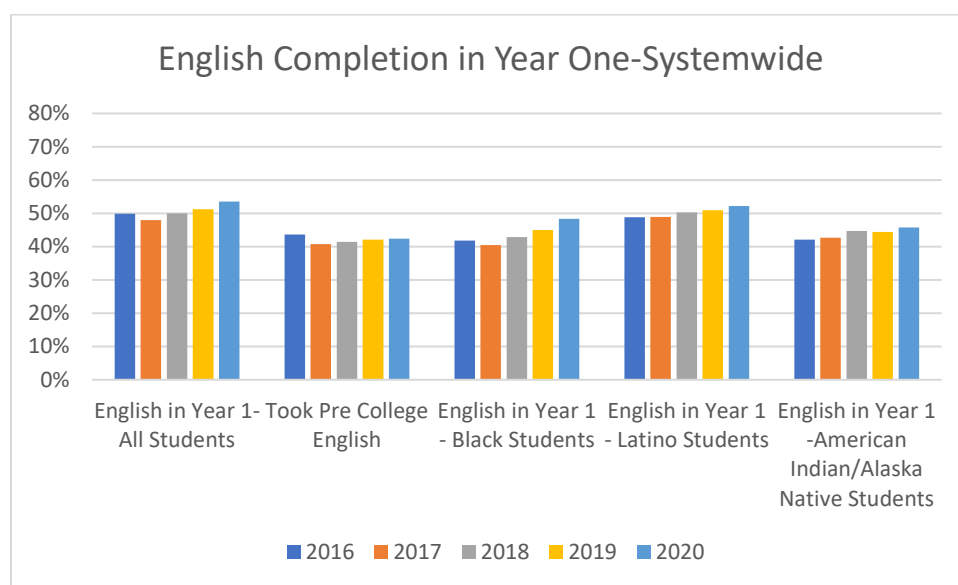


Figure 3 English in Year One System Wide

Placement reforms, as highlighted above, are also impactful for English course taking trends. In addition to using multiple measures (transcripts, test scores, articulation agreements) to assess for student eligibility for college English, colleges have worked toward developing and implementing local assessments that allow students to direct their own placement.

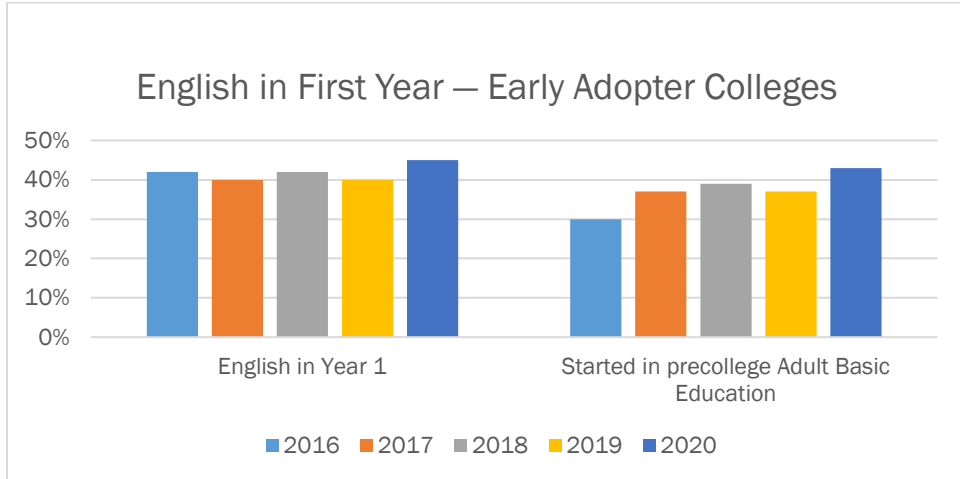


Figure 4 English in Year One - Early Adopter Colleges

Further, colleges are using the Academic I-BEST model and other strategies to retain students from Basic Education for Adults into their college English requirement. There has been significant progress shown by early adopter colleges for students previously enrolled in Adult Basic Education (ABE) courses (Figure 4). First round colleges (see funding history on page 2) increased first-year English completion rates for previous ABE students from 30% (2016 cohort) to 43% (2020 cohort), significantly ahead of the rest of the system colleges where the completion rate for former ABE students completing college level English within the first year was 33% for the 2020 starting cohort.

Fall to Fall Retention

While fall to fall retention rates stayed steady across the system at 54%, the percentage of entering Black students returning the following fall rose 5 percent between the 2016 and 2020 cohorts. Colleges have invested heavily to support retention efforts, using funds to redesign their advising processes, hire additional advisors and counselors to reduce overall caseloads, and adding additional student support roles (coaches, curriculum advisors, navigators, etc.) to provide guidance and connection for students along their pathway. Colleges have also invested in professional development for staff to center culturally responsive and equity focused approaches to advising and educational planning.

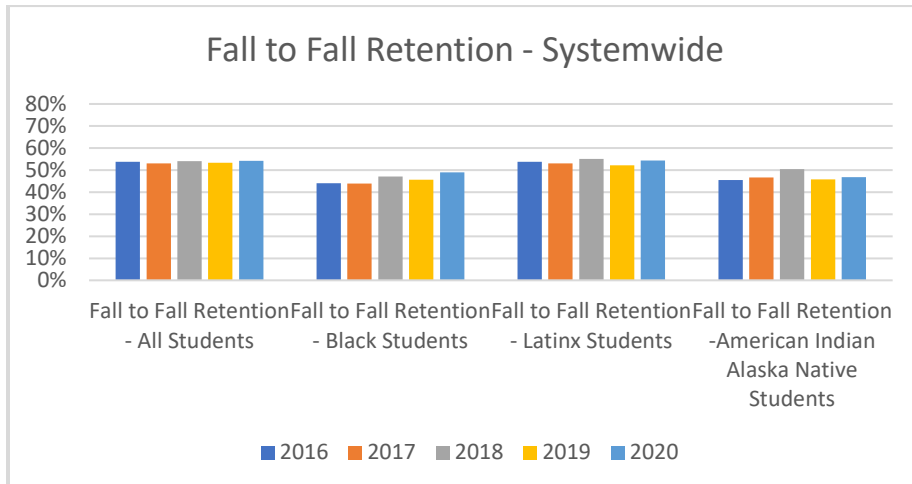


Figure 5 Fall to Fall Retention System Wide

Technology plays a key role in student retention, and colleges have adopted various student success software products, such as Navigate and Starfish, to monitor student progress and provide tools for intervention and redirection when needed. Integration of this software is still in early stages across the system as many colleges are still in the planning stages for implementation and most colleges continue to work through the implementation of ctclink.

Potential questions

- What does the data from the early indicators associated with Guided Pathways reveal about “moving the dial” on increased completions, particularly for historically underserved students of color?
- Given the local control that colleges exercise, how can SBCTC best ensure that the system is achieving the goal of doubling completions by 2030?
- How does the system demonstrate responsibility for the historic investment received from the legislature and assure ongoing financial support?

Recommendation/preferred result

Engage in dialogue about the current state of Guided Pathways and next steps.

Policy Manual Change Yes No

Prepared by: Monica Wilson, director of student success center

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STUDY SESSION ITEM

December 7, 2022

Tab 2

I-BEST and Opportunity Grant Programs

Brief Description

Integrated Basic Education and Skills Training (I-BEST) equips students with the needed skills to move ahead in college and land high wage, high demand jobs that help grow our economy. Students work with two teachers in the classroom: one provides job training and the other teaches foundational academic, language and employability skills including digital literacy. The Opportunity Grant program supports these I-BEST pathways as well as other high wage, high demand programs by funding the pathway for low-income students. Together, these nationally recognized programs help a more racially and culturally diverse student population access and succeed in college and the workforce.

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

The I-BEST and Opportunity Grant programs together create affordable, accessible pathways that successfully transition students from basic education classes to college programs of study that lead to living wage work and further educational opportunities. These programs help to enroll more diverse students of all ages and backgrounds in our colleges (Strategy 2) and improve completion rates for all students (Strategy 3).

Opportunity Grant students are low-income individuals and parents who have a family income at or below the 200% of the federal level. In program year 2020-21, the Opportunity Grant served 1,967 students between the ages of 19 - 40+ with an annual average award of \$2,423 per student. Of the 1,967 students, 48% were Black or African American, Hispanic or Latino, Asian, and two or more combined races.

I-BEST creates access by waiving traditional college entrance requirements and adding contextualized skills support into the classroom through team teaching. In program year 2020-21, I-BEST served 6,629 students, of which 3,176 (48%) were students of color. Eighty-three percent of I-BEST students attained a postsecondary credential, and over half were employed four quarters from program exit.

Combined, both programs increase success rates for a diverse student body.

Background information and analysis

By 2025, nearly 70% of all projected job openings in our state will require education beyond high school, yet an estimated 685,000 Washingtonians need both financial assistance and basic skills instruction to access and succeed in job training programs. I-BEST was named a Bright Idea by Harvard University's John F. Kennedy School of Government in 2011 and has been designated by

the U.S. Department of Education as one of the most significant national innovations. The Community College Research Center refers to I-BEST as “consistent with the design principles of Guided Pathways.” SBCTC has a history of supporting I-BEST by offering an enhanced 1.75 FTE for I-BEST programs, and the state legislature currently allocates \$750,000 yearly to support I-BEST expansion. The Opportunity Grant program, initially funded by the legislature in 2006, was established in state statute in 2007 with the passage of HB 1096. It provides \$115 million per year to fund tuition, fees, books, and supplies for low-income adults enrolled in career pathway programs at all 34 colleges. Additionally, in 2022-23 \$12,000,000 was allocated for students enrolled in Health Care programs. See Attachment A for college allocations. The I-BEST and Opportunity Grant programs bear the mark of Board Chair Phyllis Gutiérrez Kenney, who championed both while serving in the Legislature.

Potential questions

- I-BEST FTES have long received a 75% enhancement to help cover the cost of team teaching and wraparound supports. Is this still the right incentive in 2023?
- Resources and jobs are coming to Washington state via the Infrastructure bill and other workforce investments. How can I-BEST and Opportunity Grant programs leverage these investments to help our students access these jobs of the future?
- How will Opportunity Grant support the development of a trained and ready workforce?
- How will the increased focus on expanding access and supporting students affect our mission?
- Can Opportunity Grant Guidelines be updated to reflect actual cost of living for current wages?

Recommendation/preferred result

Continued advocacy for I-BEST and Opportunity Grant programs as essential elements of college Guided Pathways efforts and state workforce development initiatives.

Policy Manual Change Yes No

Prepared by: Will Durden, director of Basic Education for Adults

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Jennifer Dellinger, policy associate student services

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2022-23 Opportunity Grant Program Funding by College

College	OG Total	FY23 FTES Target and Budget		
		FTES Target	Student Aid	Wrap Around
Bates Technical College	\$279,412	38	\$222,412	\$57,000
Bellevue College	\$379,412	51	\$302,912	\$76,500
Bellingham Technical College	\$373,412	51	\$296,912	\$76,500
Big Bend Community College	\$428,412	58	\$341,412	\$87,000
Cascadia Community College	\$131,912	18	\$104,912	\$27,000
Centralia College	\$369,412	50	\$294,412	\$75,000
Clark College	\$279,412	38	\$222,412	\$57,000
Clover Park Technical College	\$448,412	61	\$356,912	\$91,500
Columbia Basin College	\$279,412	38	\$222,412	\$57,000
Edmonds Community College	\$461,412	63	\$366,912	\$94,500
Everett Community College	\$319,412	43	\$254,912	\$64,500
Grays Harbor College	\$299,412	41	\$237,912	\$61,500
Green River Community College	\$354,412	48	\$282,412	\$72,000
Highline Community College	\$461,412	63	\$366,912	\$94,500
Lake Washington Institute of Technology	\$279,412	38	\$222,412	\$57,000
Lower Columbia College	\$306,412	41	\$244,912	\$61,500
North Seattle Community College	\$329,412	45	\$261,912	\$67,500
Olympic College	\$334,412	45	\$266,912	\$67,500
Peninsula College	\$399,412	54	\$318,412	\$81,000
Pierce College Ft. Steilacoom	\$688,822	94	\$547,822	\$141,000
Pierce College Puyallup	\$379,412	51	\$302,912	\$76,500
Renton Technical College	\$279,412	38	\$222,412	\$57,000
Seattle Central Community College	\$379,412	51	\$302,912	\$76,500
Shoreline Community College	\$445,412	61	\$353,912	\$91,500
Skagit Valley College	\$279,412	38	\$222,412	\$57,000
South Puget Sound Community College	\$279,412	38	\$254,912	\$64,500
South Seattle Community College	\$319,412	43	\$254,912	\$64,500
Spokane Community College	\$319,412	43	\$222,412	\$57,000
Spokane Falls Community College	\$279,412	38	\$222,412	\$57,000
Tacoma Community College	\$461,412	63	\$366,912	\$94,500
Walla Walla Community College	\$279,412	38	\$222,412	\$57,000
Wenatchee Valley College	\$279,412	38	\$222,412	\$57,000
Whatcom Community College	\$392,412	53	\$312,912	\$79,500
Yakima Valley Community College	\$279,412	38	\$222,412	\$57,000
Total CTC System	\$11,476,506	1558	\$9,361,918	\$2,337,000

2022-23 Opportunity Grant Health Program Allocation Associate Level

College	LD Allocation	LD FTES Target	Tuition	Wrap Around
Bates Technical College	\$182,500	25	\$145,000	\$37,500
Bellevue	\$365,000	50	\$290,000	\$75,000
Bellingham Technical College	\$200,000	27	\$156,600	\$37,500
Big Bend Community College	\$73,000	10	\$58,000	\$15,000
Cascadia Community College	\$0	0	\$0	\$0
Centralia College	\$109,500	15	\$87,000	\$22,500
Clark College	\$365,000	50	\$290,000	\$75,000
Clover Park Technical College	\$365,000	50	\$290,000	\$75,000
Columbia Basin College	\$146,000	50	\$290,000	\$75,000
Edmonds Community College	\$182,500	20	\$116,000	\$30,000
Everett Community College	\$182,500	25	\$145,000	\$37,500
Grays Harbor College	\$182,500	25	\$145,000	\$37,500
Green River Community College	\$182,500	25	\$145,000	\$37,500
Highline Community College	\$365,000	50	\$290,000	\$75,000
Lake Washington Institute of Technology	\$365,000	50	\$290,000	\$75,000
Lower Columbia College	\$219,000	30	\$174,000	\$45,000
North Seattle Community College	\$73,000	10	\$58,000	\$15,000
Olympic College	\$219,000	30	\$174,000	\$45,000
Peninsula College	\$146,000	20	\$116,000	\$30,000
Pierce College	\$365,000	50	\$290,000	\$75,000
Renton Technical College	\$219,000	30	\$174,000	\$45,000
Seattle Central Community College	\$255,500	35	\$203,000	\$52,500
Shoreline Community College	\$219,000	30	\$174,000	\$45,000
Skagit Valley College	\$146,000	20	\$116,000	\$30,000
South Puget Sound Community College	\$73,000	10	\$58,000	\$15,000
South Seattle Community College	\$36,500	5	\$29,000	\$7,500
Spokane Community College	\$255,500	35	\$203,000	\$52,500
Spokane Falls Community College	\$109,500	15	\$87,000	\$22,500
Tacoma Community College	\$292,000	40	\$232,000	\$60,000
Walla Walla Community College	\$219,000	30	\$174,000	\$45,000
Wenatchee Valley College	\$219,000	30	\$174,000	\$45,000
Whatcom Community College	\$109,500	15	\$87,000	\$22,500
Yakima Valley Community College	\$182,500	25	\$145,000	\$37,500
Total CTC System	\$6,798,000	71	\$5,394,000	\$1,395,000

2022-23 Opportunity Grant Health Program Allocation Bachelor Level

College	UD Allocation	UD FTES Target	Tuition	Wrap Around
Bates Technical College	\$0	0	\$0	\$0
Bellevue	\$150,000	15	\$112,500	\$22,500
Bellingham Technical College	\$0	0	\$0	\$0
Big Bend Community College	\$0	0	\$0	\$0
Cascadia Community College	\$0	0	\$0	\$0
Centralia College	\$20,000	2	\$15,000	\$3,000
Clark College	\$20,000	2	\$15,000	\$3,000
Clover Park Technical College	\$0	0	\$0	\$0
Columbia Basin College	\$80,000	8	\$60,000	\$12,000
Edmonds Community College	\$20,000	2	\$15,000	\$3,000
Everett Community College	\$0	0	\$0	\$0
Grays Harbor College	\$0	0	\$0	\$0
Green River Community College	\$0	0	\$0	\$0
Highline Community College	\$20,000	2	\$15,000	\$3,000
Lake Washington Institute of Technology	\$80,000	8	\$60,000	\$12,000
Lower Columbia College	\$0	0	\$0	\$0
North Seattle Community College	\$0	0	\$0	\$0
Olympic College	\$20,000	2	\$15,000	\$3,000
Peninsula College	\$0	0	\$0	\$0
Pierce College	\$20,000	2	\$15,000	\$0
Renton Technical College	\$0	0	\$0	\$0
Seattle Central Community College	\$150,000	15	\$112,500	\$22,500
Shoreline Community College	\$0	0	\$0	\$0
Skagit Valley College	\$0	0	\$0	\$0
South Puget Sound Community College	\$0	0	\$0	\$0
South Seattle Community College	\$0	0	\$0	\$0
Spokane Community College	\$20,000	2	\$15,000	\$3,000
Spokane Falls Community College	\$0	0	\$0	\$0
Tacoma Community College	\$50,000	5	\$37,500	\$7,500
Walla Walla Community College	\$0	0	\$0	\$0
Wenatchee Valley College	\$20,000	2	\$15,000	\$3,000
Whatcom Community College	\$0	0	\$0	\$0
Yakima Valley Community College	\$20,000	2	\$15,000	\$3,000
Total CTC System	\$6,798,000	71	\$517,500	103,500



I-BEST & OPPORTUNITY GRANTS

Funded Pathways for College and Career Success

December 7, 2022, State Board Meeting

Jennifer Dellinger, Nicole Hopkins, and Will Durden



INTEGRATED BASIC EDUCATION AND SKILLS TRAINING

- Team Teaching + Wraparound Supports = Student Success!
- Tipping Point Research (2005)
 - Pilots funded by the Ford Foundation
- Enhanced 1.75 FTE
 - College presidents agree in 2007 to the enhanced funding model
- Student Achievement Initiative further incentivizes I-BEST

I-BEST ENROLLMENT DATA

	18-19	19-20	20-21	21-22
System Total (FTE)	3,210	3,054	2,976	2,852
System Total (Head Count)	6,626	6,857	6,629	6,729



I-BEST STUDENT ACHIEVEMENT INITIATIVE (SAI) DATA

- On average Basic Education for Adults (BE_{EdA}) students earn .91 points per academic year.
- I-BEST students earn 3.39 points per academic year.

I-BEST EMPLOYMENT OUTCOMES (20-21)

Indicator	# of Enrolled Students	# Achieving Outcome	% Achieving Outcome
Employment 4 th Quarter	5,062	2,675	53%
Attained a Postsecondary Credential	5,062	4,178	83%



I-BEST RESEARCH

- I-BEST is among the highest performing employment programs in Washington state (2021 Workforce Training and Education Coordinating Board Net Impact Study.)
- Students participating in I-BEST and Opportunity Grant programs who complete credentials move on to employment which exceeds the wage goals of the program (2018 SBCTC Research Report.)



I-BEST NATIONAL IMPACT

- I-BEST training teams have provided training and consultation to twenty-nine states and territories.
- Twelve states are actively implementing or have implemented the I-BEST model.



OPPORTUNITY GRANT PROGRAM

- Tipping Point and Beyond
 - High-Wage, High-Demand Careers
 - 45 Credits
- Tuition, Books, and Wraparound Supports
- Health Care Allocation
 - \$12,000,000 for 22-25 biennium
 - All Health Care Programs – Certificates, Associates, and Bachelor Level
 - Serve additional 1003 FTES



OPPORTUNITY GRANT ENROLLMENT & COMPLETION DATA

System Totals	18-19	19-20	20-21
Headcount	2,714	2,583	1,967
Students Receiving Aid*	4,203	4,215	3,372
Average Amount Awarded (annual) Per Students	\$2,200	\$2,182	\$2,423
Percent of Students Enrolled for 3 Quarters (retention)	11% (301 students)	14% (354 students)	28% (556 students)
First Credential	56% (1,498 students)	46% (1,182 students)	26% (509 students)
Highest Credential	56% (1,485 students)	45% (1,181 students)	26% (510 students)



INTEGRATION STRENGTHS

- I-BEST Opportunity Grant Approval
 - Further supports access for students
- Strategic Co-enrollment & Value
 - Basic Food Employment & Training eligible students returned \$1,389,682 of additional funding to colleges for students participating in Opportunity Grant
 - Additional Wraparound Supports to Meet the Holistic Needs of Students

OPPORTUNITIES FOR IMPROVEMENT

- Increasing wage data used for account for cost-of-living increases
 - Current wage data is not enough to keep up with rising costs
- Approving Entire Program Pathway
 - Streamlining approval process to expand approvals
 - Workforce Inventory
- Redistribution of Funding
 - Offering more opportunities to colleges to redistribute unspent funds throughout the year

Questions?

- I-BEST FTES have long received a 75% enhancement to help cover the cost of team teaching and wraparound supports. Is this still the right incentive in 2023?
- Resources and jobs are coming to Washington state via the Infrastructure bill and other workforce investments. How can I-BEST and Opportunity Grant programs leverage these investments to help our students access these jobs of the future?
- How will Opportunity Grant support the development of a trained and ready workforce?
- How will the increased focus on expanding access and supporting students affect our mission?
- Can Opportunity Grant Guidelines be updated to reflect actual cost of living for current wages?

CONSENT ITEM (RESOLUTION 22-12-52)

December 8, 2022

Tab 3a

Walla Walla Community College local capital expenditure authority to demolish China Pavilion building

Brief Description

Walla Walla Community College is seeking approval to spend up to \$200,000 in local funds to demolish the China Pavilion building as part of the Science and Technology building major project 30001452.

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

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

Background information and analysis

Walla Walla Community College is currently completing construction of the Science and Technology building major project 30001452. Part of the project scope includes demolishing the outdated, and seismically unsafe China Pavilion building.

The project cost including demolition of the China Pavilion building is estimated to be \$10,839,000. Total state funding appropriated for this project is \$10,639,000, leaving a shortfall of \$200,000.

The Walla Walla Community College president, under delegated authority of the Walla Walla Community College Board of Trustees approved this local capital expenditure request on November 7, 2022.

Potential questions

Is this project consistent with the State Board's goal of supporting enrollment?

Recommendation/preferred result

Staff recommends approval of Resolution 22-12-52 authorizing Walla Walla Community College to spend up to \$200,000 in local funds to demolish the China Pavilion building as part of the Science and Technology building major project 30001452.

Policy Manual Change Yes No

Prepared by: Darrell Jennings, capital budget director
djennings@sbctc.edu

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 22-12-52**

A resolution relating to Walla Walla Community College’s request to spend up to \$200,000 in local funds to demolish the China Pavilion building as part of the Science and Technology Building major project 30001452.

WHEREAS, Walla Walla Community College currently has state funds of \$10,639,000 for their Science and Technology major project 30001452; and

WHEREAS, demolition of the outdated and seismically unsafe China Pavilion building is part of the project scope; and

WHEREAS, total project cost including demolition of the China Pavilion is now estimated to be \$10,839,000 leaving a shortfall of \$200,000; and

WHEREAS, Walla Walla Community College’s president, under delegated authority of the Walla Walla Community College Board of Trustees, approved this local capital expenditure request on November 7, 2022; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Walla Walla Community College to spend up to \$200,000 in local funds to demolish the China Pavilion building as part of their Science and Technology Building major project 30001452; 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 December 8, 2022.

Attest

Paul Francis, secretary

Phyllis Gutiérrez Kenney, chair

CONSENT ITEM (RESOLUTION 22-12-53)

December 8, 2022

Tab 3b

Centralia College property acquisition, 415 South King Street in Centralia, Washington

Brief Description

Centralia College seeks to purchase the property located at 415 South King Street in Centralia, Washington for approximately \$420,000.

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

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

Background information and analysis

The property at 415 South King Street falls within the 2017 master plan boundaries and is owned by the Centralia College Foundation. The property consists of a 0.41 acre lot and 2094 square foot structure constructed in 1933 and remodeled in 2017.

Centralia College is currently in the design phase of their state-funded major project 40000109 for the Teacher Education and Family Development Center. This parcel is listed in the approved predesign as part of the construction site. A map of the approved building site is in Attachment A.

The total cost to purchase this property is estimated to be \$420,000. The college also has approval to purchase 407 South King Street for \$532,000 in State Board Resolution 22-08-39. The approved predesign budget includes \$1,105,142 in state funds for acquisition costs in the design phase appropriation.

The Centralia College Board of Trustees approved this property acquisition on January 13, 2022.

Potential questions

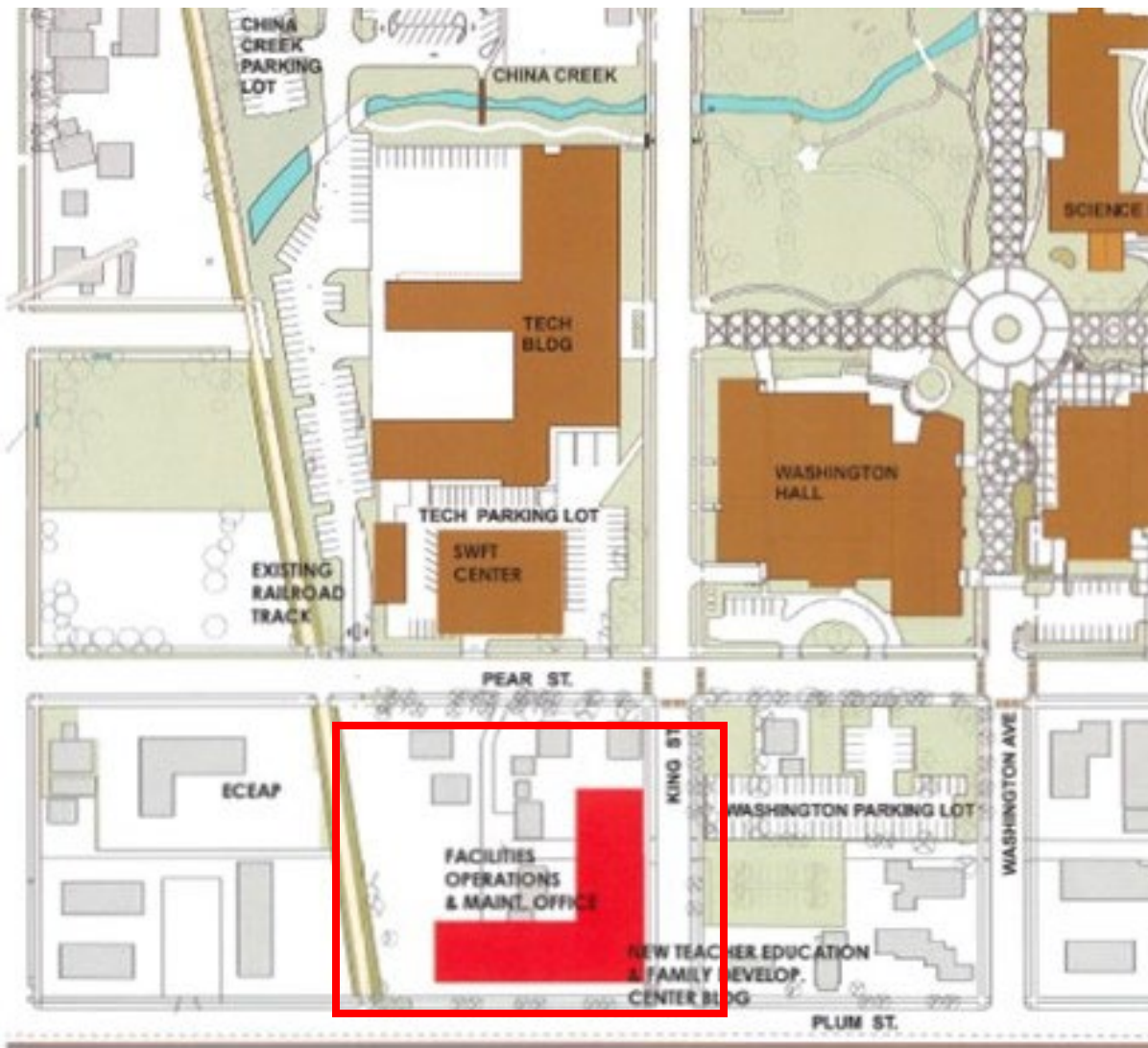
Is this project consistent with the State Board's goal of supporting enrollment?

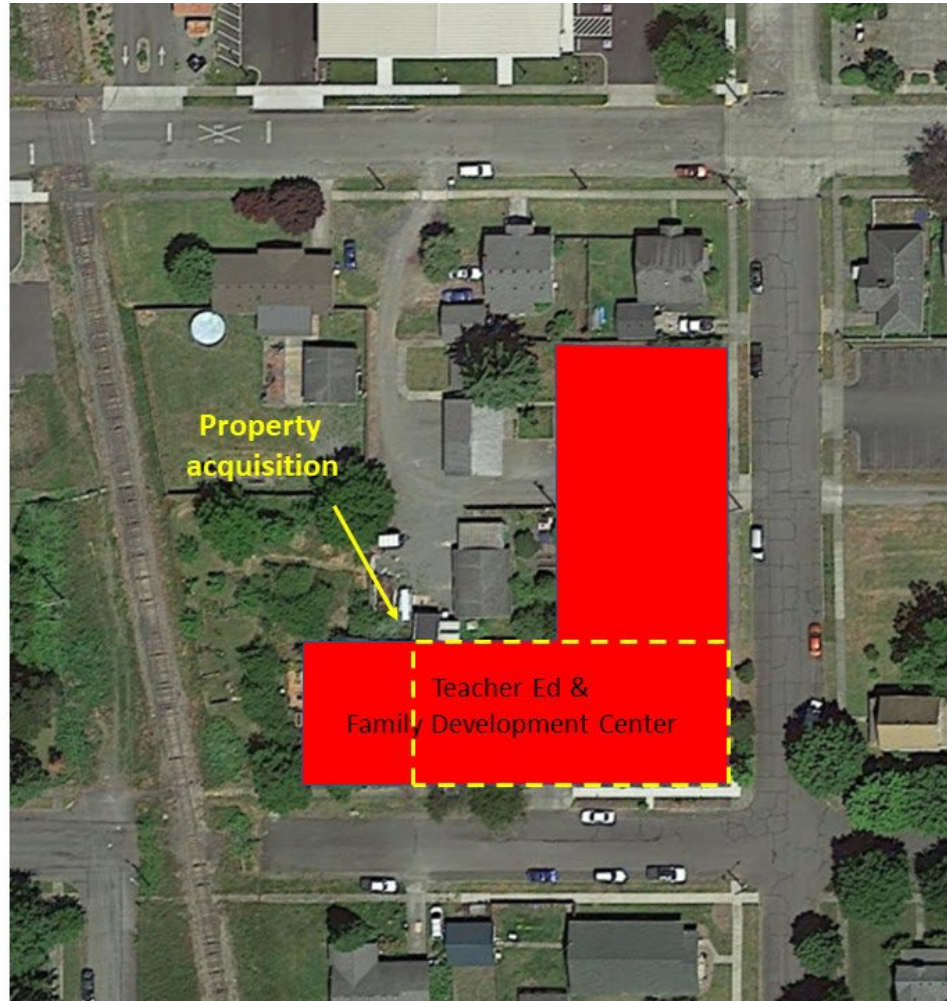
Recommendation/preferred result

Staff recommends approval of Resolution 22-12-53 giving Centralia College authority to purchase the property located at 415 South King Street in Centralia, Washington for approximately \$420,000 as part of the Teacher Education and Family Development Center major project 40000109.

Policy Manual Change Yes No

Prepared by: Darrell Jennings, capital budget director
djennings@sbctc.edu





**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 22-12-53**

A resolution relating to Centralia College's request to purchase the property located at 415 South King Street in Centralia, Washington for approximately \$420,000.

WHEREAS, this property is owned by the Centralia College Foundation and falls within the 2017 campus master plan; and

WHEREAS, this property is included in the approved predesign for the state-funded Teacher Education and Family Development Center project 40000109; and

WHEREAS, the college received approval in State Board Resolution 22-08-39 to purchase 407 South King Street for this same major project; and

WHEREAS, allocated state funds for the design phase include up to \$1,105,142 for property acquisition costs; and

WHEREAS, total estimated cost to purchase this property is \$420,000; and

WHEREAS, Centralia College's Board of Trustees, approved this property acquisition on January 13, 2022; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Centralia College to purchase the property located at 415 South King Street in Centralia, Washington as part of the Teacher Education and Family Development Center major project 40000109; 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 December 8, 2022.

Attest

Paul Francis, secretary

Phyllis Gutiérrez Kenney, chair

CONSENT ITEM (RESOLUTION 22-12-54)

December 8, 2022

Tab 3c

ctcLink/Amazon Web Services, Cloud Services, expenditure authority

Brief Description

State Board Staff is seeking approval to spend up to \$4,500,000 over three years (\$1,500,000/year) for Amazon Web Services (AWS) for fiscal years 23, 24, and 25. AWS is the cloud computing platform supporting ctcLink (PeopleSoft) Services.

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

These services are critical to ongoing ctcLink operational and SBCTC server platforms.

Background information and analysis

State Board Staff migrated the ctcLink Managed Services Environment from CenturyLink to AWS in June of 2018. The budgeted estimate for fiscal year 19 was \$1,030,000 and resulted in a projected savings approximately \$800,000 in fiscal year 19 (over CenturyLink Services). The ongoing budgeted amount of \$1,500,000/year still saves nearly \$300,000/year.

The increase in utilization of ctcLink as all colleges are now in production has increased our utilization of AWS services. The estimated costs for these services in fiscal year 23, 24, and 25 are now \$1,500,000 (\$4,500,000 over three years).

Total hosting costs are expected to remain below the previous CenturyLink contracted costs.

Potential questions

- What are the benefits of utilizing Cloud Services?

Recommendation/preferred result

Staff recommends approval of Resolution 22-12-54.

Policy Manual Change Yes No

Prepared by: Grant Rodeheaver, deputy executive director of information technology

grodeheaver@sbctc.edu

STATE OF WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 22-12-54

A resolution relating to State Board Staff's request to spend up to \$4,500,000 over three years for Amazon Web Services (AWS) in support of ctcLink operational and project services.

WHEREAS, cloud computing services are a critical component of a robust and cost-effective infrastructure in support of the State Board's centralized service provisioning to colleges.

WHEREAS, the ctcLink Managed Services Environment was migrated from CentruryLink to AWS in June of 2018.

WHEREAS, The Executive Director has delegated signature authority of, up to, \$500,000 for IT purchases.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes the expenditure of up to \$4,500,000 over three years (\$1,500,000/year) for Amazon Web Services for fiscal years 23, 24, and 25 in support of the State Board's provisioning of centralized services to colleges.

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 December 8, 2022.

Attest

Paul Francis, secretary

Phyllis Gutiérrez Kenney, chair

STATE BOARD MEETING MINUTES

Study Session: Wednesday, October 19, 2022 // 1 p.m. to 5:30 p.m.

Business Meeting: Thursday, October 20, 2022 // 9 a.m. to 12 p.m.

Spokane Falls Community College: 3410 W. Whistalks Way, Spokane, WA 99224

Board members

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

Paul Francis, executive director // Julie Walter, executive assistant

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

Welcome

Chair Phyllis Gutiérrez Kenney called the meeting to order at 9 a.m. and welcomed those present.

Establish a Quorum and Adoption of Agenda

Chair Phyllis Gutiérrez Kenney noted that a quorum was present and requested a motion to adopt the agenda.

Motion: Moved by Crystal Donner, seconded by Mack Hogans, and unanimously approved by the Board the adoption of the October 20, 2022, regular meeting agenda.

Approval of Consent Agenda

- a. AppConnect Northwest Consortium: Bachelor of Science in Computer Science Approval
Resolution 22-10-45
- b. South Puget Sound Community College: Bachelor of Applied Science in Craft Beverage Management Approval
Resolution 22-10-46
- c. Bellevue College: property acquisitions
Resolution 22-10-47
- d. Olympic College: Shelton Warehouse Lease
Resolution 22-10-48
- e. Spokane Community College: local capital expenditure authority increase
Resolution 22-10-49
- f. Highline College: local capital expenditure authority increase
Resolution 22-10-50
- g. Recognizing Dr. Christine Johnson
Resolution 22-10-51
- h. Aug. 23, 2022, State Board Special Meeting Minutes

Motion: Moved by Jay Reich, seconded by Carol Landa-McVicker, and unanimously approved by the Board the adoption of the October 20, 2022, consent agenda.

Long-term Advocacy Task Force Update

Established by the State Board in 2017, the Long-Term Strategic Advocacy and Communications

Task Force works to strengthen and expand our system's advocacy network so more people and organizations actively promote funding for, and support of, community and technical college students and the colleges that serve them.

Chelsea Mason-Placek, task force chair, provided an update on the September 13 meeting.

2023 Legislative Agenda and Priorities

The Board was updated on the 2023 legislative agenda and priorities. The primary focus entering the 2023 legislative session is a sustainable operating budget for the college system and the capital budget request.

SBCTC Tribal Government Affairs Update

Washington state's 34 community and technical colleges reside on traditional territories of 29 Federally Recognized Tribes, to be clear, 29 Sovereign Nations representing diverse government structures, histories, languages, economies, and cultures. Washington's public educational institutions have embraced [RCW 43.376](#) Building Government to Government Relationships with local Tribes and hiring Tribal liaisons to facilitate authentic Tribal Consultation protocols, processes and policies between state agencies and Tribal governments. For decades, Washington's public educational institutions have made efforts to make space for Indigenous Knowledge(s), develop formal research and community partnerships and design pathways for Tribal student recruitment, retention, and completion rates. SBCTC's intentional efforts to expand this work was accomplished by adding a director of tribal government affairs. For years, Tribes have requested workforce education, job skills and career technical training to meet their unique workforce needs and align professional transfer degrees across four-year colleges and universities.

Lynn Palmanteer-Holder, director of tribal government affairs, updated the Board on the work she has been doing including the four goals of the Washington State Community and Technical Colleges American Indian Indigenous Studies Advisory Committee (WCAAB) and the three Government-to-Government Summits taking place over the next few months.

ACT Report

Greg Dietzel, ACT president, presented on the following:

- Trustee affinity groups
- ACCT Leadership Congress: October 26-29, 2022, New York, NY
- ACT Fall Conference: November 17-18, 2022, SeaTac, WA

WACTC Report

Christine Johnson, WACTC past president, reported on the work being done to support new presidents.

Labor Report

Sue Nightingale and Carla Naccarato-Sinclair, Washington Education Association (WEA), provided a brief overview of WEA's legislative agenda and thanked the Board for including salary increase in its 2023-25 operating budget request.

The Board thanked Carla Naccarato-Sinclair for all her work and dedication over the years and wished her luck in her retirement.

Executive Director Report

Paul Francis, executive director, reported on the following:

- First Lady Dr. Jill Biden's visit to Bates Technical College
- Workforce Education Investment Accountability and Oversight Board (WEIAOB)
- October 31, 2022 rescission of remaining COVID-19 emergency orders and state of emergency
- Second Chance Pell Grant Taskforce
- Basic Education for Adults federal audit
- Afghan/Ukrainian new arrival funds
- Staffing updates

Public Comment

No public comments.

Board Discussion and Chair's Report

The Board agreed to have the December 7-8, 2022 meeting at Bates Technical College instead of virtually.

The Board recognized Carol Landa-McVicker and thanked her for her leadership and dedication to the system as a Board member since June 2014.

Chair Phyllis Gutiérrez Kenney thanked the Board members for their time, State Board staff for their presentations, and the Community Colleges of Spokane for hosting the meeting.

Adjournment/next meeting

There being no further business, the State Board adjourned its October 20, 2022, regular meeting at 12:15 p.m. The next meeting will be December 7-8, 2022 at Bates Technical College's Central Campus.

Attest

Paul Francis, secretary

Phyllis Gutiérrez Kenney, chair

STATE OF WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 22-12-54

A resolution relating to congratulating Dr. Michele Johnson on her retirement after 17 years as chancellor of the Pierce College District.

WHEREAS, Dr. Johnson is retiring after 45 years of service to the Pierce College District, including 17 years as chancellor, six years as president of Pierce College Fort Steilacoom, and 15 years as a faculty member;

WHEREAS, As a student at Tacoma’s Lincoln High School – at which time Willie Stewart became the first Black principal in the city – Dr. Johnson developed a deep appreciation for diversity, equity, and inclusion, principles which guided her throughout her career;

WHEREAS, Starting her career as a criminal justice instructor at Fort Steilacoom Community College, Dr. Johnson learned the importance of education as a way for people to improve their lives so they can thrive in an evolving world;

WHEREAS, Under her leadership, Dr. Johnson can count among Pierce College’s many accomplishments the pursuit of eliminating inequities while building an anti-racist college district, doubling graduation rates, many capital projects, twice earning recognition as an Aspen Institute for Community College Excellence Top 10 finalist, Achieving the Dream’s Leah Meyer Austin Award and Leader College of Distinction;

WHEREAS, Dr. Johnson was recognized by the Association of Community Colleges Trustees’ Pacific Region CEO of the Year, the Business Examiner as a Woman of Influence, the Tacoma News Tribune as one of 20 people to watch in the new century, and NWAACC as its Region II Women’s Basketball Coach of the Year and NWAACC’s Softball Coach of the Year – twice;

WHEREAS, Upon announcing her retirement, Pierce College Trustee Chair Brett Willis said of Dr. Johnson: “We owe her a debt of gratitude for her vision, her leadership, and mentorship. We will miss her, but her legacy of excellence will live on;”

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges hereby congratulates Dr. Michele Johnson for her years of service to thousands of students and the Pierce College community. The State Board offers its congratulations and best wishes.

APPROVED AND ADOPTED on December 8, 2022.

Attest

Paul Francis, secretary

Phyllis Gutiérrez Kenney, chair

STATE OF WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 22-12-55

A resolution relating to congratulating Dr. Jim Richardson on his retirement after 17 years of service as president of Wenatchee Valley College.

WHEREAS, Dr. Richardson is retiring after 17 years of service as president of Wenatchee Valley College, the longest serving president in the college's history;

WHEREAS, The son of a college president, a young Jim Richardson took to heart stories told by his father and faculty members about their passion for changing the lives of students and making a difference in their communities, in turn starting a career in education that would last 45 years;

WHEREAS, In a career that took him to Skagit Valley College as a speech professor, where the student government voted him Teacher of the Year, to Beijing Foreign Studies University in China as an exchange professor, to Daejeon Junior College in South Korea as an academic coordinator teaching speech, English, and American Culture, to Chippewa Valley Technical College in Wisconsin as a communication skills professor;

WHEREAS, Dr. Richardson moved into higher education administration at Gateway Technical College in Wisconsin as a dean of general education and academic development, Northeast Iowa Community College as provost for student and academic affairs, American Association of Community Colleges as a college readiness commissioner, and president of Southeastern Community College in Iowa;

WHEREAS, Since taking the helm at Wenatchee Valley College in 2005, Dr. Richardson oversaw the launch of new degrees and programs, initiatives supporting historically underserved students and communities, and the completion of multiple capital projects, while volunteering his time with organizations like the North Central Washington Workforce Development Board, Wenatchee Valley Chamber of Commerce, Wenatchee Sunrise Rotary, and the Numerica Performing Arts Center;

WHEREAS, Dr. Richardson dedicated his life to making a difference in the lives of others, finding inspiration daily in his work with administrators, faculty, staff, and students;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges hereby congratulates Dr. Jim Richardson for his years of service to thousands of students around the world and many communities. The State Board offers its congratulations and best wishes.

APPROVED AND ADOPTED on December 8, 2022.

Attest

Paul Francis, secretary

Phyllis Gutiérrez Kenney, chair

REGULAR ITEM

December 8, 2022

Tab 4

Running Start

Brief Description

As students across the state grapple with the impacts of the COVID-19 pandemic, participating in dual credit programs, such as Running Start, is more important than ever in closing equity gaps for historically underserved students, including students of color. Documented benefits of the program include increased likelihood of graduating from high school, enrolling in college, and completing a degree and/or credential. Unfortunately, inequities in accessing the program continue to exist for most vulnerable populations. Recent research indicates that out-of-pocket expenses, along with limited and accurate information for students and families, are the top barriers to accessing Running Start. The need to remove barriers and increase access has resulted in several legislative proposals within the last few years; however, the complexity of this funding has continued to create contention as K-12 and higher education struggle to eliminate costs for students while remaining financially solvent.

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

Dual credit has been identified as a leading approach for reaching more equitable postsecondary outcomes across student demographic populations. Running Start is a proven enrollment strategy that supports all three of SBCTC's goals which include: achieving educational equity for students who are historically underserved in higher education; improving completion rates; and increasing access and retention among populations who can benefit the most from college access.

Background information and analysis

The Washington state Legislature created Running Start in 1990 as a way for students to earn dual high school and college credit, tuition free. The program began as a pilot in the 1992-93 school year and now students can take classes at all 34 community and technical colleges. Running Start students attending our community and technical colleges pass 90% of the courses they enroll in, have a 91% retention rate from fall to winter, and an 87% retention rate from fall to spring quarter. These numbers have remained consistent, with minimal deviation, over the past 12 years. Additionally, students of color enrollment steadily increased from 23% to 41% from 2010-2011 to 2021-2022.

Running Start students are K-12 students, funded with basic education dollars. The student's basic education funds first go to the school district, which is then divided between the high school and college depending on the student's course load at each institution. While tuition is covered, other costs such as books and fees remain a burden, particularly for low- and middle-income students. Currently, community and technical colleges provide waivers to nearly a third of Running Start

students that qualify under certain income guidelines such as Free and/or Reduced-Price Meals. However, middle income students and families still struggle finding ways to pay for fees and books. Both low- and middle-income students face barriers to transportation and access to food which waivers do not currently cover.

Community and technical colleges have experienced continuous growth since the inception of the program, with greater than 50% enrollment increases from 2007-2008 to 2018-2019. However, post pandemic, colleges are now seeing a decline as high as 15%. It is important to note that although some students may not be accessing Running Start based on the barriers listed above, many have reported a need to stay at the high school because of the experiences they missed during the pandemic. Students also report a general feeling of being unprepared for college-level work due to the learning loss that occurred during their freshman and sophomore years.

As mentioned above, participating in dual credit programs significantly impacts the likelihood of postsecondary enrollment and credential attainment. Therefore, it is critical to address and remove the existing barriers in accessing the Running Start program.

The Office of Superintendent of Public Instruction (OSPI) recently submitted a decision package to the Office of Financial Management which includes a budget proposal of \$99 million dollars to eliminate all costs associated with dual credit programs for students in Washington. The full proposal can be viewed [here](#). Additionally, legislators are considering other bills to file for dual credit during the 2023 legislative session that may or may not include Running Start costs.

Potential questions

- How do we engage policymakers in fully funding Running Start to eliminate all costs to students and keep colleges and high schools financially whole?
- How do we better engage community and K-12 partners to ensure accurate and timely outreach about the Running Start program occurring to historically underserved communities in order to grow dual credit participation?

Recommendation/preferred result

Engage in discussion with colleges, communities, K-12 partners, and legislators on how to ensure Running Start is accessible to all students, specifically from historically underserved communities and communities of color.

Policy Manual Change Yes No

Prepared by: Jamie Traugott, director of dual credit and K12 alignment
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TAB 4 - Update



Running Start

December 8, 2022, State Board Meeting

Jamie Traugott, Director of Dual Credit & K12
Alignment, SBCTC



What is Dual Credit in Washington State?

College in the High School

Running Start

Career and Technical Education (CTE Dual Credit)

For credit exams (Advanced Placement, International Baccalaureate, CLEP, etc.)

Dual Credit Program Comparison

Running Start

- Available to 11-12 grades
- Students take courses through college campus tuition free. Limited to shared school & college 1.2 FTE
- Students pay for fees, books, transportation unless they qualify for waivers
- Funded through Basic Education Apportionments.
- Yearly Reimbursement rates 2022-23:
 - Non vocational rate: \$9,341.94
 - Vocational rate: \$10,284.31
 - Schools keep 7% for administrative costs

College in the High School

- Available to 9-12 grades
- Students take courses on the high school campus
- Courses are usually taught by high school instructors that have been approved as adjunct faculty through the participating college
- Students pay a per credit fee that varies per college
- The maximum per college credit fee is 2022-23 be \$69.95
- Rural school districts may receive subsidies through OSPI to cover student costs. Some colleges also provide fee waivers for students that qualify
- Programs must be approved by the state CiHS Review Committee very two years & accredited through the National Alliance for Concurrent Enrollment Programs (NACEP) by 2028

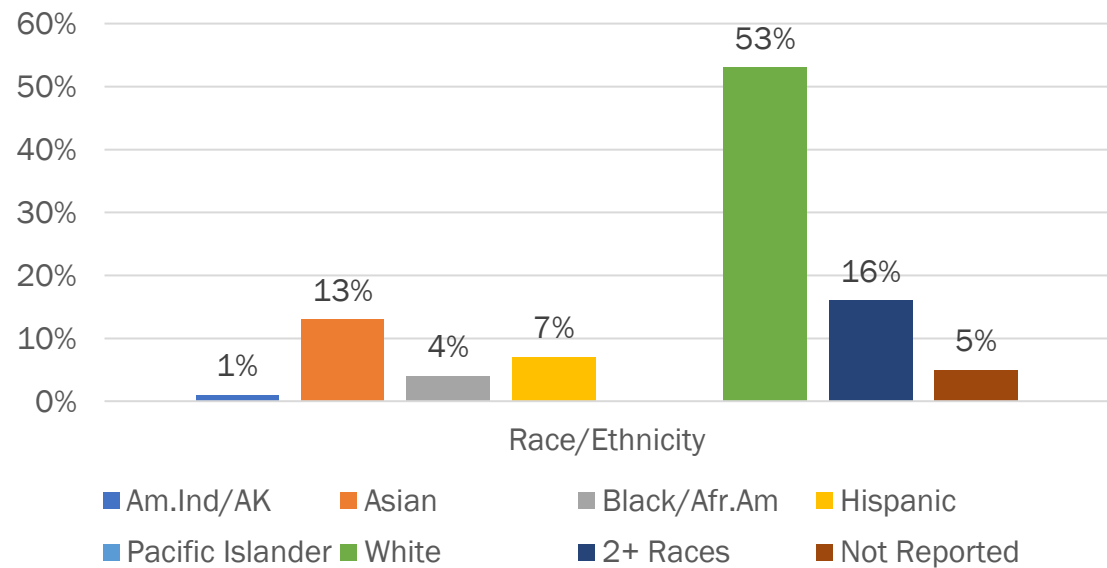
CTE Dual Credit

- Available to 9-12 grades
- Students take courses at their high school or a skills center
- Credits apply only to professional-technical certificates or degrees but applied to any ctc
- HS instructors must be certified through OSPI to teach classes articulated for CTE Dual Credit.
- Articulation agreements between the high school and college or university determine how much and what kind of credit students will receive
- To receive credit, students must receive a B or better and in some cases a C or better n the course. Grading scales may vary based on locally determined practices

Running Start 2021-2022 Data

- 62% of Washington's high school students have completed a dual credit course ([2021-2022-OSPI Report Card](#))
- FTE 20889 **-15%** HC 27325 **-14%**
- Fall to winter 91%
- Fall to spring 85%
- Fall to fall 67% **-5%**
- 41% students of color

Running Start Demographics



Running Start Challenges

- Dual credit participation in Washington varies across student demographics.
 - Students in the 2017 cohort who are low-income participate in dual credit courses at lower rates than higher-income students, and Black, Hispanic, Native American and Pacific Islander students participate at lower rates than White and Asian students.
- Limited access to information about the different dual credit programs and processes for students and families.
- Inconsistent course equivalencies between school districts and colleges.
- Out of pocket expenses, including transportation, for low- and middle-income families.

OSPI Press Conference & Decision Package (99M)

College in the High School: Eliminate all student fees and lower the per credit maximum cost from \$69.95 to \$35 per credit **\$15.75 million per year.**

Workforce Development:

- Elevate and formalize CTE Dual Credit with dedicated funding to support administration and alignment **\$4 million per year.**
- Fund the cost for students to earn industry recognized credentials that are on the state approved list **\$8.96 million.**

Running Start: Eliminate all student fees by subsidizing the associated costs to the college (e.g., building, operating, and services) **\$18.48 million per year.**

Exam-Based Dual Credit: Cover all student exam fees for Advanced Placement, International Baccalaureate, and Cambridge International **\$8.24 million per year.**

Additional comments

- Proposal for third-party evaluator
- Contradictory language around Running Start costs



**COMMUNITY AND
TECHNICAL COLLEGES**
Washington State Board

College and High School Spotlight

Anne Molenda

Director of K12 Partnerships & Outreach
South Puget Sound Community College

Nicole Mathis

Career Center Specialist
Yelm High School

Dual Enrollment Playbook

- P1: Set a shared vision & goals that prioritize equity
- P2: Expand equitable access
- P3: Connect students to advising & supports that ensure equitable outcomes
- P4: Provide high-quality instruction that builds student's competence & confidence
- P5: Organize teams & develop relationships to maximize potential



Expand Equitable Access

To expand access to dual enrollment to underrepresented student populations, colleges, districts, and high schools must:

1

Build early awareness and aspirations

2

Improve outreach to communities of color

3

Recruit actively and strategically

4

Limit the impact of placement testing

5

Address costs and logistics

²⁶ Xu, D., Fink, J., & Solanki, S. *College Acceleration for All?*

Partner Spotlight: The Navigator Program

- Yelm High School
- Rural school located about 20 miles away from South Puget Sound Community College
- Navigator is a South Puget Sound Community College employee in the Outreach Department
- Works collaboratively with the Career Center Specialist
- On site at the high school two days a week throughout the school year

Target Student Audience



These are students who will qualify for the SPSCC IGNITE & Black Scholars programs.

Outcomes & Goals

Provide information
about funding options



Increase FAFSA/WASFA
Completion



Increase participation in
dual enrollment



Increase 1st quarter
SPSCC Enrollment



Increase enrollment in
IGNITE & BSP



Connect students with
support & learning
resources



Partners in Student Exploration

What advantages has the Navigator brought to your work with students?

- Original focus was on increasing FAFSA/WASFA completion rates
- Running Start Support
- Our navigator directly linked our students with important SPSCC resources
- Roosevelt's knowledge went far beyond the SPSCC experience
- Guiding first generation students who might otherwise get lost in the process. He directly impacted students by connecting them with resource that could not only get them to SPSCC but help keep them there.

How do students get connected to the Navigator?

- Through Career Center announcements, counselors, administrators and staff referral. Walk-ins happen as well!

What is the focus for your Navigator (what does YHS want from this position?)


- To continue to assist with the above as well as help students & staff navigate our in-house AA-DTA.


Program Spotlight: Assessment in the High School

- Phased out use of Accuplacer at the start of COVID and replaced with Guided Self Placement and Web Based Mathematics Assessment and Course Management Platform (WAMAP) assessments.
- Assessment Center coordinates with high schools to offer Web Based Mathematics Assessment and Course Management Platform (WAMAP) placement on site.
- Removes cost and transportation barriers for students.

Web Based Mathematics Assessment and Course Management Platform (WAMAP)



 South Puget Sound
COMMUNITY COLLEGE

 SUCCESS
AMPLIFIED

Prepare for your Math WAMAP Assessment

Create your WAMAP Account
In order to access the study prep exams and successfully complete your official exam, you will need to create a WAMAP account prior to your testing day. Please follow the steps below to set up your account. **Please bring this page with you to your testing site so you have your login information.**

1. Go to www.wamap.org
2. Click on the **Register as a new student link**
3. Create a Username & Password
 - a. My Username: _____
 - b. My Password: _____
4. Fill out the rest of the information on the signup page. You will not have a course ID to enter until the day of your exam. You can leave this part blank.


Study for your Test
To be better prepared for your Math WAMAP Assessment, we recommend that you go through the WAMAP prep exams that have been created by our SPSCC Math faculty. These prep exams will give you sample problems similar to what you will see on the test and also includes some helpful YouTube Videos to walk you through concepts you might need a refresher on. You can access the study prep exams after you create your WAMAP account.


1. Log into your WAMAP account
2. Click on "Enroll in a New Class"
3. Enter in Course ID **28378** (note: there is no enrollment code) and click Sign Up
4. You will now see "SPSCC Placement Test Prep for QHS" in your My Classes section
5. Choose the study prep exam for the exam you will be taking

Things to bring with you on testing day

- ✓ Your fully charged Chromebook and charging cord
- ✓ Water
- ✓ This document

Please note on testing day your cell phone, Smart Watch and any other electronic devices will need to be stored away from your testing area. You can leave them in your locker or backpack, but they will not be allowed on the desktop where you are testing.





Onsite Assessment Advantages

Can assess a large number of students all at the same time

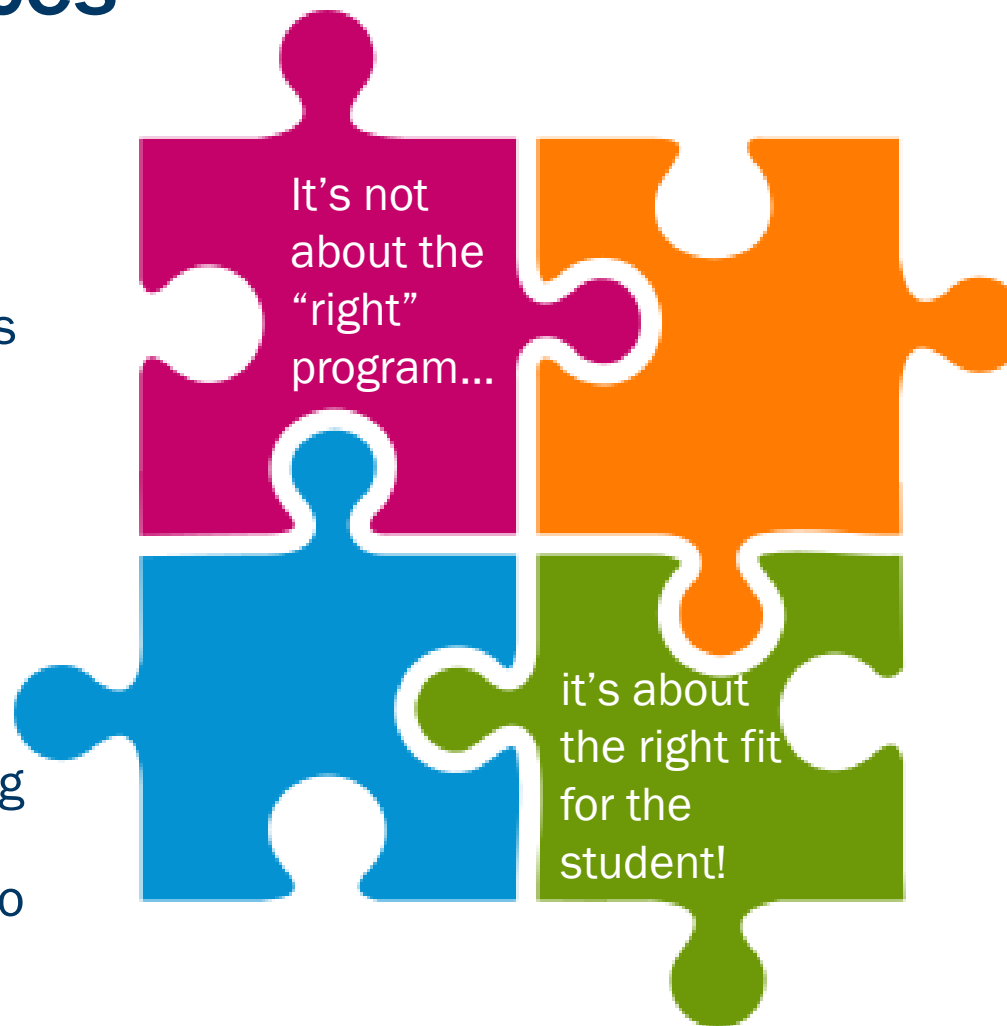
No cost means students do not need to pay before placing

Students do not need transportation or access at home to technology

Can be used for CiHS, RS and graduating senior placement

Connecting the Pieces

- Navigators can be a resource to information & inclusive support
- Marginalized student populations need the resources brought to them in order to enroll in Concurrent Enrollment programs
- Supportive advising helps students avoid the pitfalls of “collecting” dual credit by offering clear integration of Concurrent Enrollment offerings connected to pathways



Dual Credit Resources & Tools

- <https://ccrc.tc.columbia.edu/publications/dual-enrollment-playbook-equitable-acceleration.html>
- <https://www.k12.wa.us/sites/default/files/public/communications/2019-11-Covering-the-Costs-of-Dual-Credit.pdf>
- [2021-12-Dual-Credit-Legislative-Report.pdf \(wa.gov\)](#)
- <https://erdc.wa.gov/publications/student-outcomes/dual-credit-update>

Questions?

- Carli Schiffner, Deputy Executive Director of Education
 - cschiffner@sbctc.edu
- Jamie Traugott, Director of Dual Credit & K12 Alignment
 - jtraugott@sbctc.edu



Innovation, Partnerships, and Future Planning at Shoreline Community College






Shoreline Goals

- Shoreline and Partnerships – Dr. Jack Kahn
 - Instruction and Industry Partnerships – Dr. Phillip King
- 



Innovative Biotechnology and Biomanufacturing Partnerships

- Multiple regional employers expanding in the Biomanufacturing sector have identified this as a critical workforce need
 - Specific educational programs developed for adult learners and High School students
- 

Essentials of Biomanufacturing

Training program

- Entry level Biomanufacturing associates Training program
- Course outcomes and assessment methods developed in partnership with Bristol Meyers Squibb, Seagen and AGC
- Low math and science requirements to begin the program
- Work with High School partners to develop courses accessible to running start students
- Create multiple on-ramps for the training program

Essentials of Biomanufacturing

Training program – High School track

- Developed in partnership with AGC Biologics and Edmonds School District – formerly “BioPath” program
- High school juniors recruited using extensive High School teacher network develop through Biotech outreach program
- Looking for students not necessarily interested in a 4-year STEM degree
- Students enroll via running start in one 3 credit Biomanufacturing Lab course per quarter – NO need to rearrange a full senior year schedule of classes


Essentials of Biomanufacturing

Training program – High School track

- Courses held at the AGC Biologics Biomanufacturing training site.
- Industry Partners - Parse Bioscience, NovoNordisk, Fred Hutch, Nanostring, AGC Biologics provide:
 - Students matched with industry mentors for the length of the program
- Students earn Basics of Biomanufacturing Certificate and credits towards the Biotech Lab Technician AAAS degree




10 Week Essentials of Biomanufacturing Training program

- Entry level Biomanufacturing associates Training program for adult learners
 - Accelerated version of the the year-long high school program
- 



Biotech Technician Training Program– High School track (launch 2023)


- Developed in partnership with Fred Hutch and Shoreline School District
 - Students will Complete a 1-year Biotech Technician certificate program at Shoreline
 - Graduates would receive required training to work in any of the Fred Hutch Basic Sciences divisions as an entry level Lab Technician
- 

Biotech Technician Training Program– High School track (launch 2023)

- High School students complete 2 paid internships at Fred Hutch
 - 1st internship between Junior and Senior year
 - 2nd internship between Senior year and 1st year at Shoreline
- Senior year, students enroll in running start courses to prepare for 1 year Biotech credential at Shoreline
- 1-year credential will articulate to the AAAS Biotech Lab Technician Degree



Building High School Pathways to Industry

- Develop relationships with aligned high school programs
 - Design lower credit courses college course that function as an onramp to a credential or degree
 - Engage with industry to design course outcomes and assessments
 - Involve industry HR, College Foundation, Marketing and Outreach in process
- 

REGULAR ITEM

December 8, 2022

Tab 5

Student Association Legislative Priorities

Brief Description

The Council for Unions and Student Programs (CUSP) Legislative Committee leaders and the Washington Community and Technical College Student Association (WACTCSA) student leaders will update the State Board about student civic engagement. This update will include the students' four priority areas for the 2023 legislative session and provide some background to the structure student leaders will be utilizing to gather student voice for the sector. The four priority areas for the students this year are: Textbook Affordability, Expanding Mental Health Resources on Campus, Increased Financial Assistance, and Childcare Assistance. See Attachment A for additional information.

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

This presentation connects to the State Board's priorities outlined in the strategic plan, specifically "Implement actions, policies, and investments that produce equitable outcomes" and "Strengthen Advocacy and Community Partnerships."

Background information and analysis

The Council for Unions and Student Programs Legislative Committee has established weekly meetings with student leaders across the sector to develop the priority areas, engage in platform development, as well as discuss potential strategies for the upcoming session. The partnership between the staff and students is a different approach to developing and implementing the student legislative platform. Student voice is a powerful tool, and the State Board, in partnership with the Council for Unions and Student Programs Legislative team, is committed to elevating student voice and perspective during the legislative session.

Potential questions

- How best can student legislative priorities and State Board priorities be coordinated in the 2023 Legislative Session?

Recommendation/preferred result

- Support from the Board and SBCTC executive leadership addressing the work students are doing while the pandemic is continuing to impact the ways students learn, engage, and move through their educations on our campuses.
- Better alignment and coordination of legislative priorities.

Policy Manual Change Yes No

Prepared by: Joe Holliday, director, student services
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Paz Clearwater, manager for student activities and programs, Green River College
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Jacob Katz, Clover Park Technical College, student panel

Danya Vargas, Seattle Central College, student panel

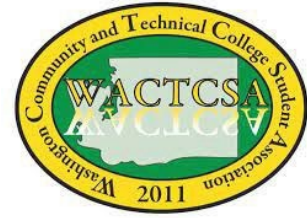
Shah Asraff Khan, Green River College, student panel

Amanda Knott, Green River College, student panel

Erik Martin, Wenatchee Valley College, student panel

Washington Community & Technical College Student Association (WACTCSA)

2023 Legislative Agenda



The following issues were collaboratively developed in Spring 2022 by the 2021-22 WACTCSA cohort. This agenda represents issues that students have identified as their highest priorities for advocacy for the legislative session.

Textbook Affordability

The high price of textbooks and course materials places an inordinate strain on students' ability to afford school and is an obstacle to student success. WACTCSA appreciates the past strides toward textbook affordability by the state legislature, including requiring Open Educational Resource information to be available at the time of registration ([RCW 28B.50.789](#)) and the creation of the SBCTC Coding Manual and survey support from the State Board of Community and Technical Colleges (SBCTC). However, more is to be done in this area in the following areas:

- Funding should be allocated to support the development and increased availability of open resource materials.
- Corporate and/or publisher tax & restrictions should be considered for shortened book edition publishing cycles.
- The legislature should establish greater incentives and funding for educators and professors to facilitate OER development; an effective and proven process.

Expanded Mental Health Resources on Campus

We need to increase the availability of mental health counseling sessions provided on campus to address the amount of stress, anxiety, and depression that the students are facing in returning to the classroom. We propose that the Legislature permanently increase the spending for community and technical colleges, allowing each college to have a counselor to student ratio of at least 1,250:1.

Increased Financial Assistance for CTC Students

WACTCSA is grateful the state has made the commitment to improving college affordability through the Workforce Education Investment Act and the Washington College Grant. These necessary improvements were passed prior to the COVID-19 outbreak and the economic situation created by the pandemic and exacerbated by rising inflation jeopardizes resources available to students. A high school diploma is no longer enough to give a person equal access to quality employment without a post-secondary education. To meet this demand, every resident of Washington State should have an equitable opportunity to pursue higher education. This makes our workforce more competitive and strengthens our economy. The legislature should expand access to in-state tuition programs and adopt an innovative model that supports academic completion for CTC students.

Childcare Assistance

Lack of access to childcare is a problem in our state and may contribute to inequity among students with children. COVID-19 has exacerbated this problem. Many students struggle to find affordable childcare options, creating a barrier to beginning or finishing their education. may contribute to inequity among students with children. The average CTC student is not a traditional 18-year-old student, but rather a 26-year-old. Many have families and work multiple jobs. WACTCSA supports the expansion of programs like the Working Child Connection Care Program and support for on-campus childcare facilities.

REGULAR ITEM

December 8, 2022

Tab 6

Progress on Leadership Development

Brief Description

Our system's Leadership Development Program has been rebranded as the Washington Equity in Leadership Systems (WELS) Institute. The purpose of this effort is to develop Washington educators to lead with racial equity in support of the Board's stated vision to advance racial, social, and economic justice. Using tenets of adaptive leadership and technical competencies, the WELS Institute aims to develop the knowledge, skills, and abilities of its participants to remove barriers to workforce-ready students.

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

This initiative directly supports the Board's stated vision for leading with racial equity.

Background information and analysis

The WELS Institute is a comprehensive redesign of the Washington Executive Leadership Academy (WELA). It builds upon the lessons-learned and seeks to create an equitable process for developing leadership for Washington's community and technical college system. A number of interviews were conducted to create WELS. This will be of use to the Diversity and Equity Officers Commission (DEOC) and Equity, Diversity, and Inclusion (EDI) officers throughout the system.

Potential questions

- What is an equitable process for selecting participants in the WELS Institute?
- What is this system ready to support regarding leading with racial equity?
- What are the reward systems for participating in the WELS Institute?

Recommendation/preferred result

This is an update briefing.

Policy Manual Change Yes No

Prepared by: Rodric Smith, PhD, director of leadership development
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WELS INSTITUTE

Washington Equity in Leadership Systems

Rodric Smith, PhD

December 7, 2022

AGENDA

- About Me
- Leadership Development
- History
- Moving Forward



ABOUT ME

- Personal: Hometown, Family
- Professional
 - USAF Lt Col, Retired (24+ years)
 - Nuclear Missile Operations (operator, instructor, strategy)
 - USAFA Assistant Professor (leadership undergrad & grad)
- Education
 - Leadership PhD: Love in leadership development

LEADERSHIP DEVELOPMENT

- Definition
 - Process of developing perceptions and behaviors to guide right action for group survival
- Adaptive Skills
 - Address problems that require a shift in values to solve
 - Example: Global Pandemic
- Technical skills
 - Address problems that have known solutions
 - Example: Organizational Role



THEN AND NOW

- Washington Executive Leadership Academy (WELA)
 - Purpose: Prepare executive leaders for WA CTC System
 - Successes: Cohort model; Legislative knowledge
 - Challenges: Racial equity
- WELS Institute
 - Purpose: Leadership development for the system
 - Goal: Prepare educators to lead with racial equity
 - Challenge: Integrate leadership development efforts



MOVING FORWARD: WELS INSTITUTE



- Questions?
- Thoughts on what success looks like?

REGULAR ITEM

December 8, 2022

Tab 7

2023 Legislative Agenda and Advocacy Update

Brief Description

The board will review the system's 2023 legislative priorities, discuss election results, and receive an advocacy update.

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

The system operating and capital budget requests are essential in providing for student access and success at all 34 of Washington's community and technical colleges:

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

Background information and analysis

The primary focus entering the 2023 legislative session is to gain support from the Governor's office and the Legislature for our operating and capital budget requests.

Both budget requests recognize that the COVID-19 pandemic fundamentally changed higher education in Washington. The sudden shift to remote learning in spring 2020 set a long-term trend: Many students — especially working adults with children — need to continue learning fully or partially online even though colleges have reopened. Businesses are turning to community and technical colleges to help fill labor market shortages as employees retire and switch jobs. Colleges, themselves, are also losing employees due to comparatively low salaries and labor market disruptions. Throughout it all, technology is playing a bigger role in how people learn and earn.

Our budget requests are designed to turn the lessons learned during the pandemic into greater opportunities for social and economic mobility for the people, businesses, and communities of Washington.

Results of November 8, 2022, election

The 2023 session will see Democrats retain control of the state House and Senate by clear majorities.

- Senate: 29 D – 20 R
- House: 56 D – 41 R (*1 too close to call at the time of this publication*)

Operating budget priorities

- Fully funded competitive compensation
 - A salary increase of 6.5% for each year of the biennium, for a total increase of 13%, would keep talent at our colleges. We are requesting that any and all increases be fully funded so colleges are not forced to cut instructional programs and student services to pay for the funding gap. The 13% increase would be in addition to routine state general wage increases.
- Advance Equity, Diversity, and Inclusion
 - Additional investments will support further implementation of college EDI plans, close equity gaps, and improve the employment, earnings, and economic mobility of students of color. In doing so, colleges will help create a more equitable and prosperous Washington.
- Support workforce development programs
 - State investments are needed to help colleges sustain workforce programs and update equipment to ensure students learn in classrooms that mirror today's work environments.
- Expand learning technology
 - State investments would help colleges expand hybrid and online options, upgrade audio and visual equipment, equip students with laptops and hotspots, and train faculty and staff to support student success. Investments would also support back-end IT operations and protect students and colleges from cybersecurity threats. Remote options would stretch beyond the classroom to include services such as advising and financial aid.

See Attachment A for more information about our system's operating budget request.

Capital budget request

- For the 2023-25 capital budget, our system requests \$1.7 billion in capital investments to maintain and modernize our aging campuses and ensure we provide effective teaching and learning environments for the next generation of students. The capital list leads off with \$216 million in much needed minor works and includes funding request for 41 major projects, which are ranked based on a rigorous assessment of the need for space, condition of existing facilities, systemwide policy objectives, and estimated costs.
- New for 2023 is a request for the Legislature to fund \$22.8 million in needed preventative maintenance and building repairs from the state general fund.

See Attachment B for our system's entire capital budget request.

Advocacy update

The Long-Term Advocacy and Communications Task Force will meet remotely on Wednesday, December 14 from 2 to 4 p.m. An agenda will be approved and distributed to the task force before the meeting, but will likely include discussions around messaging, local outreach, election results, the November revenue forecast and, if available, the Governor's operating and capital budget proposals.

In the meantime, our system continues to follow the system's legislative outreach plan, which calls for regular meetings with legislators and their staff along with messages of support to newly elected members of the House and Senate.

Potential questions

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

Recommendation/preferred result

The State Board is asked to provide feedback on legislative issues.

Policy Manual Change Yes No

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Laura McDowell, communications director
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2023-25 OPERATING BUDGET REQUEST

SEPTEMBER 9, 2022

The COVID-19 pandemic fundamentally changed higher education in Washington. Our 2023-25 operating budget request would turn the lessons learned during the pandemic into greater opportunities for social and economic mobility for the people, businesses, and communities of Washington.

Provide Fully Funded, Competitive Compensation (\$157 million)

Colleges are losing outstanding employees and job applicants to better paying K-12 schools, private employers, and other colleges and universities. Low pay has been an issue for a long time, but the consequences are more severe as we work to teach and serve students derailed during the pandemic. Faculty and staff are leaving to work in the very fields students hope to learn. A salary increase of 6.5% for each year of the biennium, for a total increase of 13%, would keep talent at our colleges. We are requesting that any and all increases be fully funded so colleges are not forced to cut instructional programs and student services to pay for the funding gap. The 13% increase would be in addition to routine state general wage increases.

Advance Equity, Diversity and Inclusion (\$26 million)

Students of color have been profoundly affected by racial injustice, institutional barriers and the COVID-19 pandemic. Our colleges' ongoing, mission-driven work to advance equity, diversity and inclusion was strengthened by the Legislature in 2021 with the passage of Senate Bills 5194 and 5227. Additional investments will support further implementation of college EDI plans, close equity gaps, and improve the employment, earnings and economic mobility of students of color. In doing so, colleges will help create a more equitable and prosperous Washington.

Support Workforce Development Programs (\$77 million)

Many industries in Washington — such as healthcare, advanced manufacturing, transportation, and aerospace — were struggling to find skilled employees even before the pandemic. COVID-19 made skill gaps worse. However, colleges are having difficulty maintaining workforce programs because of the high cost of small class sizes, specialized equipment, consumable materials, and inflation. In many cases, these programs are the only pipeline into specialized fields. Investments would help colleges sustain workforce programs and update equipment to ensure students learn in classrooms that mirror today's work environments.

Expand Learning Technology (\$93 million)

Remote options hastened by the pandemic are now the new normal. Students, especially working adults, value the flexibility of learning in classrooms, online, or in a mix of the two. Unlike one-time emergency funding during the pandemic, this investment would support lasting progress in the digital evolution of higher education. Colleges would expand hybrid and online options, upgrade audio and visual equipment, equip students with laptops and hotspots, and train faculty and staff to support student success. Investments would also support back-end IT operations and protect students and colleges from cybersecurity threats. Remote options would stretch beyond the classroom to include services such as advising and financial aid.

CONTACT INFORMATION

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 Operating Budget Director
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2023-25 CAPITAL BUDGET REQUEST

SEPTEMBER 15, 2022

Capital Investments Serve Students and Communities

Washington's system of 34 community and technical colleges deeply appreciates the Governor's and Legislature's support over the past two sessions.

For the 2023-25 capital budget, our system requests \$1.7 billion in capital investments to maintain and modernize our aging campuses and ensure we provide effective teaching and learning environments for the next generation of students.

Minor Works

Only 68% of our system's 21 million square feet of facilities is in at least adequate condition. As facilities age, the costs to repair, maintain and preserve existing facilities grows.

With minor works funding, colleges undertake small but critical projects that preserve and keep campus spaces viable, relevant and useful. The projects prolong the life of buildings, preventing or delaying more costly renovation and replacement projects in the future.

Under our request, our state's 34 community and technical colleges will receive funding for high-priority facility repairs – such as roofs, walls, windows, mechanical systems and site repairs – and for infrastructure replacement projects.

All colleges will also receive funding to reconfigure existing space to meet post-pandemic education needs. For example, the funding will allow colleges to modify classroom space to facilitate hybrid teaching and learning, create active learning and multimedia rooms, expand shared areas, and repurpose open space.

Major Projects

Our capital budget request also includes funding for 41 major projects, which are ranked based on a rigorous assessment of the need for space, condition of existing facilities, systemwide policy objectives, and estimated costs.

The projects will support space for instruction, labs, student services, and vocational programs in high-demand fields like clean energy, automotive technology, advanced manufacturing and allied health. Nearly 1.4 million square feet of the college system's oldest and least functional teaching and learning space will be replaced or renovated.

As requested by the State Board and directed by the Legislature, we are requesting funds to both design and construct each project rather than making separate requests for each project phase over different state budget cycles.

Fully funding our capital request will benefit students at every college, create valuable public assets for local communities, and put people to work in well-paying jobs that support the local economy in every corner of the state.



CONTACT INFORMATION

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2023-25 SBCTC Capital Request for New Appropriations

Priority	College	Funding Phase	Project	2023-25 request	Cumulative total
1	Statewide	2003 operating fund swap	Preventive Facility Maintenance and Building System Repairs	\$ 22,800,000	\$ 22,800,000
2	Statewide	Design & Construct	2023-25 Minor Works - Preservation	\$ 28,724,000	\$ 51,524,000
3	Statewide	Design & Construct	2023-25 Minor Repairs - Roof	\$ 11,207,000	\$ 62,731,000
4	Statewide	Design & Construct	2023-25 Minor Repairs - Facility	\$ 39,446,000	\$ 102,177,000
5	Statewide	Design & Construct	2023-25 Minor Repairs - Site	\$ 6,171,000	\$ 108,348,000
6	Statewide	Design & Construct	2023-25 Minor Repairs - Infrastructure	\$ 40,300,000	\$ 148,648,000
7	Statewide	Design & Construct	2023-25 Minor Works - Program	\$ 68,000,000	\$ 216,648,000
8	Lake Washington	Construct	Center for Design	\$ 38,949,000	\$ 255,597,000
9	Bates	Construct	Fire Service Training Center	\$ 38,135,000	\$ 293,732,000
10	Olympic	Construct	Innovation & Technology Learning Center	\$ 27,678,000	\$ 321,410,000
11	Everett	Design & Construct	Baker Hall Replacement	\$ 37,904,000	\$ 359,314,000
12	Tacoma	Construct	Center for Innovative Learning and Engagement	\$ 35,514,000	\$ 394,828,000
13	Wenatchee	Construct	Center for Technical Education and Innovation	\$ 46,471,000	\$ 441,299,000
14	Shoreline	Construct	STE(A)M Education Center	\$ 39,692,000	\$ 480,991,000
15	Lower Columbia	Construct	Center for Vocational and Transitional Studies	\$ 39,522,000	\$ 520,513,000
16	Columbia Basin	Design & Construct	Performing Arts Building Replacement	\$ 44,505,000	\$ 565,018,000
17	Whatcom	Design & Construct	Technology and Engineering Center	\$ 39,981,000	\$ 604,999,000
18	Cascadia	Construct	CC5 Gateway building	\$ 38,136,000	\$ 643,135,000
19	Edmonds	Construct	Triton Learning Commons	\$ 40,357,000	\$ 683,492,000
20	Renton	Construct	Health Sciences Center	\$ 50,682,000	\$ 734,174,000
21	Bellingham	Design & Construct	Engineering Technology Center - Bldg J Replacement	\$ 17,359,000	\$ 751,533,000
22	Centralia	Construct	Teacher Education and Family Development Center	\$ 10,501,000	\$ 762,034,000
23	Spokane	Construct	Apprenticeship Center	\$ 36,177,000	\$ 798,211,000
24	Skagit	Construct	Library/Culinary Arts Building	\$ 30,603,000	\$ 828,814,000
25	Highline	Design & Construct	Welcome Center for Student Success	\$ 44,401,000	\$ 873,215,000
26	Clark	Design & Construct	Hanna/Foster/Hawkins Complex Replacement	\$ 29,507,000	\$ 902,722,000
27	Peninsula	Design & Construct	Advanced Technology Center	\$ 22,522,000	\$ 925,244,000
28	South Seattle	Design & Construct	Rainier Hall Renovation	\$ 47,916,000	\$ 973,160,000
29	Seattle Central	Design & Construct	Broadway Achievement Center	\$ 31,995,000	\$ 1,005,155,000
30	Yakima	Design & Construct	Prior-Kendall Hall	\$ 28,275,000	\$ 1,033,430,000
31	Everett	Design & Construct	Student & Family Resource Center	\$ 18,867,000	\$ 1,052,297,000
32	Tacoma	Design & Construct	Student Support Center	\$ 35,421,000	\$ 1,087,718,000
33	Renton	Design & Construct	Trades and Industries Building	\$ 50,066,000	\$ 1,137,784,000
34	Columbia Basin	Design & Construct	Center for Applied Science and Agriculture	\$ 49,840,000	\$ 1,187,624,000
35	Clover Park	Design & Construct	Center for Innovative Teaching and Community Connections	\$ 46,703,000	\$ 1,234,327,000
36	South Seattle	Design & Construct	Georgetown Campus, Building B	\$ 23,648,000	\$ 1,257,975,000
37	Bates	Design & Construct	Student Success Center	\$ 29,929,000	\$ 1,287,904,000
38	Wenatchee	Design & Construct	Immersive Technology and Engineering Center	\$ 18,790,000	\$ 1,306,694,000
39	Seattle Central	Design & Construct	Welcome Center & Edison Technical Modernization	\$ 45,233,000	\$ 1,351,927,000
40	Highline	Design & Construct	Academic Pathways and Technology Center	\$ 45,124,000	\$ 1,397,051,000
41	Spokane Falls	Design & Construct	Teaching & Learning Commons	\$ 52,018,000	\$ 1,449,069,000
42	Lower Columbia	Design & Construct	Welcome Center	\$ 33,229,000	\$ 1,482,298,000
43	Shoreline	Design & Construct	Comprehensive Student Services Center	\$ 33,687,000	\$ 1,515,985,000
44	Big Bend	Design & Construct	Health Science and Performing Arts Center	\$ 31,953,000	\$ 1,547,938,000
45	Skagit	Design & Construct	Industrial Technology & Public Safety Building	\$ 49,918,000	\$ 1,597,856,000
46	Spokane	Design & Construct	Allied Health Building	\$ 47,171,000	\$ 1,645,027,000
47	Lake Washington	Design & Construct	East Building Renovation and Expansion	\$ 48,469,000	\$ 1,693,496,000
48	Bellingham	Design & Construct	Building A Renovation & Building Y Replacement	\$ 9,974,000	\$ 1,703,470,000