



STATE BOARD MEETING AGENDA

Skagit Valley College: 2501 E College Way, Mount Vernon, WA 98273
McIntyre Hall Performing Arts & Conference Center

Study Session: Wednesday, March 27, 2024 // 1 p.m. to 5 p.m.

Regular Business Meeting: Thursday, March 28, 2024 // 8:15 a.m. to 12:30 p.m.

Board Members

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

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

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

March 27 Study Session

Time	Item	Location/Activity
1 p.m.	Welcome and Board Member Introductions Chelsea Mason-Placek, Chair	
1:10 p.m.	Land and Labor Acknowledgement Crystal Donner, Board Member	
1:15 p.m.	Strategic Action Plan Review and Community Roundtable Discussion: Student Financial Aid Summer Kenesson, Director of Policy Research	Tab 1 (Discussion)
2:45 p.m.	Break	
3 p.m.	Update on Equity, Diversity, and Inclusion Efforts Sophia Agtarap, Director of Equity, Diversity, and Inclusion	Tab 2 (Discussion)
3:30 p.m.	ACT Report Pat Shuman, ACT President	
3:40 p.m.	WACTC Report Tim Stokes, WACTC President	
3:50 p.m.	System Unions Report	
4 p.m.	Executive Director Report Paul Francis, Executive Director	
4:10 p.m.	Host College Presentation and Campus Tour Chris Villa, Skagit Valley College President	
5 p.m.	Adjournment	
6 p.m.	Social and Dinner with Skagit Valley College Trustees, Staff, and Invited Guests	Tulip Town 15002 Bradshaw Rd Mount Vernon

March 28 Regular Business Meeting

Time	Item	Location/Activity
8:15 a.m.	Welcome and Introductions	
8:20 a.m.	Establish a Quorum and Adopt Meeting Agenda Chelsea Mason-Placek, Chair	(Action)
8:22 a.m.	Approval of Consent Agenda <ul style="list-style-type: none"> a. Columbia Basin College–local capital expenditure authority for acquisition and design for new student housing. Resolution 24-03-11 b. Columbia Basin College–local capital expenditure authority for T building Science lab and mechanical equipment updates. Resolution 24-03-12 c. Olympic College–local capital expenditure authority reduction for Poulsbo campus Allied Health renovations Resolution 24-03-13 d. Spokane Community College–local capital expenditure authority increase to design and construct campus-wide security upgrades Resolution 24-03-14 e. Spokane Falls Community College–local capital expenditure authority to design and construct campus-wide security upgrades Resolution 24-03-15 f. SBCTC Meeting Minutes, February 1, 2024 	Tab 3 (Action)
8:25 a.m.	Public Comment	
8:35 a.m.	2024 Legislative Session Update Arlen Harris, Legislative Director Darrell Jennings, Capital Budget Director Stephanie Winner, Operating Budget Director	Tab 4 (Discussion)
9:15 a.m.	2025-27 Legislative Priorities – Development Process Arlen Harris, Legislative Director Stephanie Winner, Operating Budget Director Ivan Harrell, Tacoma Community College President and WACTC Operating Budget Committee Chair Karin Edwards, Clark College President and WACTC Legislative and Public Information Committee Chair	Tab 5 (Discussion)
9:45 a.m.	Break	
9:55 a.m.	Allocation Model Review Update Stephanie Winner, Operating Budget Director Ivan Harrell, Tacoma Community College President and Allocation Model Review Committee Co-chair Chad Hickox, Walla Walla Community College President and Allocation Model Review Committee Co-chair	Tab 6 (Discussion)
10:35 a.m.	North Seattle College’s Affordable Housing Property Sale Darrell Jennings, Capital Budget Director Rachel Solemsaas, North Seattle College Interim President Lincoln Ferris, Special Assistant to the President, Seattle Central College	Tab 7 (Discussion)

Time	Item	Location/Activity
11:05 a.m.	Consideration of Running Start Residency Waiver Resolution 24-03-16 Choi Halladay, Deputy Executive Director, Business Operations Jamie Traugott, Director of Dual Credit & Strategic Enrollment Initiatives	Tab 8 (Action)
11:15 a.m.	Board Discussion and Chair's Report <ol style="list-style-type: none"> a. Evaluation Committee: update/appointments (action) Resolution 24-03-17 b. Bylaws Review Committee: bylaw review and proposed revisions (no action at this meeting) c. Nominating Committee: appointments (action) Resolution 24-03-18 d. Other <ul style="list-style-type: none"> • Long-Term Strategic Advocacy and Communications Task Force • Strategic Action Plan Task Force 	Tab 9 (Action)
12:30 p.m.	Adjournment Next meeting: May 8-9, 2024 ~ Green River College, Auburn Center campus	

Updated:3/20/2024

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

March 27, 2024

Tab 1

Strategic Action Plan Review and Community Roundtable Discussion: Student Financial Aid

Brief Description

Financial Aid is critical for our most vulnerable and underserved students to be able to enroll in programs, stay in college, and complete credentials. However, the financial aid systems are complicated and labor intensive, and significant issues with the application process this year will affect the aid disbursement to several thousand CTC students. Financial aid staff are continually challenged by changing systems, tight deadlines, and high turnover due to stress.

Background information and analysis

Need-based financial aid was awarded to over 89,000 CTC students in 2022-2023. Still more students relied on loans and scholarships to be able to attend college. Financial aid availability and disbursement is of most significance to the success of our most financially vulnerable students. 27% of our historically-underserved students of color are low income, compared to 17% of other students.

Most awarded aid

In the WACTC system, there are over 40 different types of financial aid, although most are highly restricted in terms of eligibility and reach only a few students. The most widely accessed aid is Washington College Grants and Pell Grants, followed by institutional (college-specific) aid, 'private aid (such as scholarships through a student's high school), and Federal (Stafford) loans. Data on the number of awards and the average amount awarded is included in the presentation slides.

Significant changes were made to the Washington College Grant that expanded eligibility to students in more middle-income levels. The timing of this overlapped with the discontinuation of CARES (pandemic era) student funding, which enable many students to stay in college after CARES funding ended but while the economy was still recovering. With the Washington College grant expansion, Washington has one of the largest state aid programs in terms of both dollar value per student and reach. However, low FAFSA completion rates suggest that available state aid is underutilized.

Washington currently ranks 44th among states in FAFSA completion rates, at 25% of High school seniors. This is a national concern as well. The National College Attainment Network estimated that \$3.75 billion dollars of Pell grants were unutilized due to low FAFSA completion rates for the high school graduating class of 2021.

Stafford loan utilization rates have decreased alongside the expansion of Washington College Grant, especially for low-income students and students of color. This is important, as enabling students to leave college without debt as they transition to a career or a traditional four-year institution best sets

students up for success. Consequently, as the first reports of debt to earnings ratios by program nationally have been released by the Department of Education as part of Gainful Employment and Financial Transparency legislation, Washington is among the states with the lowest number of 'failing' programs. That is, programs that do not meet minimum threshold of student loan debt to early earnings, a national metric of return on investment for prospective college students.

Which students does financial aid reach?

The utilization of different types of aid has seen some important shifts for historically underserved students of color (HU-SOC) in our CTC system. While the highest awards, and rates of aid were need-based grants (WCG and Pell), many financially vulnerable students accessed Stafford loans. Importantly, we have seen the utilization of loans decrease among HU-SOC students over the last five years, suggesting that grant aid is not only reaching those students at a higher rate, but that it is better meeting their financial need. Although the total percentage of Stafford loans received by HU-SOC has gone up over the last six years (from 29% to 35%), the ratio now matches the enrollment levels of HU-SOC. In other words, in previous years, HU-SOC were overrepresented in Stafford loan utilization and that gap has been significantly reduced.

Similarly, the percentage of WCG and Pell awards that have been made to HU-SOC has risen significantly over the last five years, from 37% to 47% for both Pell and WCG. The percentage of enrollment represented by HU-SOC has risen from 25% to 30%, showing that awards of need-based grant aid have kept pace with enrollment changes. HUSOC are also accessing proportionally more institutional and private grant and scholarship aid than ever before, up from 35% in 2017 to 45% in 2022.

There is a significant difference in aid utilization by gender, with almost two-thirds of aid recipients identifying as female in 2022-23. This exceeds the enrollment percentage of 52% female-identifying. However, this has shown no change over the last six years.

Younger students (under age 25) are much more likely to receive private grant and scholarship aid, mainly due private non-loan aid being primarily awarded through high schools, and are interestingly more likely to access institutional aid. Proportionally very few Stafford loans are used by younger students. Older students (40 and over) are more likely to be dependent on Stafford loans, which is concerning as these students also represent more professional technical students often seeking career changes that may be vulnerable to student loan debt.

How does Financial Aid influence student success?

Understanding the direct impact of aid availability and amounts on retention and completion would require a qualitative study, as it is only one of many factors that influence student success. However, over the last 8 years, the 3-year (on time) completion rates of students receiving need-based aid have been higher than those of students not receiving need-based aid. This reached a peak of 30% compared to 25% for the starting cohort of 2017 (the last pre-pandemic cohort), but even through the pandemic, need-based aid recipients completed at 26% compared to 24% of non-recipients.

The 2024 FAFSA

What is the FAFSA?

The Free Application for Federal Student Aid (FAFSA) is the process by which all students apply for

federal grants and loans. It can be done online for most students, or on paper. The FAFSA relies on a student's family income as reported on tax returns, and the type of institution and program a student plans to attend, to assess the amount of grant and/or loan awards a student may be eligible for. Students need to complete the FAFSA each year they want to receive aid regardless of prior eligibility or awards.

Other aid applications

In Washington, undocumented students and other students not eligible for federal aid can complete the WASFA (Washington Application for State Financial Aid). Other aid programs, such as scholarships and some grant aid, as well as private loans, each have different application processes.

Military and dependent students also have military-based aid programs. These also have a distinct application process. Many students also receive 'private' grants and scholarships, such as scholarships awarded through their high schools.

What's happened in 2024?

The Department of Education intended to release a simplified FAFSA form to better enable some of the most disadvantaged students to submit the FAFSA and receive aid. However, while the FAFSA for the 2024-2025 academic year should have been released in October, the rollout didn't happen until December. Even then, once the forms were released online, there were complications that resulted in the forms being taken down multiple times, which delayed families' access to online forms and posed challenges for families that were unable to fix mistakes in forms they had submitted.

Another complication is any student who applies whose parent does not have a Social Security number must apply on paper forms, and those forms would not be processed until the Department of Education starts sending the electronic student record data to colleges and universities, which will mean further delays for those students. This has very recently been corrected so that these students can complete online, but the impact of the delay has already created concerns for these students, and they comprise some of the most financially vulnerable students.

Finally, the Department of Education did not factor in inflation in the aid calculation process. This means that once this is corrected, many students may find they receive less aid than originally appeared on their award letters.

In Washington, FAFSA applications by March 1 among high school seniors are down 30.2 % compared to March 1 of last year. That equates to 10,262 fewer submissions than this time last year. Washington is behind the national rate of submissions, with 24.1% of high school seniors submitting FAFSA, compared to 29.0% nationwide, and 34.8% in Washington at this time last year. Washington currently ranks 44th in FAFSA submission rate among US states.

The drops in Washington are highest among the most vulnerable students:

- Low-income students (down 41.7% compared to 25.4% of higher income students)
- Historically underserved students of color (down 42.8%, compared to 26.4%)
- Small town and rural students (down 34% compared to 28% for urban students)

What is the State Board doing to assist students and colleges?

- **FAFSA Position Paper and Pivoted Action Plan:** Our Student Services Commission lead team, comprised of Financial Aid, Business operations and IT specialists, has been diligently working on developing a comprehensive position paper and action plan outlining our system's approach to FAFSA simplification. This audience-focused document, tailored for the WACTC audience, will guide our strategy moving forward. We anticipate releasing the position paper at the end of next week, followed by the pivoted action plan with recommendations the following week. Special recognition goes to Karl Smith and Kristia Francis for co-leading this effort, along with Yokiko Hayashi-Saguil, Michele Waltz, Claire Peinado, Rob Cox, Chancel Fields, James Flowers, Melanie Ruiz, Teresa Robinson-Duane, Darcy Kipnis, Dani Bundy, Ana Ybarra, and Sherry Nelson.
- **Learning and Compliance:** SBCTC has been actively engaging to interpret board, state, and federal regulation requirements, deepening the understanding of implications for our system and institutions with the new FAFSA. These requirements are multi-faceted, complex, and ever evolving. In addition to all the work occurring in IT, three additional areas were focused on by SBCTC this week: census dates, drop dates and payment plans, as well as FTI Data Privacy. These are further described below.
- **Census Date:** A great question was asked by a college regarding delaying the summer/fall census dates. After careful consideration, SBCTC concluded that while the census date can technically be amended by state board policy, changing it carries significant implications for faculty contracts, data management, and student aid eligibility in the near term. Therefore, we do not see changing the census date as an ideal option.
- **Drop Dates and Payment Plans:** A question was also posed about drop dates and payment plans, should aid be delayed. In general, institutions have flexibility in how they format their payment plans. However, there are complications related to refund amounts because refund rates and dates are encoded in RCW. AAGs are coordinating to provide further guidance to institutions, institutions should confer with their local AAG on these topics.
- **FTI Data Privacy Update:** Finally, the federal guidelines for the handling of Federal Tax Information (FTI) data for FAFSA processing is governed by the CtcLink Data Usage and Privacy Memorandum of Understanding (MOU) and policies established in 2021, in collaboration with the Assistant Attorney General (AAG). SBCTC serves as the system administrator for financial aid processing across colleges but does not access or share FTI data beyond its role in supporting the colleges with the system. FTI data is categorized as highly sensitive (OCIO Category 4) and is restricted to authorized staff for financial aid awarding purposes, with no inclusion in the Data Warehouse. The AAG has confirmed SBCTC's authority to access and administer FTI data on behalf of the colleges. While SBCTC possesses FTI as the system administrator, it cannot share this data with WSAC due to entity distinctions. Previously,

colleges submitted FTI-type information to WSAC via reporting tools and Unit Record Reports (URR) for state aid processing. However, with the new FAFSA requirements, WSAC faces challenges in its traditional processes, prompting ongoing efforts to seek clarification from the U.S. Department of Education (ED) regarding permissible activities. We will continue to work with WSAC and within SBCTC to provide further clarity on this development.

Recommendation/preferred result

Policy Manual Change Yes No

Prepared by: Summer Kenesson, director of policy research
skenesson@sbctc.edu

STUDENT FINANCIAL AID TYPES

Federal Aid

Pell Grant

Pell grants are the most common form of federal aid grant. They are need based, available to credential-seeking (and some other programs) students within family income limits. The maximum Pell award for 2024 is \$7,600, regardless of program. Students must complete the FAFSA every year to remain eligible for Pell grants, and students can receive Pell grants for a maximum of six years.

Federal Stafford loans

Direct Stafford Loans are low-interest loans for eligible students to help cover the cost of higher education. Eligible students borrow directly from the U.S. Department of Education (the Department) at participating schools. Subsidized loans are awarded on the basis of financial need using information submitted in the FAFSA, and unsubsidized loans are not need-based, but do require the FAFSA. The difference is that while both allow a student to defer repayment while in school, the accruing interest is paid by the federal government for the subsidized loans. The maximum federal loan for CTCs in 2024 is \$12,000 (\$14,900 for baccalaureate programs).

Federal Work Study

Federal work-study is a financial aid program that's offered by the U.S. Department of Education. The program enables students to cover education expenses by earning at least minimum wage in part-time jobs that may even be related to their area of study. There are restrictions on the maximum hours a student can work, as well as restrictions and requirements for the type of work students can do.

Federal Supplemental Educational Opportunity Grant (SEOG)

SEOG is a grant program for students with exceptional financial need. The maximum amount is approximately \$4,000 per year, but depends on availability of funds at an institution, and the level of need. Unlike Pell grants, the available amount at each institution is fixed each year, so once all the funds have been awarded, no more SEOG awards can be made that year.

There are also federal loans available to parents of dependent students ([PLUS loans](#)). The maximum amount is assessed using the FAFSA, and is no more than the amount of unmet need (estimated cost of attendance minus all other aid awarded to the student), up to a maximum of \$8,500.

Washington State Aid

Washington College Grant (WCG):

Formerly the State Need Grant (SNG), the WCG is available to CTC students in almost all credential programs (certificates and degrees) and some participating apprenticeships. The amount available depends on the student's family income in comparison to the state 'median family income' levels. The amount is assessed on a scale in relation to the family income MFI levels, with the lowest income students or students from large families receiving higher amounts.

This year, single income adult students (family of 1) with an income of less than \$38,000 or students from a family of four with an income of \$78,000 or less are eligible for the full award. Single income adult students (family of one) with an income of up to \$58,500 and students from a family of four with an income of up to \$112,500 are eligible for a partial award. This makes WCG one of the most widely available state aid programs. The maximum award for CTC students is \$4,700, or \$7,600 for CTC baccalaureate programs.

In 21-22, a state legislative proviso introduced the Washington Bridge Grant. This grant was designed to address unmet need for the lowest income students after the award of the Washington College Grant. It reaches 60 percent of WCG recipients but is typically less than \$500.

College Bound Scholarship (CBS)

This scholarship is a promise of financial aid to students from low-income families, beginning in eighth grade. Eligibility for the College Bounds funds had required CTC students to maintain at least a 2.0 GPA through high school, but for fall of 2023, that requirement has been lifted. Students must complete the FAFSA in their senior year of high school and meet income requirements. This award is intended to be combined with the Washington College Grant to assist with unmet need.

State Work Study

Similar to Federal Work study, State Work Study is available for low- and middle-income students. Students work in an approved job coordinated through their campus (and typically but not always) on campus. There are restrictions on the maximum hours a student can work per week. Students must complete the FAFSA or WAFSA.

Washington State Opportunity Scholarship and Washington Opportunity Grant

These programs are administered by the WSOS organization and the SBCTC respectively. They are available to low (and some middle income) students for programs leading to high-demand or STEM careers. Both require the student to complete the FAFSA or WAFSA.

Basic Food and Education Training Program (BFET) and WorkFirst

BFET is available to students who receive basic food assistance (sometimes referred to as "food stamps") but are not receiving Temporary Assistance for Needy Families (TANF); WorkFirst provides employment and training services to students that are receiving TANF. Both programs provide financial assistance and other career development support. Although funds may originate from federal sources, they are administered in partnership between colleges, community organizations, and DSHS.

Washington also offers several aid programs that are merit-based, reserved for students meeting specific criteria (such as students from foster care or unhoused, displaced homemakers, veterans, and others), available to students in specific programs or programs leading to specific careers. Some of the most familiar aid programs include Early Achievers Grant (for early learning programs), Worker Retraining, and Passport to Careers. Active-duty military, veterans, and dependents may also be eligible for Veteran's Affairs aid programs.

College Aid

Colleges also offer a variety of institution-specific aids. These are typically endowed scholarships (which often have program or other restrictions for eligibility), as well as emergency funds. These are most often administered through a college's Foundation.

TAB 1



STRATEGIC ACTION PLAN REVIEW AND COMMUNITY ROUNDTABLE DISCUSSION

Financial Aid and implications for fall 2024

Summer Kenesson

March 27, 2024

HOW DOES FINANCIAL AID WORK?

- Three sources of aid – federal, state, and institutional
- Aid can be need-based, merit-based, restricted, or universal
- In almost all cases of federal and state aid, students must complete the Free Application for Federal Student Aid (FAFSA).
 - Undocumented students and DREAMers can complete the Washington Application for State Financial Aid (WASFA).
 - WASFA applicants are only applying for state aid; federal aid is only available through the FAFSA.

HOW DOES FINANCIAL AID WORK?

- Deadlines – normally the FAFSA deadline is December 1 of the year prior to fall admission. Not the case in 23-24.
- Award letters would normally go out in spring.
- Financial aid is then ‘disbursed’ to students near the start of their first enrollment for the year, and at least one other point in the year.
- Students must reapply for federal and most state aid using the FAFSA each year



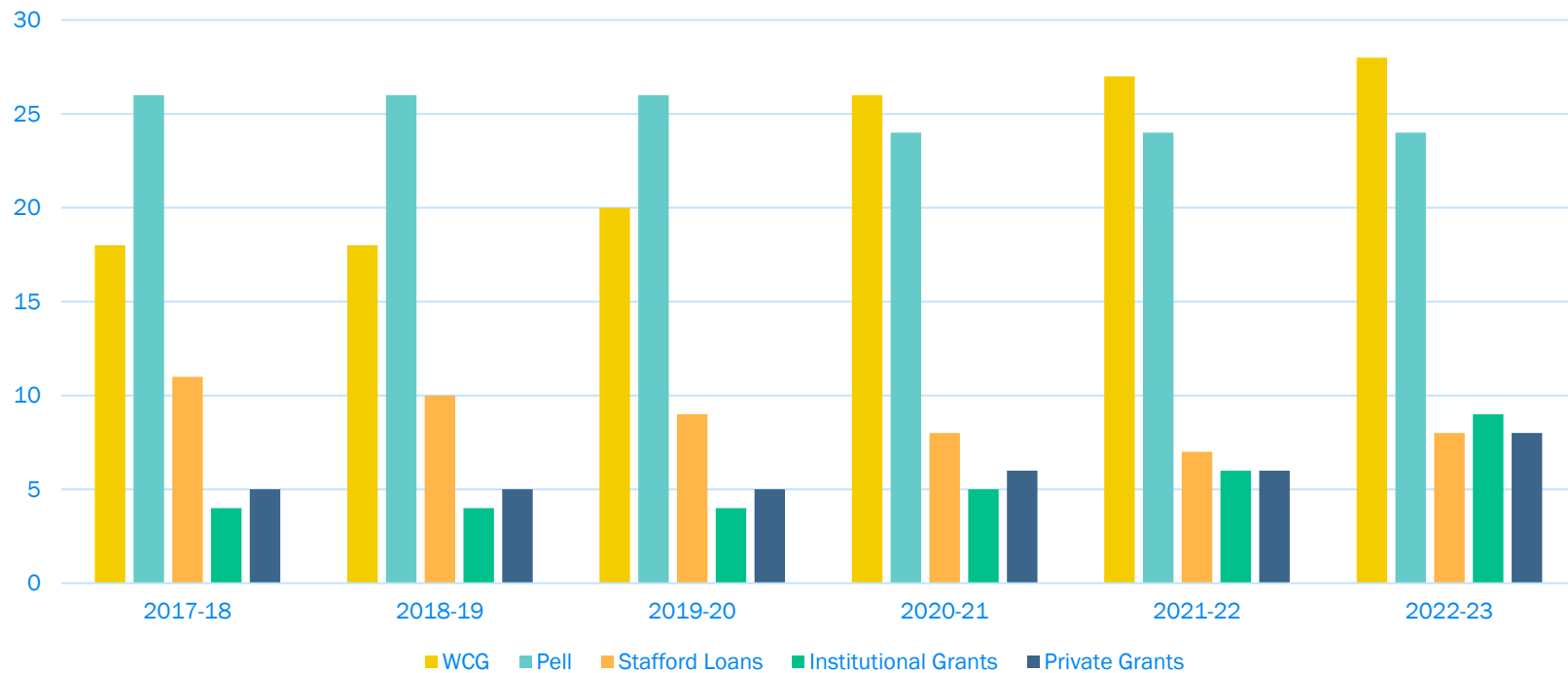
WHICH ARE THE MOST UTILIZED AID PROGRAMS IN 2022-23?

Type of Aid	Number of Recipients	Percent of Enrollment	Average Award
WCG	45,185	28	\$2,639
Pell	38,493	24	\$3,719
Bridge Grant	28,516	18	\$469
Institutional grants and waivers	14,447	9	\$1,177
CARES ACT	13,106	8	\$1,407
Private grants and scholarships	12,520	8	\$2,229
Stafford Loans	12,421	8	\$5,921
SEOG	11,263	7	\$551
College Bound	6,434	4	\$390
Worker Retraining	5,134	3	\$1,961



UTILIZATION OF AID PROGRAMS

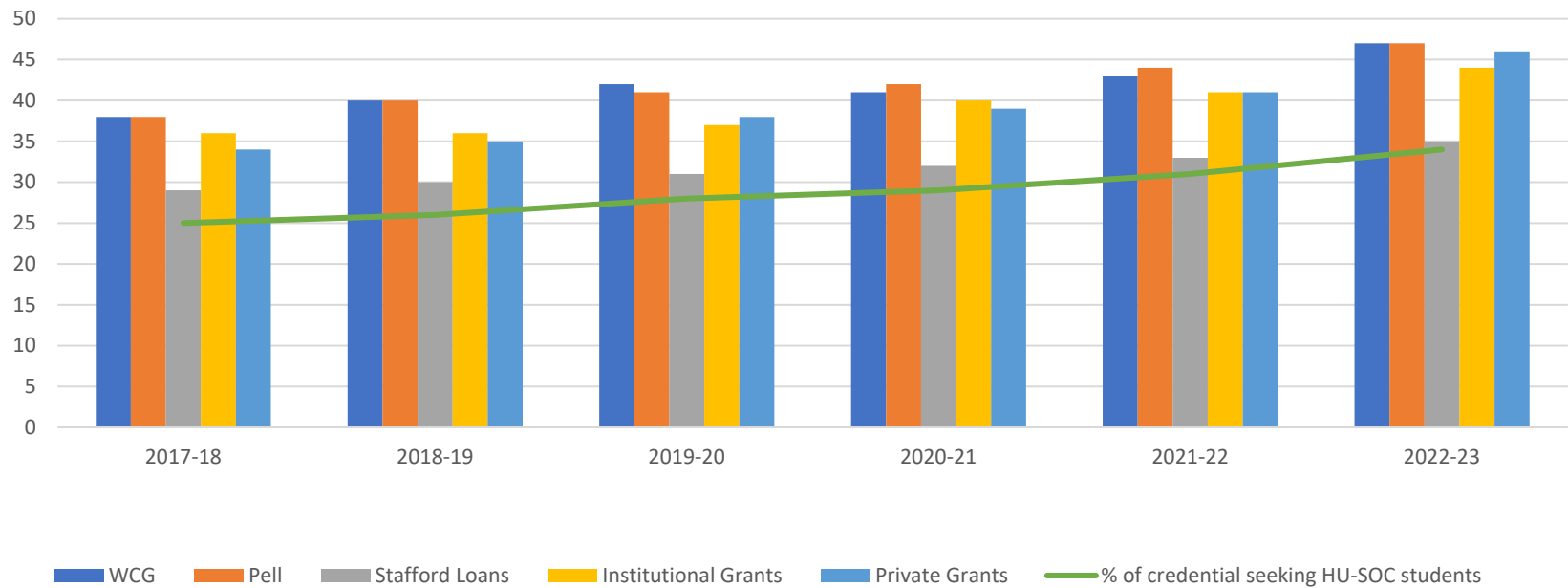
% of students receiving aid over time





UTILIZATION OF AID PROGRAMS

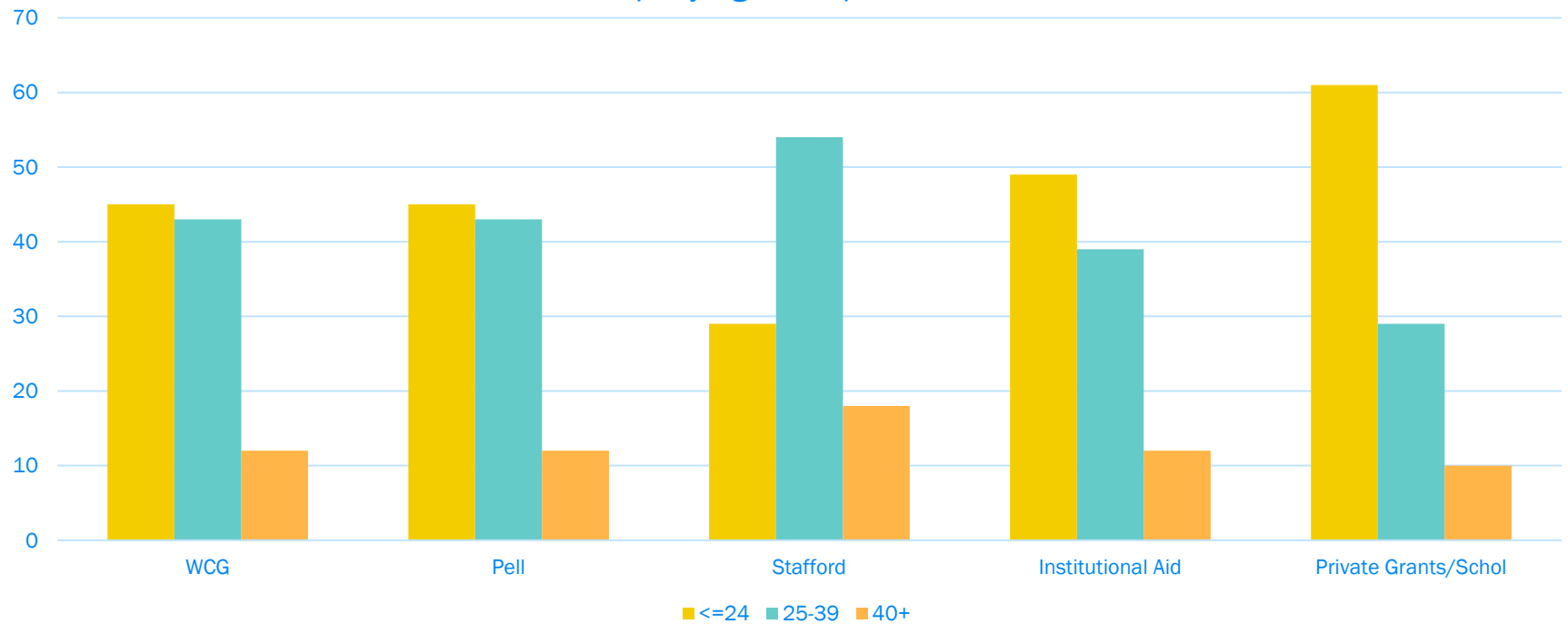
% of Aid Receipt by Historically Underserved Students of Color





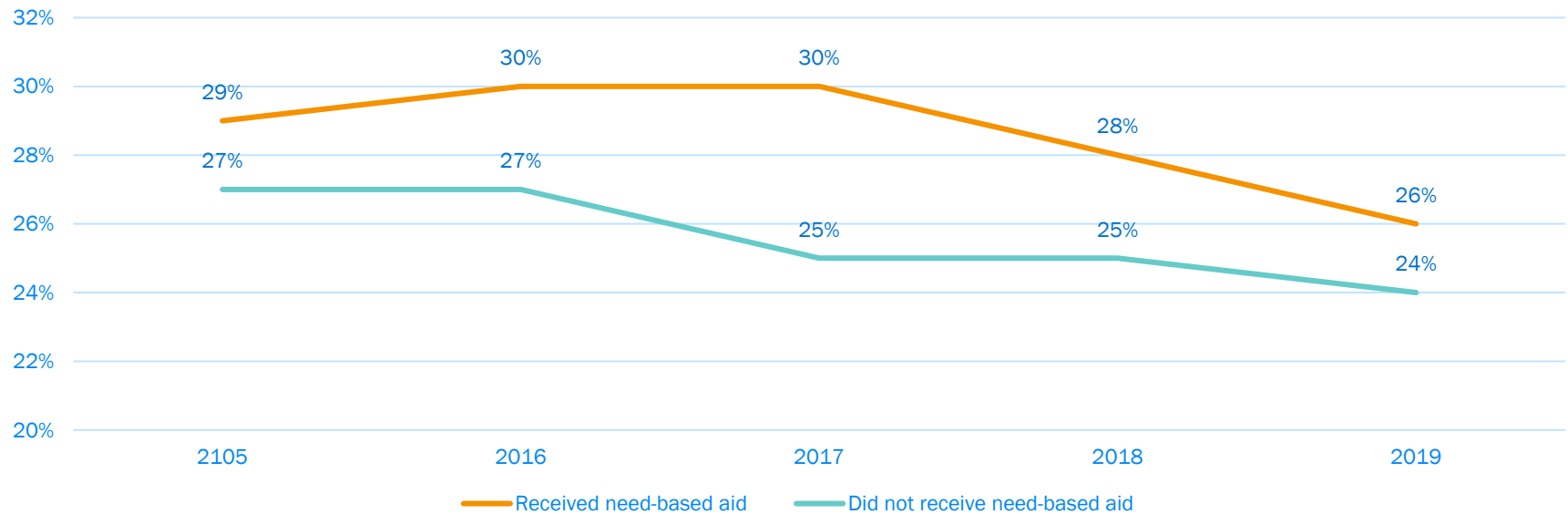
UTILIZATION OF AID PROGRAMS

% of Aid Receipt by Age Group, 2022-23



HOW DOES FINANCIAL AID INFLUENCE COMPLETION?

3-Year Completion Rates



WHO WORKS WITH STUDENTS ON FINANCIAL AID

- Goal is to minimize workload on colleges, especially financial aid offices, especially with July deadline for first round and October for next.
- SBCTC team to work on data collection and cleaning, preparation for uploads, program inclusion, risk assessment for programs, and point of contact for colleges with DoE. Opt out is available.
- Upload process information – [AIR webinar](#) – but looks like either Student Aid Internet Gateway (SAIG) or National Student Loan Data Systems (NSLDS) website on an excel base
- Ongoing need for clarity on definitions and 'what abouts'

FACTORS AFFECTING AWARD AND DISBURSEMENT OF FINANCIAL AID

- Demands on Financial Aid Offices
 - High level of knowledge and skill needed
 - Deadline-driven and complex systems lead to high stress and high turnover
- Award Systems
 - Constantly changing aid structures and programs
 - Implementation of CTClick required intensive resources
- FAFSA Completion
 - Underutilization of FAFSA
 - Significant problems with FAFSA forms for fall 2024

FAFSA 2024

The Department of Education intended to release a simplified FAFSA form to better enable some of the most disadvantaged students to submit the FAFSA and receive aid. However:

- While the FAFSA for the 2024-2025 academic year should have been released in October, the rollout didn't happen until December.
- Any student who applies whose parent does not have a Social Security number must apply on paper forms, and those forms would not be processed until the Department of Education starts sending the electronic student record data to colleges and universities, which will mean further delays for those students.
- The Department of Education did not factor in inflation in the aid calculation process. This means that once this is corrected, many students may find they receive less aid than originally appeared on their award letters.

FAFSA IN WASHINGTON

- FAFSA applications by March 1 among high school seniors are down 30.2 % compared to March 1 of last year.
- 10,262 fewer submissions than this time last year.
- Washington is slightly behind the national rate of submissions, with 24.1% of high school seniors submitting FAFSA, compared to 29.0% nationwide, and 34.8% in Washington at this time last year.
- Washington currently ranks 44th in FAFSA submission rate among US states.
- The drops in Washington are highest among the most vulnerable students:
 - Low-income students (down 41.7% compared to 25.4% of higher income students)
 - Historically underserved students of color (down 42.8%, compared to 26.4%)
 - Small town and rural students (down 34% compared to 28% for urban students)

DISCUSSION

REGULAR ITEM

March 27, 2024

Tab 2

Update on Equity, Diversity, and Inclusion Efforts

Brief Description

Overview of Equity, Diversity, and Inclusion (EDI) efforts presented by Sophia Agtarap, director of equity, diversity, and inclusion at SBCTC. Presentation will cover brief history of EDI efforts and office, legislation and timelines, current initiatives, and invitation for Board collaboration.

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

The vision naturally invites the work of equity, diversity, inclusion, and antiracism to be woven throughout the policies and practices of SBCTC and our 34 community and technical colleges and districts. But operationalizing EDI doesn't happen naturally and takes a concerted effort. It is the charge and aspiration of our EDI office to uphold the agency's bold vision for leading with racial equity by working to dismantle racist policies and practices throughout our community and technical college system, and ensuring our students of color and other minoritized students reap the benefits that come with higher education: higher incomes, better health, and greater social and economic mobility that passes from generation-to-generation.

- Objective 1.2: Recognizing that student success depends on the quality of college employees, support colleges in their efforts to attract and retain expert and diverse faculty and staff.
- Objective 1.3: Implement actions and policies that produce equitable outcomes.

Background information and analysis

Last week, the U.S. House of Representatives' Committee on Education and Workforce Subcommittee on Higher Education and Workforce Development held a hearing titled "Divisive, Excessive, Ineffective: The Real Impact of DEI on College Campuses" to allow testimony from individuals who oppose diversity, equity, and inclusion efforts in higher education. We can feel somewhat removed from the attempted—and sometimes successful—takedowns of EDI work across the country as we have some legislative support for this work in Washington state and students, staff, and faculty in our community and technical colleges innovate ways to weave EDI and antiracism through policies and practices. The actions our community and technical colleges take embody the Washington State Board for Community and Technical Colleges' vision to lead with racial equity to advance racial, social, and economic justice. It is my hope that we continue to keep this work both front and center in the ways we analyze and make recommendations, engage in lifelong learning, and engage all of our senses to be innovative and bold in our policy thinking and moving beyond the binary in what could be as we create places where those furthest from educational justice may thrive.

Recommendation/preferred result

Board members will hear about the history of EDI efforts and office, legislation and timelines, current initiatives, and invitation for Board collaboration.

Policy Manual Change Yes No

Prepared by: Sophia Agtarap, director of equity, diversity, and inclusion
360-704-1001, sagtarap@sbctc.edu

Tab 2



EQUITY, DIVERSITY, INCLUSION

Sophia Kristina R. Agtarap | Director, Equity, Diversity, Inclusion

March 28, 2024

OFFICE OF EQUITY, DIVERSITY, AND INCLUSION



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I have a hard time accepting diversity as a synonym for justice. Diversity is a corporate strategy. It's a difference that doesn't make a difference. Diversity without structural transformation simply brings those who were previously excluded into a system as racist, as misogynistic, as it was before.

Angela Davis | February 2015, USC



Emergence is the way complex systems and patterns arise out of a multiplicity of relatively simple interactions. It emphasizes critical connections over critical mass, building authentic relationships, listening with all the senses of the body and the mind. Emergence notices the ways that small actions and connections create complex systems, patterns that become ecosystems and societies.

adrienne maree brown

HOW WE GOT HERE AND HOW WE KEEP GOING

- **Legislation (2021-2022: SB 5227, SB 5194)**
- **Multi-year DEI Strategic Plan for SBCTC (2022)**
- **Increase awareness, knowledge and skills on DEI across the agency and CTC system (ongoing)**

Implementation Timeline

AY2021-22	AY2022-23	AY2023-24	AY2024-25	AY2025-26	AY2026-27
<p>Conduct Campus Climate Assessment</p> <p>*Publish assessment results on college website</p>	<p>Conduct Listening and Feedback Sessions</p> <p>*Publish listening and feedback session results on college website</p>	<p>Conduct Listening and Feedback Sessions</p> <p>*Publish listening and feedback session results on college website</p>	<p>Conduct Listening and Feedback Sessions</p> <p>*Publish listening and feedback session results on college website</p>	<p>Conduct Listening and Feedback Sessions</p> <p>*Publish listening and feedback session results on college website</p>	<p>Conduct Campus Climate Assessment</p> <p>*Publish assessment results on college website</p>
<p>Submit DEI Strategic Plans—7/30/22</p>	<p>Provide DEI/anti-racist training for ALL new faculty and staff</p> <p>*80% of total faculty and staff must complete training every 2 years</p> <p>*Post DEI terms and training framework on college website</p>	<p>Provide DEI/anti-racist training for ALL new faculty and staff</p>	<p>Provide DEI/anti-racist training for ALL new faculty and staff</p> <p>* 35% of tenured faculty and administrators must complete training every 2 years</p>	<p>Provide DEI/anti-racist training for ALL new faculty and staff</p>	<p>Provide DEI/anti-racist training for ALL new faculty and staff</p>
<p>Prepare to add 200 new full-time tenure-track positions</p>	<p>Create and collect program evaluations from training participants</p>	<p>Submit DEI Strategic Plans</p>	<p>Provide DEI/anti-racist training for ALL degree-seeking students</p>	<p>Provide DEI/anti-racist training for all NEW degree-seeking students</p>	<p>Provide DEI/anti-racist training for all NEW degree-seeking students</p>
				<p>Submit DEI Strategic Plans</p>	

SBCTC AGENCY EQUITY PLAN: 4 PRIORITIES

- **Every hire matters**
- **Cultivating a cultural climate**
- **Ensuring lifelong learning, and**
- **System alignment**

INITIATIVES, PROJECTS, AND PROGRAMS

- **College Spark Initiative**
- **Employee Resource Groups**
- **EDI agency workgroup**
- **PEAR plan and framework**
- **DEOC x SBCTC legislative workgroup**
- **Agency and system consulting**



INITIATIVE SPOTLIGHT: COLLEGE SPARK WASHINGTON (CSW)

Why the partnership?

With recent mission and strategic plan changes, both SBCTC and CSW center leading with racial equity and building anti-racist education systems focused on student access and success.



INITIATIVE SPOTLIGHT: COLLEGE SPARK WASHINGTON (CSW)

Why this initiative?

- Supporting leaders of color (students, faculty, and staff) and the systems they are a part of is the most frequent topic encountered by CSW in their 18-month conversations in and around the CTC system;
- Alignment among CSW mission, SBCTC vision and many CTCs in leading with racial equity;
- Coupling leadership development strategies with supports and answerability for institutional change while building the EDI competency of CTC leaders will help the CTC systems recruit, grow, and sustain leaders of color and move the CTC system toward their stated racial equity goals.



INITIATIVE SPOTLIGHT: COLLEGE SPARK WASHINGTON (CSW)

- Cultivate a culture of inquiry that prioritizes space to examine decisions & practices, unlearn anti-blackness and anti-indigeneity, and adopt new ways of knowing, being, and doing.
- Build understanding among CTC leaders in what it looks, sounds, and feels like to lead with racial equity.
- Develop opportunities for individuals within the CTC system to understand how their individual role or position intersects with a CTC system that is in a state of change, and to examine and adjust practices so that actions align with beliefs in ways that advance equity, justice, and love.
- Hold space for healing and liberatory thinking for BIPOC members of the CTC community who are experiencing the tension of working to change systems that continue to cause harm.
- Improve conditions in colleges so leaders of color can thrive and do what they are hired to do.



INITIATIVE SPOTLIGHT: COLLEGE SPARK WASHINGTON (CSW)

listen connecting
with commissions/councils,
equity-focused groups, and
individuals engaged in
aligned work to
gather feedback and ideas;

gather third-party researcher
will review data and
gather perspectives on the
'State of BIPOC Leadership'
in Washington's CTC system;

advise advisory group will be
formed and will contribute to
and be a sounding board
for initiative planning.



INITIATIVE SPOTLIGHT: COLLEGE SPARK WASHINGTON (CSW)

Why this initiative?

- Supporting leaders of color (students, faculty, and staff) and the systems they are a part of is the most frequent topic encountered by CSW in their 18-month conversations in and around the CTC system;
- Alignment among CSW mission, SBCTC vision and many CTCs in leading with racial equity;
- Coupling leadership development strategies with supports and answerability for institutional change while building the EDI competency of CTC leaders will help the CTC systems recruit, grow, and sustain leaders of color and move the CTC system toward their stated racial equity goals.

COLLABORATION WITH THE BOARD

- **Monthly EDI report**
- **Participation in equity-focused learning and PD opportunities**
- **Participation in College Spark advisory**
- **Climate survey**

QUESTIONS? COMMENTS? DISCUSSION?

OFFICE OF EQUITY, DIVERSITY, AND INCLUSION



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**College Spark Washington and Washington State Board for Community and Technical Colleges (SBCTC)
Initiative Planning: Building Capacity to Advance Equity-Focused System Change and
Support & Sustain Leaders of Color**

SBCTC Contact: Sophia Agtarap | sagtarap@sbctc.edu

[College Spark Washington](#) Contact: Heather Gingerich | heather@collegespark.org

College Spark Washington and SBCTC are partnering to develop an initiative focused on building institutional capacity to engage in equity-focused systems change and support and sustain leaders of color from all levels in the CTC system.

Goal: Build the EDI capacity of CTC leaders to advance equity-focused system and institutional change and support and sustain BIPOC leaders at the student, staff, faculty, and administration levels.

Theory of Change: Coupling existing Community and Technical College (CTC) BIPOC leadership development strategies with supports and answerability for institutional change while building the EDI competency of CTC leaders will help CTC systems move toward their stated racial equity goals and more effectively recruit, grow, and sustain leaders of color.

What this will address

- Responsive to BIPOC voices (realities, challenges, needs) as they lead throughout the system;
- Engaging leadership from multiple levels, positions, and people, to align efforts to becoming anti-racist leaders and institutions;
- Support and answerability to help make equity-focused mission statements and DEI plans actionable and measurable;
- Advance BIPOC student retention and completion rates by centering on students priorities, passions, needs, and sense of belonging;
- Move toward positive culture change that reduces BIPOC leadership burnout and churn.

Over the next 12 months, we will engage in a listening period that will lay the groundwork for a long-term (5-10 year) initiative.

- **Listening:** connecting with commissions/councils, equity-focused groups, and individuals engaged in aligned work to gather feedback and ideas, and learn about opportunities to support related efforts;
- **Data gathering:** a third-party researcher will review data and gather perspectives on the 'State of BIPOC Leadership' in Washington's CTC system;
- **Forming an advisory group** to contribute to and be a sounding board for initiative planning;
- **Finalizing initiative details** based on feedback gathered during the planning year.

Intended strategies that will be implemented during this long-term initiative:

- **Building Colleges' EDI Leadership Capacity:** A central focus of this effort will be to provide resources, training, and support to a cohort of colleges working to build the EDI capacity of college leaders, formal and informal, engage in equity-focused institutional change, and better support and sustain their BIPOC leaders;
- **Growing Student Leadership:** Expanding and sustaining strategies that support the growth and voice of BIPOC student leaders;
- **Supporting Aligned Strategies:** Additional strategies may be identified during the 12 month planning period as we learn about opportunities to support existing and in-development equity-focused leadership development strategies throughout the CTC system.

Stay informed by signing up [here](#)

CONSENT ITEM (RESOLUTION 24-03-11)

March 28, 2024

Tab 3a

Columbia Basin College–local capital expenditure authority for acquisition and design for new student housing

Brief Description

Columbia Basin College seeks approval to spend up to \$6,000,000 in local funds for property acquisition, architect selection and design for new on-campus student housing.

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

This project supports student success by providing modern and relevant facilities.

Background information and analysis

Columbia Basin College wants to provide on-campus student housing to provide smooth transitions from K-12 to college opportunities. The current phase of the project includes property acquisition, architect selection, and project design.

The total project cost of this phase is estimated to be \$6,000,000.

The Columbia Basin College’s Board of Trustees approved this local capital expenditure request on Aug. 18, 2023.

Recommendation/preferred result

Staff recommends approval of Resolution 24-03-11 giving Columbia Basin College authority to spend up to \$6,000,000 in local funds to acquire property and design new student housing.

Policy Manual Change Yes No

Prepared by: Darrell Jennings
360-704-4382, djennings@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 24-03-11

A resolution relating to Columbia Basin College's request to use up to \$6,000,000 in local funds to acquire property and design new student housing.

WHEREAS Columbia Basin College wants to provide on-campus student housing; and

WHEREAS, this phase of the student housing project includes property acquisition, architect selection, and project design; and

WHEREAS, the total project cost for this phase of the project is estimated to be \$6,000,000; and

WHEREAS, Columbia Basin College's Board of Trustees approved this local capital expenditure request on Aug. 18, 2023; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Columbia Basin College to spend up to \$6,000,000 in local funds to acquire property, and design new student housing.

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 March 28, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

CONSENT ITEM (RESOLUTION 24-03-12)

March 28, 2024

Tab 3b

Columbia Basin College–local capital expenditure authority for T building Science lab and mechanical equipment updates

Brief Description

Columbia Basin College seeks approval to spend up to \$1,500,000 in local funds for T building Science program renovations and mechanical equipment upgrades.

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

This project supports student success by providing modern and relevant facilities.

Background information and analysis

Columbia Basin College plans to replace failing hood exhaust systems in the chemistry and biology labs and convert a classroom into a Physics lab. The project will also include eyewash stations and sink upgrades.

The total project cost is estimated to be \$1,500,000.

The Columbia Basin College’s Board of Trustees approved this local capital expenditure request on Aug. 18, 2023.

Recommendation/preferred result

Staff recommends approval of Resolution 24-03-12 giving Columbia Basin College authority to spend up to \$1,500,000 in local funds to replace mechanical equipment and make classroom and science lab renovations in the T building.

Policy Manual Change Yes No

Prepared by: Darrell Jennings
360-704-4382, djennings@sbctc.edu

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 24-03-12**

A resolution relating to Columbia Basin College’s request to use up to \$1,500,000 in local funds to replace mechanical equipment and make Science program classroom and lab updates.

WHEREAS Columbia Basin College plans to replace failing hood exhaust systems in the chemistry and biology labs, convert a classroom into a physics lab, and install eyewash stations and sink upgrades; and

WHEREAS, the total project cost is estimated to be \$1,500,000; and

WHEREAS, Columbia Basin College’s Board of Trustees approved this local capital expenditure request on Aug. 18, 2023; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Columbia Basin College to spend up to \$1,500,000 in local funds to replace mechanical equipment and make classroom and science lab renovations in the T building.

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 March 28, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

CONSENT ITEM (RESOLUTION 24-03-13)

March 28, 2024

Tab 3c

Olympic College–local capital expenditure authority reduction for Poulsbo campus Allied Health renovations

Brief Description

Olympic College would like to reduce the local capital expenditure authority from \$6,500,000 to \$6,000,000 for renovations to building P1 (UFI A06616) on the Poulsbo campus for the Allied Health program.

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

This project supports student success and retention by providing relevant and modern facilities.

Background information and analysis

Olympic College received State Board approval to spend up to \$6,500,000 on Oct. 19, 2023 in resolution 23-10-39.

Olympic College is planning to access American Rescue Plan Act (ARPA) funds from Kitsap County for the purpose of expanding Allied Health programs. The anticipated grant support is \$6,000,000.

Olympic College’s vice-president of administrative services, with delegated authority by the Olympic College Board of Trustees, approved this local capital expenditure request reduction on Jan. 23, 2024.

Recommendation/preferred result

Staff recommends approval of Resolution 24-03-13 reducing Olympic College authority for local capital expenditures of \$6,500,000 approved in State Board Resolution 23-10-39 to \$6,000,000 for building P1 Allied Health renovations.

Policy Manual Change Yes No

Prepared by: Darrell Jennings
360-704-4382, djennings@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 24-03-13

A resolution relating to Olympic College’s request to reduce local capital expenditure authority from \$6,500,000 approved in State Board Resolution 23-10-39 to \$6,000,000.

WHEREAS Olympic College is planning renovations to building P1 (UFI A06616) on the Poulsbo campus to support Allied Health programs; and

WHEREAS The college plans to access American Rescue Plan Act (ARPA) funds from Kitsap County for this capital project; and

WHEREAS, the anticipated grant support is \$6,000,000; and

WHEREAS, Olympic College’s vice-president of administrative services, with delegated authority by the Olympic College Board of Trustees, approved this local capital expenditure request reduction on Jan. 1, 2024; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Olympic College to reduce their local capital expenditure request of \$6,500,000 approved in State Board Resolution 23-10-39 to \$6,000,000 for building P1 Allied Health renovations.

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 March 28, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

CONSENT ITEM (RESOLUTION 24-03-14)

March 28, 2024

Tab 3d

Spokane Community College–local capital expenditure authority increase to design and construct campus-wide security upgrades

Brief Description

Spokane Community College seeks approval to spend up to an additional \$3,185,295 in local funds to design and implement building access control and interior camera systems campus-wide.

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

This project supports student success by providing a safer campus environment for students, staff, and community visitors.

Background information and analysis

Spokane Community College has seen a sharp increase in criminal activity in its immediate vicinity between 2017 and 2023. Security patrols have been increased on campus but additional measures have been identified to provide a safer campus environment for students, staff, and guests.

The college received local capital expenditure authority approval of \$175,000 on Aug. 31, 2023 to develop project scope.

The project will now move forward to include design and implementation of access controls and interior security camera systems on the Spokane Community College campus.

The total project is now estimated to be \$3,360,295.

The Community Colleges of Spokane Board of Trustees approved this local capital expenditure request on Jan. 1, 2024.

Recommendation/preferred result

Staff recommends approval of Resolution 24-03-14 giving Spokane Community College authority to spend up to an additional \$3,185,295 in local funds to design and implement building access control and interior camera systems campus-wide.

Policy Manual Change Yes No

Prepared by: Darrell Jennings
360-704-4382, djennings@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 24-03-14

A resolution relating to Spokane Community College’s request to use up to an additional \$3,185,295 in local funds to design and construct campus-wide security upgrades.

WHEREAS Spokane Community College has increased security patrols due to a sharp increase in criminal activity between 2017 and 2023; and

WHEREAS the college received local capital expenditure authority for \$175,000 on Aug. 31, 2023 to develop project scope; and

WHEREAS, the project as proposed includes design and implementation of building access controls and interior security camera system on the Spokane Community College campus; and

WHEREAS, the total project cost is estimated to be \$3,360,295; and

WHEREAS, Community Colleges of Spokane’s Board of Trustees approved this local capital expenditure request on Jan. 16, 2024; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Spokane Falls Community College to spend up to an additional \$3,185,295 in local funds to design and implement building access controls and interior security camera systems campus-wide.

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 March 28, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

CONSENT ITEM (RESOLUTION 24-03-15)

March 28, 2024

Tab 3e

Spokane Falls Community College—local capital expenditure authority to design and construct campus-wide security upgrades

Brief Description

Spokane Falls Community College seeks approval to spend up to \$3,185,295 in local funds to design and implement building access control and interior camera systems campus-wide.

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

This project supports student success by providing a safer campus environment for students, staff, and community visitors.

Background information and analysis

Spokane Falls Community College has seen a sharp increase in criminal activity in its immediate vicinity between 2017 and 2023. Security patrols have been increased on campus but additional measures have been identified to provide a safer campus environment for students, staff, and guests.

The project scope includes design and implementation of building access controls and interior security camera systems on the Spokane Falls Community College campus.

The total project cost is currently estimated to \$3,185,295.

The Community Colleges of Spokane Board of Trustees approved this local capital expenditure request on Jan. 16, 2024.

Recommendation/preferred result

Staff recommends approval of Resolution 24-03-15 giving Spokane Falls Community College authority to spend up to \$3,185,295 in local funds to design and implement building access control and interior security camera systems campus-wide.

Policy Manual Change Yes No

Prepared by: Darrell Jennings
360-704-4382, djennings@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 24-03-15

A resolution relating to Spokane Falls Community College’s request to use up to \$3,185,295 in local funds to design and construct campus-wide security upgrades.

WHEREAS Spokane Falls Community College has increased security patrols due to a sharp increase in criminal activity between 2017 and 2023; and

WHEREAS The project as proposed includes design and implementation of building access controls and interior security camera systems on the Spokane Falls Community College campus; and

WHEREAS, the total project cost is estimated to be \$3,185,295; and

WHEREAS, Community Colleges of Spokane’s Board of Trustees approved this local capital expenditure request on Jan. 16, 2024; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Spokane Falls Community College to spend up to \$3,185,295 in local funds to design and implement building access controls and interior security camera systems campus-wide.

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 March 28, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

STATE BOARD MEETING MINUTES

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

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

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

Study Session: Wednesday, Jan. 31, 2024 // 1 p.m. to 5:05 p.m.

Regular Meeting: Thursday, Feb. 1, 2024 // 8:30 a.m. to 12:15 p.m.

State Board Office: 1300 Quince St SE, Olympia, WA

State Board Members Present: Ben Bagherpour, Crystal Donner, Phyllis Gutiérrez Kenney, Mack Hogans, Chelsea Mason-Placek, Jay Reich, Kady Titus, Martin Valadez, Fred Whang

State Board Members Absent: none.

The State Board held a study session on Jan. 31 from 1 p.m. to 5:05 p.m. Members heard an in-depth presentation and held a community roundtable discussion focused on ways to enroll recent high school graduates at community and technical colleges, part of its strategic plan.

The board also participated in a discussion on campus safety and security, reviewed the current allocation model, heard an update on the major capital project prioritization review, and received the bachelor's degree quarterly update including degree statements of need from:

- Shoreline Community College and Everett Community College: Bachelor of Science in Computer Science.
- Olympic College: Bachelor of Science in Computer Science.
- Clover Park Technical College: Bachelor of Science in Computer Science and Cyber-Physical Software Engineering.

Welcome

Chair Mason-Placek called the meeting to order at 8:30 a.m. and welcomed those present.

Establish a Quorum and Adoption of Agenda

Chair Mason-Placek noted that a quorum was present and requested a motion to adopt the agenda.

Motion: Moved by Board Member Gutiérrez Kenney, seconded by Board Member Hogans, and unanimously approved by the board, the adoption of the Feb. 1, 2024 regular meeting agenda.

Approval of Consent Agenda

- a. Bellevue College: Bachelor of Applied Science in Radiation Therapy.
Resolution 24-02-01
- b. Clark College: Bachelor of Science in Computer Science.
Resolution 24-02-02

- c. Green River College: Bachelor of Applied Science in Accounting.
Resolution 24-02-03
- d. Peninsula College: Bachelor of Applied Science in Teacher Education.
Resolution 24-02-04
- e. Bellevue College: Local Capital Expenditure Authority for the Center for Transdisciplinary Learning and Innovation Project.
Resolution 24-02-05
- f. Clark College: Local Capital Expenditure Authority for Installation of Utility Meters on Campus Buildings in Compliance with Clean Buildings Act.
Resolution 24-02-06
- g. Renton Technical College: Local Capital Expenditure Authority to Create a Multicultural Center in Building D.
Resolution 24-02-07
- h. Highline College: Local Capital Expenditure Authority for Building 29 Chiller Replacement.
Resolution 24-02-08
- i. Columbia Basin College: Local Capital Expenditure Authority Increase for North HUB Parking Lot Repairs.
Resolution 24-02-09
- j. Contract for Software Licensing and Implementation Services.
Resolution 24-02-10
- k. SBCTC Meeting Minutes, October 19, 2023.
- l. SBCTC Meeting Minutes, December 7, 2023.

Board Member Hogans requested Resolution 24-02-10, contract for software licensing and implementation services, be pulled from the consent agenda for more discussion.

Motion: Moved by Board Member Hogans, seconded by Board Member Reich, and unanimously approved by the board, the adoption of the amended Feb. 1, 2024 consent agenda.

Contract for Software Licensing and Implementation Services

Resolution 24-02-10

Choi Halladay, deputy executive director, business operations, provided a brief overview of why the contract is required.

Motion: Moved by Board Member Reich, seconded by Board Member Gutiérrez Kenney, and unanimously approved by the board, the adoption of Resolution 24-02-10 authorizing SBCTC to enter into a contract with Oracle Corporation to license and implement software necessary for One Washington data conversion.

Public Comments

- Jacqui Cain, vice-president, contingent faculty, AFT-WA.

Review of the Governor's 2024 Supplemental Budget Proposals

Gov. Inslee released his 2024 supplemental budget proposals in December. Darrell Jennings, capital budget director, and Stephanie Winner, operating budget director, reviewed key investments made for the system.

Capital Budget Request

SBCTC Request - Governor's Proposed Budget Comparison

Priority	College	Funding Phase	Description	SBCTC Request Amount	Governor Proposed Amount	Proposal / Request
1	Bellingham TC	Campus Center Emergency Repairs	Design & Construct	\$ 19,384,000	\$ 19,384,000	100%
2	Statewide	CBPS SBCTC Statewide Utility Submeters for Clean Buildings Act	Design & Construct	\$ 8,544,000	\$ 8,544,000	100%
3	Statewide	HB 1390 - Decarbonization Planning	Planning	\$ 724,000	\$ 724,000	100%
4	Statewide	CTC Energy Efficiency Program	Grant program	\$ 2,000,000	\$ 2,000,000	100%
5	Lower Columbia	Center for Vocational and Transitional Studies	Construction	\$ 43,704,000	\$ -	0%
6	Columbia Basin	Performing Arts Building Replacement	Design & Construct	\$ 47,876,000	\$ -	0%
Total of new appropriations for community and technical colleges:				\$ 122,232,000	\$ 30,652,000	25%

**Certificates of Participation
Request for Local Financing Authority**

College	Funding Phase	Description	SBCTC Request Amount	Governor Proposed Budget
Renton TC	Building J Renovation	Design & Construct	\$ 2,000,000	Included

Operating Budget Request

2024 Supplemental Budget Comparison Summary

Includes State General Fund, Education Legacy Account, Workforce Education Investment Account, Climate Commitment Act and Invest in WA

Dollars in Thousands

Budget Items	SBCTC Request			Governor's Budget Proposal		
	FY 2024	FY 2025	Biennial Total	FY 2024	FY 2025	Biennial Total
Maintenance Level Subtotal	1,147,658	1,220,697	2,368,355	1,147,669	1,221,028	2,368,697
Policy Level						
All Other Benefit & Central Svs Adj				481	18	499
<u>New Policy Items</u>						
BS in Computer Science		9,000	9,000			0
Integrated Climate Solutions			0		950	950
Career Launch Enrollments			0		3,750	3,750
Career Launch Enrollments - Climate Programs			0		1,500	1,500
Refugee Education Increases			0		1,000	1,000
Early Achievers Scholarship Supports			0		2,400	2,400
1500 Jefferson Lease & Relocation Costs One-Time	598		598	598		598
Policy Level Subtotal	598	9,000	9,598	1,079	9,618	10,697
Total Proposed 2024 Supplemental Budget	1,148,256	1,229,697	2,377,953	1,148,748	1,230,646	2,379,394

Update on the 2024 Legislative Session

The board was updated on the 2024 legislative agenda and priorities, discussed high priority bills, and received an advocacy update.

Washington Equity in Leadership Systems (WELS) Institute Update

The 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.

Rodric Smith, director of leadership development, provided a brief update on the WELS Institute including steps taken to redesign the program.

Free Application for Federal Student Aid (FAFSA) Update

Yokiko Hayashi-Saguil, student services policy associate, updated the board on the latest delays related to the to the implementation of the FAFSA Simplification Act.

Consideration of 2024-25 Tuition and Fees Schedule Resolution 24-02-11

The State Board has responsibility for adopting tuition and fees (operating fees, building fees, and the maximum allowable student activity fees) for the community and technical colleges, as well as the tuition for upper division courses in the system's applied baccalaureate programs. The legislative tuition policy stems from the College Affordability Program of 2015, which allows for resident tuition to increase by an inflation factor linked to median wages in Washington.

In 2023, the Legislature passed [SB 5079](#), which provided a full year of lead time on the rate of tuition increase. Under the new law, the Office of Financial Management (OFM) must provide the maximum annual increase in tuition operating fees for resident undergraduate students at public institutions of higher education by Oct. 1 of each year for the following academic year.

Based on the May 2022 data released by the federal Bureau of Labor Statistics (BLS), the percentage growth rate in the median hourly wage for Washington for the previous 14 years is 3%. Therefore, as documented by OFM on Sept. 29, 2023, tuition and operating fees for the public community and technical colleges and the public four-year institutions may increase by no more than 3% in the 2024-25 academic year. For illustrative purposes, a full-time, resident, lower division student taking 15 credits per quarter would pay an additional \$49.80 per quarter or \$149.40 per year (tuition and fees) with a 3% tuition operating fee increase.

Presidents and staff recommend the State Board continue the policy of increasing resident and non-resident tuition operating fees by the percentage the Legislature allows. While the State Board is rightly cautious about any increases in tuition, this modest, predictable increase is significantly lower than inflation and planned wage increases next year.

Motion: Moved by Board Member Reich, seconded by Board Member Hogans, and unanimously approved by the board, the adoption of Resolution 24-02-11 establishing the 2024-25 tuition and fees schedules for resident and non-resident, upper and lower division students.

ACT Report

Pat Shuman, ACT president, reported on the following:

- 2024 National Legislative Summit: Feb. 4-7, Washington D.C.
- Trustee Tuesday – Managing Meeting Disruptions: March 5.
- ACT Spring Conference: May 2-3, Yakima Valley College.

WACTC Report

Tim Stokes, WACTC president, reported on the following:

- January WACTC Meeting.
 - Washington Equity in Leadership Systems (WELS) Institute update.
 - ctcLink improvement plan.
 - Worker Retraining funding model.
- Guided Pathways Retreat.

System Unions Report

- Jacqui Cain, American Federation of Teachers (AFT), discussed HB 2125, which would add part-time noninstructional workload to the calculation for determining eligibility for state-mandated benefits for part-time faculty at community and technical colleges.

Executive Director Report

Paul Francis, State Board executive director, reported on the following:

- Washington State Leadership Board's 2023 Washingtonian of the Year: Jan Yoshiwara, former State Board executive director.
- 2023 Workforce Education Investment Act (WEIA) report.
- State Board office move.
- Student Legislative Interns.
 - Mollie Kuwahara, Tacoma Community College.
 - Josaphine Saccio-Devine, Lower Columbia College.
- Government to Government Summit – Building Higher Education Best Practices for Washington Tribes: June 18.

Board Discussion and Chair's Report

- Committee/Task Force updates.
 - Long-Term Advocacy Task Force: The task force met on Jan. 16 to discuss issues related to the 2024 session. The task force will meet in March to review the outcomes of the 2024 session and again in September to prepare for the 2025 session.
 - Strategic Action Plan Task Force: The task force thanked board members and staff for participating in the previous day's roundtable discussion.
 - Bylaw Review Committee: The committee has started meeting every other week and will present the proposed changes for review at the March meeting with action at the May meeting.
 - Evaluation Committee: The committee is meeting to review the current evaluation process and discuss areas for improvement.
 - Nominating Committee: New committee members will be appointed in March.

- Board members shared their perceptions of events and meetings they have attended over the last few months.
- Chair Mason-Placek thanked the board members for their time and State Board staff for their presentations.

Adjournment/next meeting

There being no further business, the State Board adjourned its Feb. 1, 2024 regular meeting at 12:15 p.m. The next regular meeting will be March 27-28, 2024 at Skagit Valley College.

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

REGULAR ITEM

March 28, 2024

Tab 4

2024 Legislative Session Update

Brief Description

The board will review system activity and outcomes from the 2024 legislative session.

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 success at all 34 of Washington's community and technical colleges:

- **Goal 3, Agile, Career Relevant Learning:** Provide flexible career-training options that are responsive to the needs of businesses and industries, offer Washingtonians access to well-paying jobs and career mobility, and lead to a more resilient and diverse workforce.
- **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 2024 legislative session was a sustainable supplemental operating budget request for the college system and the capital budget request.

Our community and technical colleges are uniquely positioned to build a healthy and inclusive economy. By 2026, Washington employers are expected to create 373,000 net new jobs, 70% of which will likely require or be filled by employees with a postsecondary credential – such as a degree, apprenticeship, or certificate. Our colleges train students of all ages and backgrounds for real-time job opportunities and upskill workers for businesses. Our 2024 operating budget request intended to help Washingtonians in local communities find opportunities in computer science and support the integration of climate education and training into professional-technical programs across Washington community and technical colleges.

The 2024 supplemental capital request sought to begin the important work of equipping our community and technical college infrastructure with needed monitoring to meet state energy performance standards and reduce greenhouse gas emissions. The projects will create healthy and safe facilities where people of all ages and backgrounds can learn skills for a tight and changing job market.

At the end of the legislative session the legislature invested in areas proposed by the State Board as well as other issues impacting our communities.

Operating Budget

Policy Investment Highlights:

- \$1.14M (\$9M proposed) for new Bachelor of Science in Computer Science degree programs
- \$475k (\$950k proposed) for continuation of the curriculum development in Integrated Climate Solutions
- \$1.053M for FY24 expansion of College in the High School
- \$1.0M for Refugee Education expansion
- \$801k for Early Achievers Grant program support navigators
- \$425k for expansion of the financial aid outreach and completion initiative pilot program
- \$553k to fill the funding gap associated with the Postsecondary Student Needs (HB1559) benefits navigators

See Attachment A for a summary comparing our system requests to the funding provided in the supplemental conference budget along with details on the policy items.

Capital Budget

The State Board requested \$122 million in the 2024 supplemental capital budget. The request prioritized and narrowly addressed emergent, high-priority projects that could not wait for the next biennial budget, along with the next two major projects in the pipeline. The final supplemental budget included \$30.4 million in new appropriations for the community and technical college system.

Table 1: Capital Funding Summary

	College	Funding Phase	SBCTC Request	Conference Budget
1	Bellingham	Campus Center Repairs ¹	\$19,384,000	\$19,384,000
2	Statewide	SBCTC Statewide Utility Submeters	\$8,544,000	\$8,544,000
3	Statewide	HB 1390 - Decarbonization Planning	\$724,000	\$478,000
4	Statewide	CTC Energy Efficiency Program ²	\$2,000,000	\$2,000,000
5	Lower Columbia	Center for Vocational and Transitional Studies	\$43,704,000	\$0
6	Columbia Basin	Performing Arts Building Replacement	\$47,876,000	\$0
		Total:	\$122,232,000	\$30,406,000

¹ Legislature authorized \$5 million in SBCTC building fee revenue in addition to State bonds for project funding.

² Program funded with Climate Commitment Act. Budget proviso delays funding until January 1, 2025, pending the outcome of Initiative 2117 in November 2024.

Combined with the biennial budget, this brings the 2023-25 biennium total for new capital appropriations to the State Board to \$478,440,000.

Also included in the budget, but not reflected in Table 1, is \$2 million in local expenditure authority for Renton Technical College to renovate building J, and \$1.1 million in Public Facility grants through the Department of Commerce for athletic field improvement projects at Lower Columbia and Wenatchee Valley colleges.

The capital budget also directs the Department of Commerce to study the development of a climate resilience

and environmental equity campus in south King County. The consultants performing the study will consult with several stakeholders, including the State Board for Community and Technical Colleges and Highline College, to identify the educational and community engagement programming that will be offered; potential industry partners for development of the campus; and potential funding to support the creation, maintenance, and operations of the campus.

A report is due to the Governor and Legislature no later than December 31, 2024.

Policy Items

Important bills passed in the 2024 legislative session:

- **SSB 5953** (Hanan Al-Zubaidy)—Concerning financial aid grants for incarcerated students; Sen. Claire Wilson
- **SHB 1889** (Sophia Agtarap)—Allowing person to receive professional licenses and certifications regardless of immigration or citizenship status; Rep. Amy Walen
- **2SHB 2112** (Lauren Hibbs)—Concerning opioid and fentanyl prevention education and awareness at institutions of higher education; Rep. Greg Nance
- **2SHB 2214** (Yokiko Hayashi-Saguil)—Permitting beneficiaries of public assistance programs to automatically qualify as income-eligible for the purpose of receiving the Washington College grant; Rep. Vandana Slatter
- **SSB 5670** (Jamie Traugott)—Providing summer running start for rising juniors; Sen. Brad Hawkins
- **ESB 6296** (Carolyn McKinnon)—Establishing a retail industry workgroup; Sen. Matt Boehnke
- **HB 1146** (Jamie Traugott)—Notifying high school students and their families about available dual credit programs and any available financial assistance; Rep. Dave Paul
- **ESHB 2019** (Yokiko Hayashi-Saguil)—Establishing a Native American apprentice assistance program; Rep. Chris Stearns
- **SB 5904** (Yokiko Hayashi-Saguil)—Extending the terms of eligibility for financial aid programs; Sen. T'wina Nobles
- **HB 1943** (Yokiko Hayashi-Saguil)—Modifying the Washington national guard postsecondary education grant program; Rep. Mari Leavitt

Recommendation/preferred result

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

Policy Manual Change Yes No

Prepared by: Arlen Harris, legislative director
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2024 Supplemental Budget Comparison Summary Community & Technical College System

Includes State General Fund, Education Legacy Account, Workforce Education Investment Account, Climate Commitment Act and Invest in WA

	SBCTC Request			Conference ESSB 5950		
	FY 2024	FY 2025	Biennial Total	FY 2024	FY 2025	Biennial Total
<i>Dollars in Thousands</i>						
Total Carry Forward Level	1,147,343	1,220,127	2,367,470	1,147,343	1,220,127	2,367,470
New Maintenance Level Items						
SBCTC Lease Adjustment	315	(72)	243	315	(72)	243
Workforce Education(Invest in WA Fund 20F)		92	92		92	92
M&O		550	550		552	552
College in High School Adjustment			0	(1,053)	(988)	(2,041)
CAP Tuition Backfill Inflation Adj.			0	254	331	585
All Other Benefit & Central Svs Adjustments				272	1,713	1,985
I-732 COLA Adjustment (CPI adjustment down .033%)					(406)	(406)
New Policy Level Items						0
BS in Computer Science		9,000	9,000		1,140	1,140
Integrated Climate Solutions - Climate Commitment Act Funds					475	475
Career Launch Enrollments						0
Career Launch Enrollments - Climate Programs						0
Refugee Education Increases					1,000	1,000
Early Achievers Scholarship Supports					801	801
Outreach Specialists - SSHB 1835 ESD 113 Pilot Expansion					425	425
Incarcerated Students Grants SSB 5953					819	819
Retail Industry Work Group ESB 6296					12	12
Columbia Basin Hospitality Center of Excellence					257	257
Planning & Permitting Workforce					25	25
CiHS program expansion				1,053		1,053
Construction Apprenticeships SHB 2084					11	11
Edmonds College Veterans Support					85	85
Olympic College Healthcare Pathways					204	204
Higher Ed Opioid Prevention 2SHB 2112					412	412
Low Income Housing Study					275	275
Manufacturing Apprenticeship RSI					200	200
Postsecondary Student Needs 2SHB 1559 Benefits Navigators					553	553
RTC Pilot Program					100	100
TCC Imaging Science					150	150
1500 Jefferson Lease & Relocation Costs One-Time	598		598	598		598
Total Proposed 2024 Supplemental Budget	1,148,256	1,229,697	2,377,953	1,148,782	1,228,293	2,377,075
<i>Percent Change from Carry Forward Level</i>	0.08%	0.78%	0.44%	0.13%	0.67%	0.41%
I-732 COLA (adjusted Seattle CPI rate)					5.834%	
FY 25 PEBB Rate					\$1,170	
Policy Level Item Details						
BS in Computer Science						Funded 13% of SBCTC Request
Expand the education and training opportunities for Bachelor of Science in Computer Science degree programs.						
Integrating Climate Solutions						Funded 50% of Governor's Proposal
For the continuation of curriculum development and program redesign to integrate climate justice and solutions-focused assignments and professional technical green workforce modules into community college curriculum across the state.						
Career Launch Enrollment Expansion						Not Funded
Increase funding for career launch enrollments and climate related career launch programs.						

Refugee Education Increase		Funded
Increase funding for expansion of existing programming to accommodate refugees and immigrants.		
Early Achievers		Funded 33% of Governor's Proposal
To recruit, advise, and support early achievers scholars completing their early childhood qualifications.		
Outreach Specialists - SSHB 1835 ESD 113 Pilot Expansion		Funded 50% of Senate Proposal
Funding is provided to expand the Student Aid Outreach and Completion Initiative pilot program in RCW 28B.50.940 to participating community and technical colleges located in Capital Region Educational Service District 113.		
Incarcerated Students Grants SSB 5953		Funded Senate Proposal
Funding is provided to implement SSB 5953 (Incarcerated student grants), which allows incarcerated individuals to apply for and use federal and state financial aid grants for postsecondary education programs at the Department of Corrections.		
Retail Industry Work Group ESB 6296		Funded Senate Proposal
Funding is provided for the State Board to establish a retail work group to identify programs of value to the retail workforce and possible career pathways, as required in ESB 6296 (Retail industry work group). The work group must submit a report to the Legislature by October 1, 2025.		
Hospitality Center of Excellence		Funded Senate Proposal
Funding is provided to establish a Hospitality Center of Excellence at Columbia Basin College.		
Planning & Permitting Workforce		Funded Senate Proposal
Funding is provided for the State Board to collaborate with a nonprofit, professional association of state, county, city, and town officials engaged in development, enforcement, and administration of building construction codes and ordinances to design and implement training programs to accelerate the hiring of city and county permit technicians.		
CiHS program expansion		Funded Senate Proposal
Funding is provided to support College in the High School program expansion resulting from the passage of Chapter 314, Laws of 2023 (2SSB 5048).		
Construction Apprenticeships SHB 2084		Funded House Policy
Funding is provided to implement Substitute House Bill 2084 (Construction training/DOC).		
Edmonds College Veterans Support		Funded House Policy
Funding is provided for students who are military veterans, focusing on counseling services, financial assistance, and reentry services.		
Olympic College Healthcare Pathways		Funded House Policy
Funding is provided for Olympic College to hire program directors for the surgical technology and radiology technology healthcare academic pathways.		
Higher Ed Opioid Prevention 2SHB 2112		Funded House Policy
Funding is provided for implementation of Second Substitute House Bill 2112 (Higher ed. opioid prevention) which includes additional opioid and fentanyl prevention education and awareness, including for staff working in residence halls on the use of naloxone.		
Low Income Housing Study		Funded House Policy
Funding is provided for a study on low-income student housing opportunities on community and technical college campuses. A report on the rental housing market, need for low-income student housing, and cost estimates for operating low-income student housing is due June 30, 2025.		
Manufacturing Apprenticeship RSI		Funded House Policy
Funding is provided for increasing access and capacity to manufacturing apprenticeship related supplemental instruction.		
Postsecondary Student Needs 2SHB 1559 Benefits Navigators		Funded House Policy
Funding is provided to increase the 0.75 FTE benefit navigator per campus to 1.0 FTE to implement Chapter 421, Laws of 2023 (2SHB 1559).		
RTC Pilot Program		Funded House Policy
Funding is provided to increase the number of students served in the Renton Promise pilot program.		
TCC Imaging Science		Funded House Policy
Funding is provided for expansion of the Tacoma Community College imaging science program.		

REGULAR ITEM

March 28, 2024

Tab 5

2025-27 Legislative Priorities - Development Process

Brief Description

The board will learn about legislative priority development for the 2025-2027 biennium.

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 success at all 34 of Washington's community and technical colleges:

- **Goal 3, Agile, Career Relevant Learning:** Provide flexible career-training options that are responsive to the needs of businesses and industries, offer Washingtonians access to well-paying jobs and career mobility, and lead to a more resilient and diverse workforce.
- **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.
- **Vision Statement:** Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.

Background information and analysis

To create a more transparent and inclusive process for developing legislative priorities for the college system, State Board staff worked with college presidents and chancellors to create a survey to identify policy and budgetary needs to present to the State Board and then the legislature. Colleges were to include their leadership teams, boards of trustees, and if possible, faculty, staff, and students in filling out the initial survey.

The survey (Attachment A) was developed by WACTC legislative and operating budget committees based on common discussions at State Board, WACTC, ACT, and various commission meetings over the past year. It is important for the State Board to be informed during this process and ask questions to put the most thoughtful and impactful list of priorities in front of the 2025 legislature.

Process & targeted timeline:

- December 2023 – January 2024: SBCTC staff worked with WACTC legislative and operating budget committee chairs to develop survey.
- January 2024 – Survey launched to colleges.
- March 8, 2024 – Survey return deadline for colleges to SBCTC staff. (100% college participation).
- March 28, 2024 – Share preliminary data with State Board.

- Early April 2024 – Survey results returned to colleges for prioritization.
- April 26, 2024 – WACTC meeting
- May 8, 2024 – SBCTC meeting update
- May 23, 2024 – WACTC makes final recommendations to State Board.
- June 26, 2026 – State Board to approve 2025 budget priority submissions to OFM.
- State Board retreat – Review the survey process.
 - Did it work? Was it inclusive?
 - What did we learn?
 - Process/participation improvement conversation.

Initial responses:

- High priority given as follows:
 - Faculty and Staff compensation – 96%
 - Student services (mental health, basic needs, access to technology) – 83%
 - Support work towards SBCTC vision statement (DEI funding and policies) – 83%
 - Basic Education for Adults (IBEST, HS 21+) – 55%
 - Workforce education programs – 58%
 - College IT and Cybersecurity – 72%
- Additional priorities:
 - “Funding dual credit consistently across models (RS, CTE-Dual Credit, College in the HS) to provide access to students needing it most.”
 - “NO MORE PROVISOS! These create extra reporting requirements and those never include money for staff to support the extra reporting.”
 - “Safety and security is of the utmost importance...”
 - “Expansion of childcare opportunities and funding would allow more students to enroll in college.”
 - “Expand the mental health pilot and increase the funding.”
 - “Housing affordability for our students AND faculty and staff is also a high priority.”

****Still more to unpack and review

Recommendation/preferred result

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

Policy Manual Change Yes No

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

SBCTC Survey of College Legislative Priorities

January 2024

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

This survey should be completed by the leadership of each college district by **February 29, 2024**. Your contributions will be valuable as the Washington Association of Community and Technical Colleges (WACTC) and the State Board develop policy and operating budget requests for the 2025 legislative session. During the 2025 session, the Legislature will adopt the next two-year state budget, the 2025-27 biennial budget.

Chancellors and presidents should meet with their college trustees, senior staff, and cabinet members to discuss policy and budget issues facing their institutions. It is recommended that faculty and staff representation be included as well.

There are two important sections to this survey. Please be as complete as possible.

Section 1

Below is a list of common budget requests from the system that have come from WACTC legislative and operating budget committees. These suggestions are only starting points. If your district is facing additional, or different, priorities not listed here, please add them in section 2.

1. Provide competitive and fully funded **faculty and staff compensation** building upon the investment in the 2023-25 operating budget (100% state funding for COLAs).

Circle priority level: High Medium Low

a. Please explain:

b. How would you use new funding in this area?

2. Provide services to students (i.e. mental health, food, housing, access to technology, emergency grants)?

Circle priority level: High Medium Low

a. Please explain:

b. How would you use new funding in this area?



3. Adequately support work to **advance racial, social and economic justice** in service to our diverse communities continuing the one-time DEI funding in the 2023-25 operating budget.

Circle priority level: High Medium Low

a. Please explain:

b. How would you use new funding in this area?

4. Increase support for adults/older learners and/or increase the number of people in **Basic Education for Adults and I-BEST** (programs that combine basic skills, English language, academics, and job skills training) and those students' transition to college-level courses.

Circle priority level: High Medium Low

a. Please explain:

b. How would you use new funding in this area?

5. Expand **workforce education** programs to meet skills gaps and to increase awards in high-demand professional-technical programs. (Job Skills Program, equipment, consumables)?

Circle priority level: High Medium Low

a. Please explain:

b. How would you use new funding in this area?

6. IT and Cybersecurity

Circle priority level: High Medium Low

a. Please explain:

b. How would you use new funding in this area?



Section 2

If your district's priorities are not included in section 1, or you would like to include additional priorities, please use this section. Note that they are ranked in order.

First priority topic

Second priority topic

Third priority topic

Conclusion

Finally, do you have any other feedback related to future budget or policy priorities?

Thank you for participating!

This survey will be followed by an additional questionnaire for your college to prioritize the results for the State Board to forward for the 2025 legislative session.

Summary of 2025 Legislative Priorities Survey Results

Section 1: Common Budget Requests

Provide competitive and fully funded faculty and staff compensation building upon the investment in the 2023-25 operating budget (100% state funding for COLAs).

High: 96.55%

Medium: 3.45%

Low: 0%

Common themes in responses:

- Fully funding COLAs in the future is vital. Partial funding has a significant detrimental impact on operating budgets which, in turn, affects programs and services for students. (Note: COLAs were fully funded in the 2023-25 operating budget.)
- Salaries are lagging for staff across all classifications/roles/positions. Competition for experienced and/or desired employment characteristics and skillsets is high.
- For most colleges, classified staff salaries are bargained between the state Labor Relations Office (a section of the Office of Financial Management) and labor organizations — not at the college level. However, survey respondents expressed concern that classified staff salaries are, in many cases, below a living wage. Colleges are struggling to fill financial aid, business operations, IT, and office assistant positions, as well as positions with grounds, custodial, and building maintenance.

Provide services to students (i.e. mental health, food, housing, access to technology, emergency grants).

High: 82.76%

Medium: 17.24%

Low: 0%

Common themes in responses:

- Funding for student services is vital to ensure all students have equitable access to education and can succeed fully. Investing in these services helps create a more inclusive and equal learning environment, leading to higher retention, graduation rates, and economic progress. However, the demand for basic-needs support far exceeds colleges' resources.
- Ideally, students needing basic-needs support would be served by community-based organizations that specialize in this area, enabling colleges to focus on teaching and learning. However, local community resources are overwhelmed and unable to serve students in a timely manner.

Adequately support work to advance racial, social, and economic justice in service to our diverse communities continuing the one-time DEI funding in the 2023-25 operating budget.

High: 82.76%

Medium: 17.24%

Low: 0%

Common themes in responses:

- Advancing racial, social, and economic justice continues to be a high priority. Our colleges serve the most diverse student populations. Continuing to fund DEI efforts would allow colleges to continue folding equity into the fabric of their institutions.
- One-time DEI funding in the 2023-25 budget should be made permanent in the 2025-27 budget and increased beyond the 2023-25 budget allocation.
- Colleges are continually looking for resources to advance racial, social, and economic justice. DEI work takes effort, time, and research to achieve. The work is never done.

IT and cybersecurity

High: 72.41%

Medium: 27.59%

Low: 0%

Common themes in responses:

- Cyberattacks are a reality. Colleges need funding to address any deficiencies in cybersecurity protocols and capabilities and to provide professional training.
- Investment in IT and cybersecurity ensures the continuous improvement of IT frameworks, disaster recovery capabilities, and overall organizational resilience.
- IT is a high-risk and critical resource for all learners, faculty, and staff. College business and instructional models need relevant and secure systems to remain competitive in a very competitive higher education market.

Expand workforce education programs to help fill skills gaps and to increase awards in high-demand professional-technical programs. (Job Skills Program, equipment, consumables).

High: 58.62%

Medium: 37.93%

Low: 3.45%

Common themes in responses:

- Preparing students for the workforce is one of our system's primary missions but funding for workforce programs is inadequate. Additional investments are needed to expand programs, purchase equipment and supplies, and start new programs to meet community demand.
- Colleges starting new programs, or updating old programs with modern technology, need a large influx of funding.
- Workforce programs are the quickest strategy to uplift local and statewide economies and communities.

Increase support for adults/older learners and/or increase the number of people in Basic Education for Adults and I-BEST (programs that combine basic skills, English language, academics, and job skills training) and those students' transition to college-level courses.

High 55.17%

Medium: 37.93%

Low: 6.90%

Common themes in responses:

- Continued support for Basic Education for Adults and I-BEST programs is critical to increase students' transition to college-level courses.
- There is a huge need for basic education, and there is also quite an administrative burden in accounting for these programs. Funding would strengthen colleges' reporting systems and expand offerings in basic education.
- People come with different skill sets and backgrounds. Basic Education for Adults programs offer a transition point for individuals to quickly learn literacy, work, and college-readiness skills so they can move through college and into living wage jobs faster.

Section 2: Additional Recommendations from Colleges

Common recommendations in responses:

- **Reduce legislative provisos.** Provisos create extra reporting requirements and never include money or staff to support the extra reporting. Provisos prevent colleges from moving funds to where the needs are greatest for students, the community, and employers.
- In addition to funding more capital projects on the request list, **increase minor works funding and adequately fund maintenance for existing buildings.** The lack of funding is causing risk to safety and security.
- **Enhance building and technology infrastructure, with a particular focus on prioritizing accessibility.** This involves not only updating outdated facilities and integrating accessible technology, but also ensuring that campuses are inclusive and accessible to all individuals.
- **Fund dual credit consistently across models** to provide access to students needing it most. **Ensure that our state Legislature corrects the definition of a "course" as it relates to College in the High School (CIHS) funding.** The current definition conflates a course with class sections. The result is a reduction in funding for CIHS to levels that are unsustainable for colleges.

- **Expand/provide funding for:**
 - **Childcare** to allow more students to enroll. Funding could be used to (re)establish childcare centers on college campuses, fund partnerships with community or private providers, or provide direct funding to students help to cover the cost of childcare.
 - **Outreach specialists**, per HB 1835. Increased funding would help all colleges in our system increase FAFSA applications.
 - Also, allow colleges to use funds appropriated in the 2022 supplemental budget to not only contract with community-based organizations for help with financial aid outreach, but to hire/retain financial aid outreach staff on campus.
 - **Mental health services**, as noted in SB 5194. Increased funding would help all colleges in our system increase mental health support for students.
 - **Free community or technical college tuition.** Seek legislative funding for at least the first 45 credits of community or technical college paid for by the state and ideally for two years.
 - **Implementation of the Clean Buildings Act.** This is a regulatory act, complete with monetary penalties and required compliance deadlines for private and public buildings.
 - **Technology** to support growing online and hybrid learning environments.
 - **Safety and security.** Areas of investment should include: risk assessment, business preparation and continuity, incident response, employee training, network and website vulnerability identification and management, and cyber insurance policies. An investment in this area should also support work in the areas of behavioral intervention strategies, bias incident response, student conduct management, student/employee health and wellness, and Title IX cases.

Other recommendations/ideas:

- Increase housing opportunities for students and staff.
- Extend premium pay to all counties.
- In addition to increasing legislative funding for workforce programs, create a system fund specifically to help colleges launch new workforce programs, which require a significant initial investment.
- Work with OSPI to consider making the AA degree a state-approved high school graduation pathway so Running Start students don't have to fit in additional requirements, and to create a common high school transcript.
- Work with ESDs to share post-graduation employment data.
- Increase the athletic tuition waiver from 25% to 40% and broaden it to non-NWAC sports and student leadership positions.
- Support closing the digital divide.
- Support ethical integration of generative Artificial Intelligence (AI) tools into the learning environment to ensure academic rigor and integrity.

REGULAR ITEM

March 28, 2024

Tab 6

Allocation Model Review Update

Brief Description

During this session the State Board will receive an update on the allocation model review that includes the objectives, guiding principles, equity principles, and anticipated timeline.

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

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

Background information and analysis

[RCW 28B.50.090](#) authorizes the State Board to receive state funds for the system and to establish guidelines for the disbursement of funds to college districts. Each year the State Board adopts an annual allocation to the districts before July 1, the start of the fiscal year.

Most funds are distributed according to an allocation model that was first implemented in 2016. The allocation model includes four key elements and funding drivers:

- Student Achievement Initiative – Performance funding based on completions in specific areas.
- Weighted Priority Enrollments – Additional funding for enrollment in specified courses.
- Minimum Operating Allocation – Fixed amount for operations.
- District Enrollment Allocation Base – Allocation based on enrollment target.

In 2021, the chancellors and presidents voted to establish a review of the allocation model; however, due to the challenges presented at the time it was postponed.

In 2022-23, the WACTC Equity Committee performed a thorough review of the allocation model and its components and provided recommendations that formed the guiding principles and equity principles for the re-established allocation model review committee.

Recommendation/preferred result

No State Board action is needed at this time.

Policy Manual Change Yes No

Prepared by: Stephanie Winner, operating budget director
(360) 704-1023, swinner@sbctc.edu

Tab 6



Overview of the Allocation Model Review Committee

Ivan L. Harrell II, Ph.D. Committee Co-Chair & President of Tacoma Community College
March 2024

OVERVIEW OF THE ALLOCATION MODEL

STATE BOARD VS. DISTRICT FISCAL RESPONSIBILITIES

STATE BOARD

RCW 28B.50.090

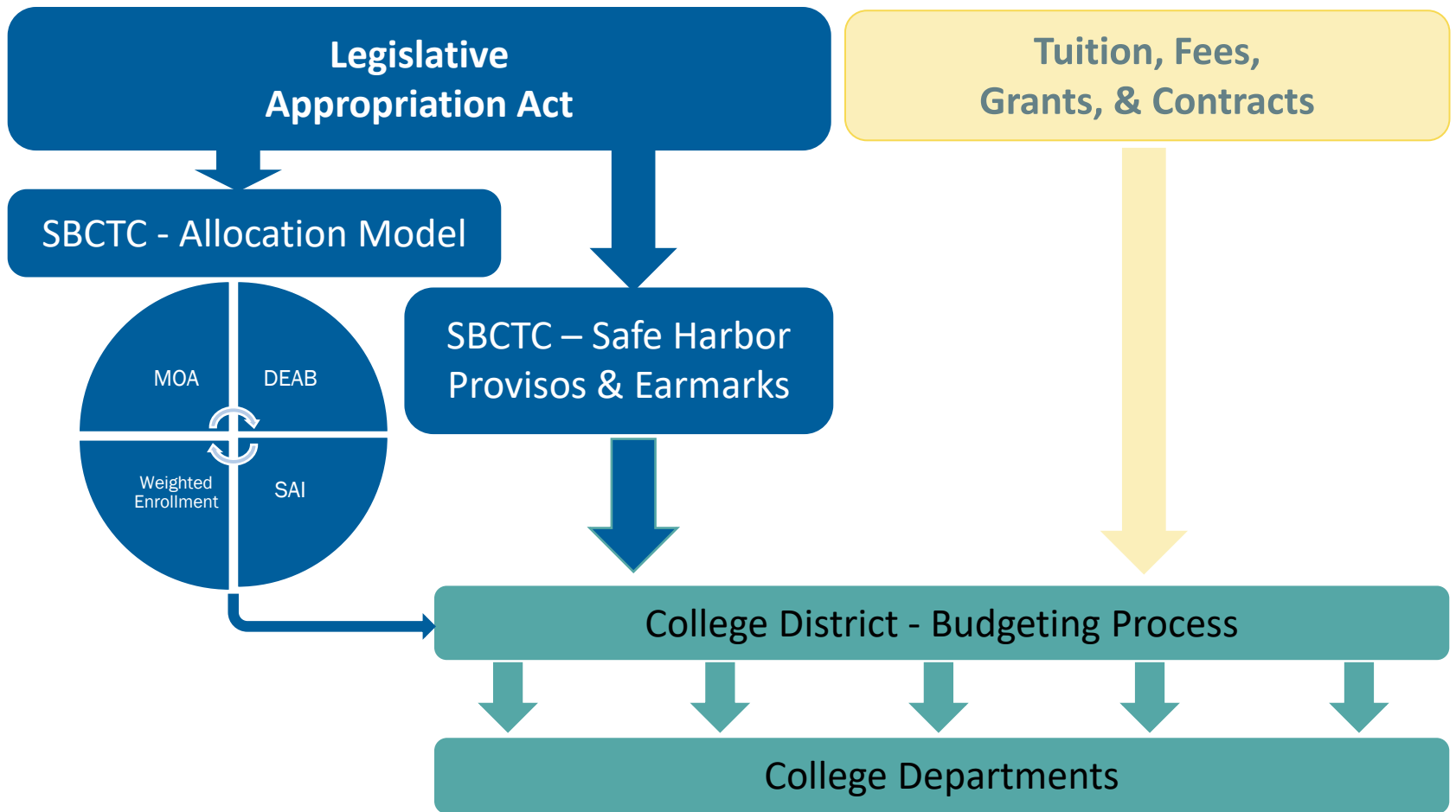
- General supervision and control over the state system
- **Prepare a single budget for the support of the system**
- **Establish guidelines for the disbursement of funds; and receive and disburse such funds for operations and capital support of college districts**

DISTRICT TRUSTEES

RCW 28B.50.100-140

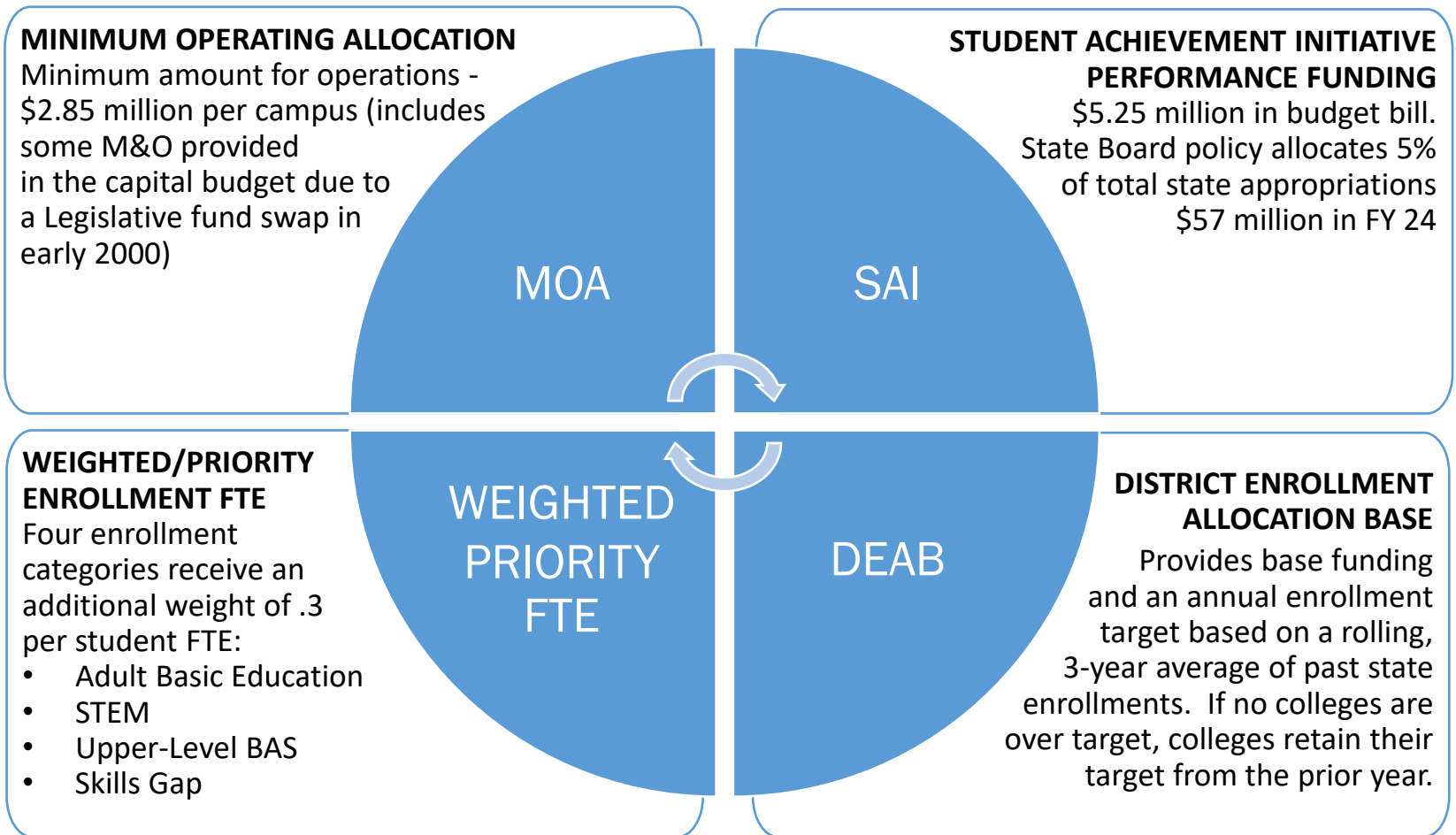
- College operations - hires president
- **Prepare local priorities for operating and capital budgets and submit to State Board**
- Establish new campus facilities
- Establish fees
- Spend operating and capital allocations consistent with local priorities and Legislative/State Board guidance

HOW THE DOLLARS FLOW...





WHAT IS IN THE ALLOCATION MODEL





WHAT IS OUTSIDE THE MODEL – SAFE HARBOR

BUDGET PROVISOS

- Language in appropriations act that places conditions from legislature on the use of the funds
- Examples: Guided Pathways, Worker Retraining, MESA, I-BEST, and college-specific projects such as Wildfire Prevention Program at Wenatchee Valley College

COMPENSATION M&O LEASES

- Compensation funding includes wage increases, health benefit rate changes, paid family leave and pension rate change
- Compensation funds are distributed based on each district's share of salary or benefit expenditures in the prior fiscal year
- Compensation, M&O, and Leases are held in safe harbor for four years.

STATE BOARD EARMARKS

- Program or population-specific funds identified by the State Board
- Reviewed annually, funds can remain in safe harbor indefinitely
- Examples: Opportunity Scholarship, Centers of Excellence, Workforce Development Projects, funds for Disability Accommodations and Students of Color

ALLOCATION MODEL REVIEW COMMITTEE (AMRC)

OBJECTIVE & GUIDING PRINCIPLES

OBJECTIVE

- The Allocation Model Review Committee is charged with investigating, analyzing, and making recommendations on proposed changes to the current allocation model. Recommendations should align with the overall charge of the committee and in alignment with established guiding principles.

GUIDING PRINCIPLES

- Prioritize State Board vision of *leading with racial equity*
- Be stable and predictable, *in order to minimize harm to students whose colleges may be disproportionately impacted*
- Be understandable; use *“plain talk”* so that all constituencies can access the model
- Treat all colleges consistently and equitably, *in order to minimize harm to students*
- Recognize the interdependence of the colleges while allowing for individual college needs, so that students who attend any specific college or type of college are not disproportionately impacted
- Allow for flexibility in the use of designated funds, so that colleges can adapt to best serve their students and communities
- Achieve an appropriate balance between access/ enrollment & performance/student outcomes, so that students are not disadvantaged by a cost model that only addresses access, retention, or completion
- Continue to right-size enrollment averages, so that funding more closely meets the current-day needs of communities

COMMITTEE MEMBERSHIP

16 members

Co-Chairs

Presidents Ivan Harrell (TCC) & Chad Hickox (Walla Wall CC)

Commission Representatives

WACTC (presidents), SBCTC, Business Affairs Commission, Diversity & Equity Officers Commission, Instructional Commission, Research & Planning Commission, Washington State Student Services Commission

Types of Institutions Represented

Small, medium, large, single-institution, multi-college districts, urban, rural, suburban, community college, technical college

Institutions Represented

Tacoma CC, Walla Walla CC, Grays Harbor CC, Bellingham Tech, Community Colleges of Spokane, Everett CC, Wenatchee Valley CC, Yakima Valley CC, Columbia Basin C, Renton Tech, Olympic C, North Seattle C, South Puget Sound CC

ORGANIZATION OF THE WORK

The committee has the overall responsibility of determining final recommendations to be presented to WACTC. Subcommittees will be developed. Each subcommittee will be tasked with developing recommendations for specific parts of the allocation model. The work of the subcommittees will be brought together to be evaluated by the entire committee.

The committee will be chaired by two presidents, Ivan Harrell (TCC) and Chad Hickox (WWCC). Each subcommittee will be chaired by a member of the AMR committee.

The chairs of each subcommittee will be responsible for coordinating with committee co-chairs Ivan Harrell and Chad Hickox, subcommittee chairs/co-chairs, and SBCTC staff as needed.

To facilitate cross-committee sharing of information and collaboration, Dr. Chad Hickox will attend as many subcommittee meetings as possible.

At all committee and subcommittee meetings, members are expected to create a collegial and equitable working environment in which the expertise and contributions of all members are valued equally, regardless of position or relative standing.

SUBCOMMITTEE MEMBERSHIP & FUNCTION

- Each subcommittee will have a chair and members self-selected and self-organized based on the interests and expertise of the members.
- Subcommittee are encouraged to bring in other experts as needed and to research models from other states and systems.
- Subcommittees shall meet separately, reporting back to the Committee as appropriate.
- All work is guided by suggested questions to review and by equity principles (Established by a separate group who reviewed the current model and any impacts on equity.)

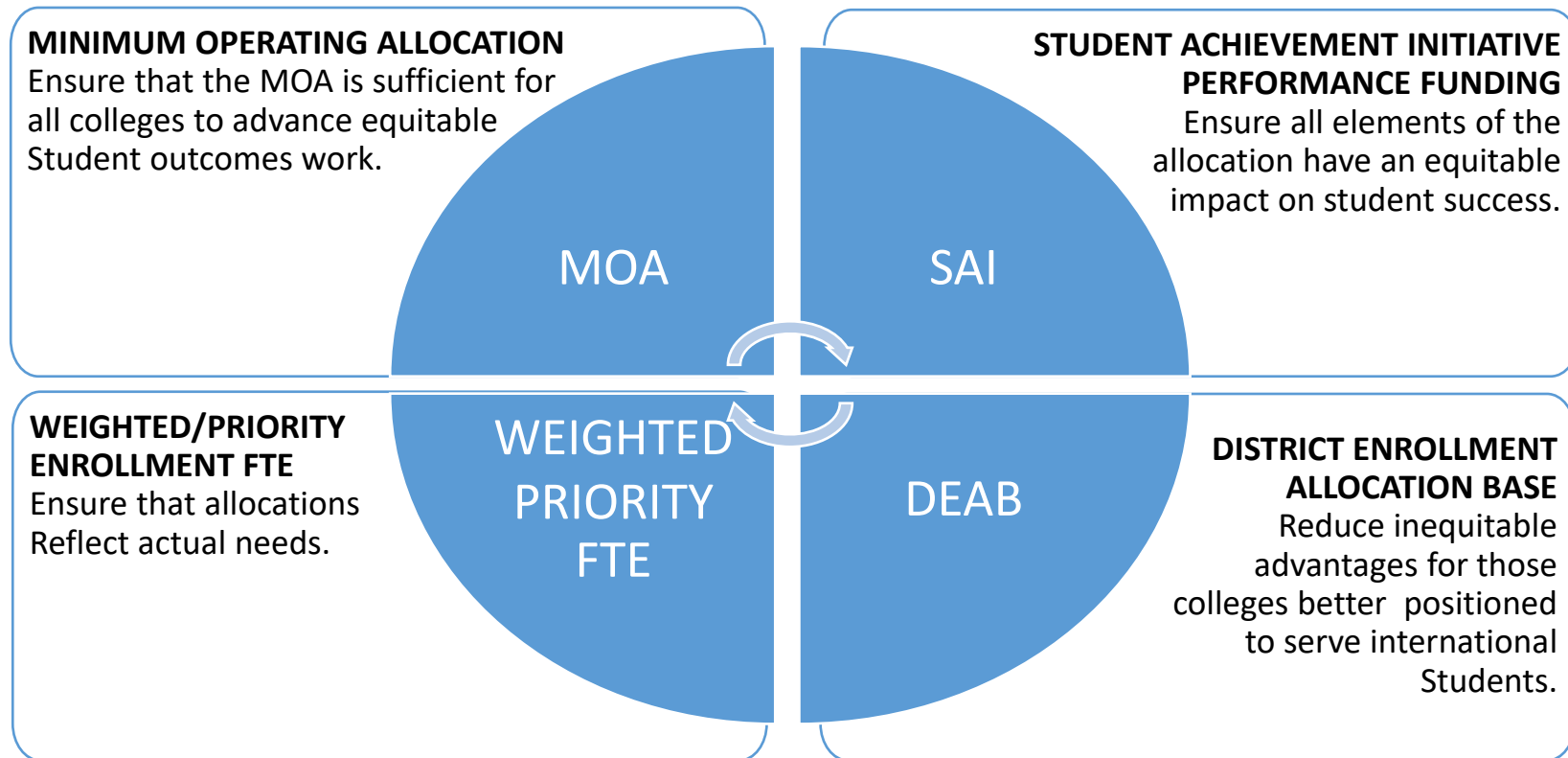
MEETINGS

- The chairs/co-chairs of both the committee and the subcommittees are responsible for all leadership activities including calling meetings, setting agendas, conducting meetings, and reporting recommendations.
- AMR Committee will meet monthly.
- Subcommittees will meet as frequently as needed; monthly at a minimum.

DECISION MAKING

- The subcommittees are responsible for reporting their analysis and recommendations to the ARC Committee regularly for discussion by the committee as a whole, as needed.
- The Committee is responsible for reporting recommendations to OBC.
- OBC will make final decisions on recommendations that will be presented for discussion and final approval by WACTC.

EQUITY PRINCIPLES



Earmarks of the State Board, Compensation & M&O Earmarks

- Provide the flexibility for colleges to prioritize equity based on the needs of their students.
- Ensure that allocations reflect actual needs.

TIMELINE

Nov. 2023 - June 2024

Committee & subcommittee meetings

- Monthly updates to WACTC
- In-Person (April 24 @ SBCTC Offices)
- Update to the State Board (March 28)

July 2024

Presentation of initial recommendations to WACTC for review and feedback

Aug. 2024

Presentation of initial recommendation to the State Board for review and feedback

Sept. 2024 - Nov. 2024

Finalize final recommendations.

Dec. 2024

Final recommendations presented to WACTC for review and approval

Jan. 2025

Final recommendations presented to the State Board for review and approval.

ADDITIONAL INFORMATION

- The following parts of the model will not be reviewed by the AMRC:
 - State Board, Central Services, Reserves
 - Legislative Budget Provisos
- No matter what the final approved model is, the result will be reallocation of current funding. This process will not result in the infusion of new funds.



QUESTIONS?

Stephanie Winner

Operating Budget Director

360-704-1023

swinner@sbctc.edu



REGULAR ITEM

March 28, 2024

Tab 7

North Seattle College's Affordable Housing

Brief Description

North Seattle College is seeking approval to sell, in lieu of ground lease, 2.3 acres of land for affordable housing on the campus of North Seattle College. North Seattle College has worked in collaboration with local, non-profit affordable housing providers since 2021 toward the goal of providing affordable housing at North Seattle College, and recently ground leasing has been determined unachievable. The college is now requesting State Board approval to sell the property so affordable housing can be constructed.

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

This action will increase the possibility of access and retention among populations who can benefit most from college access. It will support the enrollment of more diverse students of all ages and backgrounds and strengthen advocacy and community partnerships.

Background information and analysis

North Seattle College has determined that it does not require all the property at its campus for future academic facilities. It has been studying the possibility of providing housing on campus since 2018. With the approval of the State Board for Community and Technical Colleges, the college has been in negotiations since 2021 with a partnership formed by Bellwether Housing and Chief Seattle Club. Both Bellwether Housing and Chief Seattle Club are affordable housing development entities selected through a request for proposal process.

The college originally brought forth a proposal to ground lease for 80+ years this surplus parcel of land. The State Board adopted resolutions 21-03-10 and 22-08-44, setting forth conditions to guide the college in negotiating ground lease terms. After extensive research and discussion with Bellwether and the City of Seattle, it was determined that financing the affordable housing project and City of Seattle requirements under the proposed ground lease was not feasible because the State Board did not have legal authority to agree to the city of Seattle's requirement that the State Board subordinate the fee simple interest in the land.

The State Board has broad authority to convey its property if the property is determined to be surplus, or if the State Board finds that a sale or exchange is in the best interest of the system. Additionally, in 2018 the legislature enacted RCW 39.33.015. This law allows any state agency with authority to dispose of surplus property for a public benefit purpose; public benefit is defined as "affordable housing for low-income and very low-income households..." RCW 39.33.015(8)(b). Any legal document transferring or conveying property under RCW 39.33.105 must contain a covenant requiring the land to continue to be used for the purpose of affordable housing and remedies if the

recipient fails to comply with this requirement.

The college and its board of trustees are now requesting to sell the property for affordable housing (Attachment A). In exchange, the college would receive a cash payment of \$7.089 million. Of that amount, \$3,099.834 would be placed into a reserve account held by the college. The reserve account funds would be used to pay for 5,757 square feet in the finished project that North Seattle College would have an exclusive option to purchase. If acquired, the facility will be acquired via a condominium agreement separating the housing elements from the space reserved for North Seattle College and a pro rata share of the underlying parcel. The college district board of trustees approved resolution 24-01 to this effect (Attachment B).

Consistent with State Board policy 6.50, the college requests the State Board enter into the purchase and sale agreement to dispose of the subject property solely for the public purpose of creating affordable housing, and consistent with the terms of the proposed agreement. It is proposed to delegate authority to execute and sign the purchase and sale agreement to the Executive Director. Closing on the transfer of title would only occur once the development LLLC has its construction financing in place and is not anticipated before fall 2026.

Recommendation/preferred result

This is presented as a briefing. The college is requesting the State Board approve this request at their May 2024 meeting.

Policy Manual Change Yes No

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

Tab 7, Attachment A



MEMORANDUM

TO: Board of Trustees, Seattle Colleges District

**FROM: Dr. Rosie Rimando-Chareunsap, Chancellor
Lincoln Ferris, Special Assistant to the President, North Seattle College**

DATE: February 5, 2024

SUBJECT: Sale of North Seattle College Property for development of Affordable Housing Project

Background - In September, 2020, North Seattle College (“College”) issued an RFI soliciting letters of interest from non-profit real estate developers to develop a parcel of the College’s land on the campus (“Development Parcel”) for affordable housing (“Project”). In January, 2021, the College requested Seattle Colleges Board’ approval to enter into an Exclusive Negotiating Agreement with Bellwether Housing, a Washington nonprofit corporation (“Bellwether”) and Chief Seattle Club, a Washington public benefit nonprofit corporation (“Chief Seattle Club” and together with Bellwether, the “Developer”) to develop the Development Parcel. Pursuing the Project required the approval of SBCTC, which authorized the project in March 2021 subject to the conditions of Resolution 21-03-10; SBCTC was updated on the subsequent negotiations and passed Resolution 22-08-44 on August 23, 2022 (Appendix B), revising the conditions for their approval of a ground lease, one of which was the approval of the negotiated ground lease by the Seattle Colleges District VI Board of Trustees.

Update - Over the spring and summer of 2023, it became apparent that the College’s retention of an interest in the Development Parcel would conflict with certain terms and conditions required to secure Developer’s financing of the Project. In response, the parties have pivoted from a ground lease to an outright transfer of the Development Parcel to the Developer. Such a transfer is authorized under RCW 28B.50.090(15), which authorizes the SBCTC to sell CTC surplus property, and RCW 39.33.015, which authorizes the transfer of surplus property to private developers for purposes of developing affordable housing. As with the original ground lease proposal, the College will receive a newly constructed 5,757 square foot (sf) cold core and shell space inside the affordable housing complex (“College Unit”) as partial consideration for the sale of the Development Parcel.

Requested Action - The College now asks the Board for its approval of (i) a Purchase and Sale Agreement which provides for the sale of the Development Parcel to the Developer for purposes of developing the Project and (ii) an Option Agreement and Purchase and Sale Agreement for purposes of the acquisition by the College from the Developer of the College Unit upon completion of the College Unit. Unlike the ground lease, the Purchase and Sale Agreement presented today contains the complete agreement between the parties and will **not** be subject to later modification or adjustment to satisfy conditions imposed by investors prior to closing, as was the case with the ground lease. Further Developer is prepared to fully compensate the College for the fair market value of the Development Parcel at the time of closing. Unlike the original ground lease plan, the closing is not contingent upon Developer securing project construction funding commitments.

The following documents are referenced in the Purchase and Sale Agreement (Land) and included as part of Appendix A:

- Purchase and Sale Agreement (Land)

- Option Agreement and Purchase and Sale Agreement (College Unit)
- Conceptual Tenant Improvement Space Plan
- Legal Description (land parcel)
- Restrictive Covenant (restricted use of land only for affordable housing) and attached as Exhibit G to the Purchase and Sale Agreement)

Pursuant to the terms of the Purchase and Sale Agreement, the sale of the Development Parcel to Developer must close no later than December 31, 2026, however, Developer has stated its intention to borrow the funds needed to close on the purchase in the coming six months which will cause closing to potentially occur in 2024.

As the title holder to the Development Parcel, SBCTC must approve the (i) the Purchase and Sale Agreement and (ii) the Option to Purchase Agreement.

Terms of the sale place the land value at \$71.62 per square foot. Gross proceeds to the College will be \$7.089 million. Of that amount, \$3,099,834 will be placed into a reserve held by the College. This reserve will be used to pay for the following:

- College share of development costs for the College Unit received by the College pursuant to the Option Agreement and Purchase and Sale Agreement which is currently estimated to be approximately \$2.7 million but which could increase (or decrease) based upon actual construction costs.
- A pro rata share of the value of the Development Parcel based upon the square footage of the Development Parcel and the College Unit, which equals approximately \$369k.

Both of the foregoing amounts, in the aggregate, constitute the “purchase price” for the College Unit.

Net proceeds to the College, therefore, should be approx. \$4 million. Previously incurred project expenses and tenant improvement to the College’s condo unit will be paid for out of net proceeds.

Board Resolution Language –

Be it hereby resolved that the Board of Trustees of Seattle Colleges District VI approve of and recommend to the State Board of Community and Technical Colleges the sale of land consisting of approximately 98,990 square feet, legally described on the attached Exhibit A-1, to the Developer.

The sale of this property is for the purpose of creating affordable housing. The State Board has the authority to transfer title for that purpose under RCW 39.33.015.

Further, the Board of Trustees recommends the recording of a restrictive covenant as required under RCW 39.33.015, which will restrict the use of the Development Parcel to affordable housing as defined under state law.



Rosa Peralta, Seattle Colleges Board of Trustee Chair

REGULAR ITEM

March 28, 2024

Tab 8

Running Start Residency Waiver

Brief Description

We are requesting a State Board approved “Running Start Residency Waiver” that will allow colleges to code all Running Start students as residents until a permanent fix in statute can happen during the 2025 legislative session. This waiver provides a technical solution to charge students the correct amount and alleviate additional workload for college staff and financial barriers for Running Start students.

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

Dual credit has been identified as a leading approach for reaching more equitable postsecondary outcomes across student demographic populations. This proposed waiver will ensure more students can access Running Start without disclosing their residency and immigration status, which closely aligns with Goal 1: Increase access and retention among populations who can benefit the most from college in the SBCTC’s Strategic Action Plan.

Background information and analysis

Running Start (RS) students face challenges in accessing resident tuition rates when enrolling in credits that are ineligible for RS funding. Since RS students are also secondary school students, colleges participating in Running Start cannot engage in any inquiry around residency and immigration status that may result in requiring students to disclose or document their immigration status. However, residency determination must be made after the college confirms that a student has exceeded the 1.40 Full Time Equivalency (FTE) and Annual Average FTE (AAFTE) limitations or is enrolled in non-college level courses during the regular term. These latter situations would not be covered under the RS basic education funds and would be subject to residency for tuition determination in accordance with RCW 28B.15.012.

The absence of a streamlined process for coding RS students as residents hinders their ability to benefit from cost-effective tuition, creating financial barriers for these students and their families. Additionally, colleges are facing extra work loads to manually track and code RS students that fall into these categories of ineligible funding.

Recommendation/preferred result

For the State Board to approve Resolution 24-03-16 authorizing this waiver to go in effect for the 2024-2025 academic year while we work toward a permanent solution in 2025.

Policy Manual Change Yes No

Prepared by: Jamie Traugott, director of dual credit & strategic enrollment initiatives
360-704-3929, jtraugott@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 24-03-16

A resolution relating to the waiver of non-resident tuition differential for Running Start students.

WHEREAS, the Legislature has authorized the Running Start program to allow dual enrollment of eligible high-school students at community and technical colleges; and

WHEREAS, Running Start students are categorized as college students for their enrollments at higher education institutions even though they continue to be high school students for all other school activities; and

WHEREAS, there are differing rules for the definition of residency and assignment of residency status between K-12 schools and community and technical colleges; and

WHEREAS, certain Running Start students may be classified as non-residents at community and technical colleges for the purposes of tuition calculation when simultaneously enrolling in Running Start and non-Running Start eligible coursework at community and technical colleges; and

WHEREAS, such differing residency classifications create an undue administrative burden on colleges and an undue hardship on Running Start students;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges adopts a mandatory waiver of the differential between resident and non-resident tuition for all Running Start students at community and technical colleges who concurrently enroll in coursework that is eligible for Running Start funding and credit coursework that is not eligible for Running Start funding.

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 March 28, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

STATE OF WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 24-03-17

A resolution relating to approving the process recommended by the Evaluation Committee for evaluation of the executive director for the period 2023-2024.

WHEREAS, the State Board for Community and Technical Colleges carries out its responsibilities and duties imposed upon it within the confines of the authority, power, and discretion granted to it by law (see [RCW 28B.50](#)); and

WHEREAS, the State Board appoints an executive director of the state system of community and technical colleges (the “Executive Director”) who serves at the pleasure of the Board; and

WHEREAS, an evaluation committee is appointed annually (the “Evaluation Committee”) to recommend to the Board a process for evaluation of the executive director; and

WHEREAS. The Evaluation Committee has recommended that it conduct interviews and survey various stakeholders and interested parties including board members, synthesize that information for Board review, and recommend a summary executive director evaluation for Board consideration and approval;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges hereby approves the recommendation of the Evaluation Committee and directs it to proceed with interviews and surveys and provide such information and a recommended evaluation of the Executive Director to the Board, for review and approval by the Board

APPROVED AND ADOPTED on March 28, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

STATE BOARD BYLAW REVIEW COMMITTEE

A summary of key bylaw changes recommended by the Bylaw Review Committee are listed below for discussion purposes only. No action will be taken at the March 2024 board meeting. Please refer to the document with “tracked changes” for specific amendment recommendations.

The Bylaw Review Committee’s recommended amendments to the board bylaws, reflect the objective to:

- Clarify the process of establishing board committees.
- More accurately reflect the process of board appointments.
- Clarify the board’s intent to limit officer appointments to not more than two consecutive years, in either officer position.
- Add the evaluation committee into the bylaws, including the process to nominate members and the primary function of the committee.
- Specify that the board will prioritize equity and accessibility when setting the location and structure of meetings.
- Explicitly encourage board members, when possible, to attend meetings in-person.
- Remove language allowing for board member proxies and secret ballots.
- Clarify that the director will consult with the executive committee in finalizing board agendas.
- Broaden the requirement that the minutes be mailed, to allow for other forms to distribution.
- Allow the board to use Roberts Rules as a guide rather than requiring that they be strictly adhered to.
- Modify the formatting of the bylaws to be clearer to read.

**BYLAWS OF THE
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**

Name

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

Legal Basis

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

Authority

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

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

The Board shall authorize, by resolution, such special or standing committees as are deemed necessary. The role, responsibility, and/or authority of each committee shall be set out by the Board in the resolution. Special committees may be formed at the discretion of the chair, pending approval by the Board at the next business meeting. Special committees shall report recommendations to the Board for appropriate action. A special committee shall serve at the discretion of the Board.

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

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Membership

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

All members shall be citizens and residents of the state.

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

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

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

Officers

At its annual March meeting the Board shall appoint a nominating committee to submit from among its members a chair and vice chair for nomination at its annual June meeting. The chair and vice chair serve as the elected officers of the Board.

At its annual June meeting the Board shall elect from among its members a chair and a vice-chair who, following the June meeting, shall serve for one year until successors are elected (see [RCW 28B.50.070](#)). No Board member may serve more than two successive terms in an officer position, regardless of the position held. Officers may be elected not more than twice in succession.

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

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

The chair, vice chair, and the immediate past chair shall serve as an “Executive cCommittee” to assist the director with planning Board agendas and activities between Board meetings. No formal-final actions shall be taken by the Executive Committee on behalf of the Board.

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

Director

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

At its first regular meeting of the calendar year, the Board shall appoint an evaluation committee. The primary responsibility of the evaluation committee is to recommend the process for evaluating the performance of the director in that year, and administer any process adopted by the Board.

Meetings

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

Equity and accessibility are Board priorities in setting the location and structuring of Board meetings. Board members are highly encouraged to attend regular meetings in-person, if given the option and to the extent they are able.- The annual meeting of the Board shall be held in the month of June (see [RCW 28B.50.070](#)).

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

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

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

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

All State Board meetings will be held in compliance with the Open Public Meetings Act and the Administrative Procedures Act, to the extent the acts govern.

Agenda

After consultation with the executive committee, an agenda for each regular meeting shall be prepared by the director and ~~mailed-distributed~~ to Board members no later than four days prior to the meeting. The agenda shall be amended at the time of the meeting upon the request of either the chair or director.

Minutes

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

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

Communications Regarding Board Activity

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

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Parliamentary Authority

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

Amendments

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

Fiscal Year of the State Board

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

Member Attendance Policy

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

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

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

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

NOTE: Bylaws initially adopted June 22, 1967; Amended July 9, 1970, September 11, 1970, November 4, 1971, June 28, 1973, September 10, 1975, December 1, 1977, June 27, 1979, August 21, 1980, February 23, 1984, March 12, 1992, May 1996, October 21, 2004, and September 12, 2013

BYLAWS OF THE STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

Name

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

Legal Basis

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

Authority

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

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

The Board shall authorize, by resolution, such special or standing committees as are deemed necessary. The role, responsibility, and/or authority of each committee shall be set out by the Board in the resolution. Special committees may be formed at the discretion of the chair, pending approval by the Board at the next business meeting.

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

Membership

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

All members shall be citizens and residents of the state.

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

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

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

Officers

At its annual March meeting the Board shall appoint a nominating committee to submit from among its members a chair and vice chair for nomination at its annual June meeting. The chair and vice chair serve as the elected officers of the Board.

At its annual June meeting the Board shall elect from among its members a chair and a vice-chair who, following the June meeting, shall serve for one year until successors are elected (see [RCW 28B.50.070](#)). No Board member may serve more than two successive terms in an officer position, regardless of the position held.

The chair shall preside at all meetings of the Board and shall sign all legal and official documents that require signature on behalf of the Board. While presiding, the chair shall have full right of discussion and vote.

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

The chair, vice chair, and the immediate past chair shall serve as an -Executive committee to assist the director with planning Board agendas and activities between Board meetings. No final actions shall be taken by the Executive Committee on behalf of the Board.

Director

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

At its first regular meeting of the calendar year, the Board shall appoint an evaluation committee. The primary responsibility of the evaluation committee is to recommend the process for evaluating the performance of the director in that year, and administer any process adopted by the Board.

Meetings

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

Equity and accessibility are Board priorities in setting the location and structuring of Board

meetings. Board members are highly encouraged to attend regular meetings in-person, if given the option and to the extent they are able. The annual meeting of the Board shall be held in the month of June (see [RCW 28B.50.070](#)).

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

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

All State Board meetings will be held in compliance with the Open Public Meetings Act and the Administrative Procedures Act, to the extent the acts govern.

Agenda

After consultation with the executive committee, an agenda for each regular meeting shall be prepared by the director and distributed to Board members no later than four days prior to the meeting. The agenda shall be amended at the time of the meeting upon the request of either the chair or director.

Minutes

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

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

Communications Regarding Board Activity

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

Parliamentary Authority

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

Amendments

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

Fiscal Year of the State Board

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

Member Attendance Policy

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

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

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

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

NOTE: Bylaws initially adopted June 22, 1967; Amended July 9, 1970, September 11, 1970, November 4, 1971, June 28, 1973, September 10, 1975, December 1, 1977, June 27, 1979, August 21, 1980, February 23, 1984, March 12, 1992, May 1996, October 21, 2004, and September 12, 2013

STATE OF WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 24-03-18

A resolution relating to appointing the Nominating Committee for the 2024-25 State Board chair and vice chair.

WHEREAS, the State Board for Community and Technical Colleges carries out its responsibilities and duties imposed upon it within the confines of the authority, power, and discretion granted to it by law (see [RCW 28B.50](#)); and

WHEREAS, at the March 2024 meeting, a Nominating Committee will be appointed to recommend to the Board a chair and vice chair for the upcoming year; and

WHEREAS, at the June 2024 meeting, the Board shall elect from among its members a chair and vice chair who, following the June meeting, shall serve for one year until successors are elected;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges hereby appoints Ben Bagherpour, Mack Hogans, and Kady Titus to serve on the Nominating Committee for the 2024-25 State Board chair and vice chair.

APPROVED AND ADOPTED on March 28, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair