

STATE BOARD MEETING AGENDA

Green River College: 12401 SE 320th St, Auburn, WA 98092
Zgolinski Center, Boardroom

Study Session: Wednesday, May 8, 2024 // 1 p.m. to 5 p.m.

Regular Business Meeting: Thursday, May 9, 2024 // 8:45 a.m. to 12:30 p.m.

Board Members

Chelsea Mason-Placek, Chair // Martin Valadez, Vice Chair // Bernal Baca// 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

May 8 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 Leander Yazzie, Tribal Relations Manager, Indigenous Student Success, Green River College	
1:15 p.m.	Baccalaureate Degree Quarterly Update and Statements of Need Presentation Valerie Sundby, Director, Transfer Education <ul style="list-style-type: none"> a. Big Bend Community College and Wenatchee Valley College: Bachelor of Applied Science in Behavioral Health b. Columbia Basin College: Bachelor of Science in Computer Science c. Lower Columbia College: Bachelor of Science in Computer Science d. Whatcom Community College: Bachelor of Science in Computer Science 	Tab 1 (Discussion)
1:45 p.m.	FASFA Update Yokiko Hayashi-Saguil, Student Services Policy Associate	Tab 2 (Discussion)
2:15 p.m.	Break	
2:30 p.m.	Strategic Action Plan Review and Community Roundtable Discussion: Continuing Education Carolyn McKinnon, Workforce Education Policy Associate	Tab 3 (Discussion)
4 p.m.	Host College Presentation and Campus Tour	
5 p.m.	Adjournment	
5:30 p.m.	Social and Dinner with Green River College Trustees, Staff, and Invited Guests	Student Union River Room

May 9 Regular Business Meeting

Time	Item	Location/Activity
8:45 a.m.	Welcome and Introductions	
8:50 a.m.	Establish a Quorum and Adopt Meeting Agenda Chelsea Mason-Placek, Chair	(Action)
8:52 a.m.	Approval of Consent Agenda	Tab 4 (Action)
	a. Clover Park Technical College: Proposed Bachelor of Science in Computer Science and Cyber-Physical Software Engineering Resolution 24-05-19	
	b. Olympic College: Proposed Bachelor of Science in Computer Science Resolution 24-05-20	
	c. Centralia College: property disposal Resolution 24-05-21	
	d. Lower Columbia College: local capital expenditure authority to design and construct David Story athletic field improvements Resolution 24-05-22	
	e. Renton Technical College: local capital expenditure authority to design and construct phase two of Building J renovations Resolution 24-05-23	
	f. Panopto Contract Renewal Resolution 24-05-24	
	g. Executive Director Contract Addendum (general wage increase provided by the Legislature) Resolution 24-05-25	
	h. SBCTC Meeting Minutes, March 28, 2024	
8:55 a.m.	Public Comment	
9:05 a.m.	Consideration of Bates Technical College's Bachelor of Applied Science in Public Administration Resolution 24-05-26 Valerie Sundby, Director of Transfer Education Johnny Hu, Bates Technical College Vice President of Instruction	Tab 5 (Action)
9:20 a.m.	Consideration of the Revisions to the State Board Bylaws Resolution 24-05-27 Chelsea Mason-Placek, Chair	Tab 6 (Action)
9:40 a.m.	2025 Legislative Priorities – Development Process Arlen Harris, Legislative Director	Tab 7 (Discussion)
10 a.m.	Consideration of the 2025-27 Capital Budget Proposal Resolution 24-05-28 Darrell Jennings, Capital Budget Director	Tab 8 (Action)
10:25 a.m.	Consideration of Fiscal Year 2025 Operating Budget and Enrollment Allocations Resolution 24-05-29 Stephanie Winner, Operating Budget Director	Tab 9 (Action)
10:55 a.m.	Break	

Time	Item	Location/Activity
11:05 a.m.	Consideration of North Seattle College's Surplus Property Sale for Affordable Housing Resolution 24-05-30 Darrell Jennings, Capital Budget Director Rosie Rimando-Chareunsap, Seattle Colleges Chancellor Rachel Solemsaas, North Seattle College Interim President Lincoln Ferris, Special Assistant to the President, Seattle Central College	Tab 10 (Action)
11:40 a.m.	ACT Report	
11:45 a.m.	WACTC Report Tim Stokes, WACTC President	
11:55 a.m.	System Unions Report	
12:05 p.m.	Executive Director Report Paul Francis, Executive Director	
12:15 p.m.	Board Discussion and Chair's Report <ol style="list-style-type: none"> a. Committee/Task Force Updates <ul style="list-style-type: none"> • Nominating Committee • Evaluation Committee • Long-term Strategic Advocacy and Communication Task Force • Strategic Action Plan Task Force 	
12:30 p.m.	Adjournment Next meeting: June 26-27, 2024 ~ Virtual	

Updated:5/8/2024

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

May 8, 2024

Tab 1

Bachelor Degree Quarterly Update & Statements of Need Presentation

Brief Description

The community and technical college system has been offering bachelor of applied science degrees for over fifteen years. Almost every college in the system offers at least one bachelor of applied science, with many colleges offering multiple bachelor-level degree pathways. In 2021, the college system achieved another milestone in bachelor-level degree offerings—the ability for the State Board to authorize colleges to offer Bachelor of Science in Computer Science degrees (SSB 5401). While the vast majority of the bachelor-level degrees being offered in the state system are bachelor of applied science degrees, this additional authorization allows community and technical colleges to serve students, especially students of color, in new ways that set them on the course to additional high-pay living wage career pathways. The community and technical colleges in Washington State are excited about the opportunity for additional colleges to offer a Bachelor of Science in Computer Science. Offering the degree will align with the college system’s Guided Pathways work and will further the State Board’s vision of leading with racial equity.

To date, the State Board has approved over 150 applied bachelor’s degree programs at 33 colleges, including Bachelor of Science in Computer Science degree programs at nine colleges. In the 2022-23 academic year, there were 4357 FTES in baccalaureate-level courses representing 4.6 percent of state support FTES in the college system. This represents a small baccalaureate FTE decrease over the previous year (-434 FTES). The decline is expected due to enrollment declines in the associate degree programs that serve as feeder programs for these degrees. Enrollment numbers in BAS program appear to be stabilizing and have not decreased as steeply as declines in workforce associate degree programs. See Appendix A for bachelor’s degree programs through summer 2023; updated graduation and annualized enrollment numbers are provided annually at the Fall board meeting.

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

In June 2023, the State Board adopted an updated strategic plan, which focuses on four goals: increase access and retention among populations who can benefit the most from college; improve completion and transfer rates for students across all program types; provide flexible career-training options that are responsive to the needs of businesses and industries; and secure resources and develop systemwide strategies to support colleges’ financial sustainability and resiliency. Colleges offering baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest demand. Through bachelor-level degrees, colleges create greater access to higher education by enrolling historically underserved populations, particularly place-bound working adults, and ensure community and technical colleges are affordable and accessible for students. Community and technical college bachelor’s degree programs also meet the local workforce needs and allow students to remain in their home communities.

Background information and analysis

In August 2021, State Board members supported a change in the approval process for bachelor's degrees to reflect the expanded authority provided in SSB #5401. State Board staff will continue to work with colleges proposing bachelor's degrees for compliance with approval criteria established by board policy. Staff will provide quarterly updates to the board during board meetings on college proposals that meet criteria for Statements of Need. Individual college presentations on Statements of Need will be scheduled if the college is offering its first bachelor's degree or if the degree proposal is for a program not previously approved by the board. College representatives will be asked to attend the board meeting, even when a presentation is not required, to answer questions or provide additional information as requested by the board. Bachelor's degree proposals that meet the board's criteria for final approval will be recommended by staff for board action and placed on the Consent Agenda. The following briefing implements the revised process requested by the Board.

According to board policy, Statements of Need address six areas:

- Relationships to institutional role, mission, and program priorities;
- Support of the statewide strategic plans;
- Employer/community demand for graduates with baccalaureate level of education proposed in the program;
- Applied baccalaureate programs build from existing professional and technical degree program(s) offered by the institution;
- Student demand for program within the service area;
- Efforts to maximize state resources to serve place-bound students.

The following college Statement of Need meets the board's criteria for bachelor of degree proposals, no board action is required on Statements of Need:

a. Big Bend Community College and Wenatchee Valley College: Bachelor of Applied Science in Behavioral Health

The proposed Bachelor of Applied Science in Behavioral Health program, a collaborative effort between Big Bend Community College and Wenatchee Valley College, responds directly to the pressing need for qualified behavioral health professionals in North Central Washington. As evidenced by extensive employer surveys and local demand data, there is a significant gap between the demand for behavioral health services and the current supply of trained professionals in the region. This program aims to bridge that gap by offering accessible education and training opportunities locally, thereby empowering individuals to pursue careers in behavioral health without having to relocate or face financial barriers.

The demand for behavioral health professionals in North Central Washington is underscored by the substantial number of job postings across various job titles, including mental health and substance abuse social workers, substance abuse and behavioral disorder counselors, community and social service specialists, probation officers, correctional treatment specialists, and health educators. These positions not only offer competitive wages but also fulfill critical roles in addressing the mental health needs of the community. However, the lack of qualified graduates from existing programs in the region contributes to a significant credential gap, leaving many job openings unfilled.

Moreover, feedback from employer and student surveys highlights the community's enthusiasm and support for the proposed program. Employers express a strong desire for locally trained professionals who understand the unique needs of the North Central Washington population. Students, too, welcome the opportunity to pursue a bachelor's degree in behavioral health close to home, as it aligns with their career aspirations and addresses the shortage of behavioral health providers in the area. By leveraging existing resources, collaborating with regional stakeholders, and integrating practical experiences into the curriculum, Big Bend and Wenatchee Valley are poised to launch a BAS program that not only meets the educational needs of students but also fulfills the workforce demands of the community, with the goal to ultimately enhance the overall well-being of North Central Washington.

b. Columbia Basin College: Bachelor of Science in Computer Science

Columbia Basin College has a rich history of providing high-quality education in the field of Computer Science, with its roots tracing back to the early 2000s when the college first introduced the Associate of Applied Science (AAS) in Computer Science program. Over the years, this program has evolved to meet the changing demands of the technology industry, adapting its curriculum to incorporate emerging trends and technologies. With a focus on practical skills and industry relevance, the AAS program has consistently attracted a diverse student body, including a significant representation of Hispanic students, reflecting the demographics of the region it serves.

The success of the AAS program, as evidenced by stable enrollment numbers and high rates of student achievement, laid a solid foundation for the development of the Bachelor of Science in Computer Science program at Columbia Basin College. Leveraging its strong industry partnerships and advisory committee, Columbia Basin has ensured that its curriculum remains aligned with current industry standards and demands. By incorporating feedback from local employers and industry experts, the college has crafted a Bachelor of Science in Computer Science program that not only prepares students for careers in the rapidly evolving field of computer science but also addresses the specific needs of the region's workforce.

One of the key driving forces behind the establishment of the Bachelor of Science in Computer Science program is the growing demand for skilled computer science professionals in the state of Washington, particularly in areas such as software development, programming, and systems analysis. As highlighted in the "A Skilled and Educated Workforce: 2017 Update" report, there is a significant gap between the supply of graduates with relevant degrees and the demand for such professionals in the job market. Columbia Basin's program aims to bridge this gap by equipping students with the knowledge and skills needed to excel in high-wage, high-demand careers in the field of computer science.

Furthermore, Columbia Basin's commitment to promoting diversity, equity, and inclusion is reflected in its efforts to recruit and support students from historically marginalized and low-income backgrounds. Through targeted outreach efforts, financial aid workshops, mentorship programs, and culturally sensitive support services, the college seeks to ensure that students of color and low-income students have equal access to the opportunities provided by the Bachelor of Science in Computer Science program. By addressing barriers such as financial constraints, accessibility issues, and lack of representation, Columbia Basin College aims to create an inclusive learning environment where all students can thrive and succeed in their pursuit of a bachelor's degree in computer science.

c. Lower Columbia College: Bachelor of Science in Computer Science

Lower Columbia College has a long-standing history of offering computer science-related academic programs, dating back to 1966. The college currently provides the Associate in Science-Track 2 - Computer Science concentration degree, a program established in 1998. Additionally, Lower Columbia College offers other technology-related associate degrees, such as Information Technology. These existing programs serve as foundational pathways for students interested in pursuing higher education in computer science and related fields.

Lower Columbia College's proposal to introduce a Bachelor of Science in Computer Science program responds to the evident need for expanded higher education opportunities in the field of computer science and information technology within the region. Situated in an area lacking baccalaureate-granting institutions within a significant 40-mile radius, the college seeks to fill this educational void. With a focus on providing accessible pathways for traditionally underrepresented students and those from rural communities, the Bachelor of Science in Computer Science program aims to address both local workforce demands and the aspirations of aspiring technological professionals.

The decision to develop a Bachelor of Science in Computer Science program is informed by careful analysis of regional labor market trends and educational supply-demand dynamics. A substantial number of jobs in computer science-related fields, including computer programming and systems analysis, have been identified within the region. Projections suggest continued growth in job opportunities over the coming years. However, the existing educational offerings fall short of meeting the demand, highlighting the need for additional programs to bridge this gap.

Moreover, the proposal for the computer science program enjoys broad community support, evidenced by endorsements from local stakeholders such as the Career Connect SW STEM Network. These stakeholders recognize the program's potential to enhance postsecondary readiness among local youth, equip them with sought-after skills in information technology, software development, and cybersecurity, and address the evolving needs of rural employers. The alignment of K12 preparatory pathways with the Bachelor of Science in Computer Science program further emphasizes its significance in offering a smooth transition from secondary education to professional career development, ultimately promoting economic advancement within the region.

d. Whatcom Community College: Bachelor of Science in Computer Science

Whatcom Community College's proposal to introduce a Bachelor of Science in Computer Science (BSCS) program is grounded in an understanding of regional educational needs and workforce demands. Located in Bellingham, Washington, Whatcom Community College serves a diverse student population across Island, San Juan, Skagit, and Whatcom counties. The region's economic landscape, characterized by a flourishing technological industry and a growing demand for skilled professionals in computer science-related fields, emphasizes the necessity of offering a comprehensive bachelor's degree program in this discipline.

The decision to pursue the establishment of a Bachelor of Science in Computer Science program at Whatcom Community College is informed by extensive research and collaboration with industry stakeholders, educational institutions, and community members. By leveraging data from the Washington State Employment Security Department, the college has identified a significant gap between the demand for computer science professionals and the existing supply of qualified graduates in the region. This gap presents a prime opportunity for Whatcom

Community College to bridge the skills shortage and meet the evolving needs of local employers. Furthermore, the college's commitment to equity and diversity drives its vision for the Bachelor of Science in Computer Science program. Recognizing historical disparities in STEM education and employment opportunities, particularly among underrepresented minorities and low-income individuals, Whatcom Community College aims to design an inclusive and accessible program. Through targeted recruitment efforts, partnerships with K-12 institutions, and outreach initiatives, the college seeks to attract and support a diverse cohort of students, ensuring equitable access to high-quality education and meaningful career pathways in the technological sector.

In developing the Bachelor of Science in Computer Science program, Whatcom Community College draws inspiration from successful models and best practices in the field of computer science education. By aligning curriculum design with industry standards, fostering experiential learning opportunities, and providing wrap-around support services, the college aims to cultivate a pipeline of skilled graduates equipped to thrive in the ever-evolving landscape of technology.

Recommendation/preferred result

Staff will provide a brief overview of the bachelor's degree statements of need. Board members will have an opportunity to discuss the statements with staff in the context of meeting college and system goals.

Policy Manual Change Yes No

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Bachelor Degree Completion Status – as of Summer 2023

(All degrees listed are bachelor of applied science degrees except when noted for Bachelor of Science in Nursing, and Bachelor of Science in Computer Science)

Organized by College

College	Program	Start Date	Gradates Through 2022-2023	Projected Cohort Size Yr1/Yr5	Annual STATE FTE 2022-2023
Bellevue College	Applied Accounting	Fall 2015	156	14/52 FTE	47.0
	Business Management & Technology	Winter 2023	n/a	17/44 FTE	23.4
	Computer Science	Fall 2016	171	15/120 FTE	121.7
	Cybersecurity	Fall 2022	1	24/48 FTE	16.1
	Data Analytics	Fall 2014	175	16/64 FTE	94.9
	Digital Marketing	Fall 2017	120	14/44 FTE	106.3
	Healthcare Informatics	Fall 2017	52	25/60 FTE	44.7
	Health Promotion Management	Fall 2016	15	15/30 FTE	15.3
	Healthcare Management and Leadership	Fall 2016	163	34/60 FTE	66.4
	Information Systems Technology	Fall 2013	279	16/50 FTE	76.1
	Interior Design	Fall 2009	479	44/83 FTE	54.0
	Molecular Biosciences (STEM)	Fall 2014	44	20/40 FTE	18.2
	Nursing (RN-to-BSN)	Fall 2013	213	20/30 FTE	27.7
Radiation and Imaging Sciences		170	20/40 FTE	20.0	
Bellingham Technical College	Engineering Technology	Fall 2016	13	27/57 FTE	7
	Nursing (RN-to-BSN)	Fall 2021	n/a	30/30 FTE	0.0
	Operations Management	Fall 2016	61	25/57 FTE	10.1
Big Bend Community College	Applied Management	Fall 2021	25	13/25 FTE	53.8
Cascadia College	Information Technology: Application Development	Fall 2018	20	15/46 FTE	9.4
	Sustainable Practices	Fall 2014	76	14/45 FTE	22.7

Centralia College	Applied Management	Fall 2012	301	30/62 FTE	62.5
	Behavior Healthcare	Fall 2021	8	15/26 FTE	35.7
	Diesel Technology	Fall 2012	53	24/54 FTE	4.0
	Elementary Education and Special Education	Fall 2016	122	15/20 FTE	43.9
	Information Technology in Application Development	Fall 2016	36	20/57 FTE	4.0
Clark College	Applied Management	Fall 2016	116	33/99 FTE	47.8
	Cybersecurity	Fall 2019	38	15/45 FTE	73.1
	Dental Hygiene	Fall 2014	190	17/53 FTE	64.2
	Human Services	Fall 2012	18	20/50 FTE	16.1
	Teacher Education P-3	Fall 2022	n/a	24/72 FTE	5.4
Clover Park Technical College	Cybersecurity	Fall 2020	7	24/85 FTE	17.3
	Interior Design	Fall 2019	9	47/60 FTE	13.9
	Mechatronics Engineering Technology and Automation	Fall 2021	8	22/48 FTE	18.1
	Operations Management (formerly Manufacturing Operations)	Fall 2014	42	25/50 FTE	13.7
Columbia Basin College	Applied Management	Fall 2009	505	35 FTE	90.6
	Community Health	Fall 2022	n/a	20/40 FTE	n/a
	Cyber Security	Fall 2014	237	40 FTE	78.4
	Dental Hygiene	Fall 2016	78	20 FTE	45.2
	Health Physics	Fall 2020	4	20/40 FTE	5.5
	Information Technology	Fall 2017	21	15/30 FTE	18.4
	Project Management	Fall 2013	329	40 FTE	75.9
	Nursing (RN-to-BSN)	Fall 2015	110	20.0/69.3 FTE	27.9
	Teaching	Fall 2018	21	20/40 FTE	46.1
Edmonds College	Advanced Manufacturing and Materials Engineering	Fall 2021	n/a	20/49 FTE	11.5
	Child, Youth, and Family Studies	Spring 2017	72	30 FTE	14.1
	Information Technology: Application Development	Fall 2020	n/a	25/60 FTE	3.8
	Integrated Healthcare Management	Fall 2022	n/a	15/60 FTE	1.3
	Robotics and Artificial Intelligence	Fall 2021	n/a	22 /64 FTE	0.5

Everett Community College	Accounting	Fall 2022	n/a	20/44 FTE	n/a
Grays Harbor College	Education: Elementary and Special Education	Fall 2017	86	15 FTE	35.5
	Forest Resource Management	Fall 2017	22	4/8 FTE	9.2
	Organizational Management	Fall 2016	42	25 FTE	9.5
Green River College	Aeronautical Science	Fall 2015	118	25/50 FTE	59.1
	Applied Management	Fall 2018	137	24/48 FTE	59.1
	Early Childhood Education: Infant and Child Mental Health	Fall 2018	33	15/25 FTE	17.4
	Forest Resource Management	Fall 2015	55	12/36 FTE	31.7
	Information technology: Network Administration and Security	Fall 2014	208	12/48 FTE	136.8
	Information Technology: Software Development	Fall 2013	305	35/96 FTE	72.4
	Marketing and Entrepreneurship	Winter 2015	203	48/72 FTE	46.9
	Nursing (LPN to BSN)	Fall 2022	n/a	16/32 FTE	13.4
	Real time Court Reporting and Captioning	Fall 2018	3	15/50 FTE	2
Highline College	Behavioral Science-Youth Development	Fall 2013	81	15/32 FTE	28.4
	Cyber Security and Forensics	Fall 2013	146	10/15 FTE	79.8
	Early Childhood Education	Winter 2022	1	15/75 FTE	10
	Global Trade and Logistics	Fall 2014	63	10/15 FTE	24.2
	Integrated Design	Fall 2019	29	12/15 FTE	38.8
	Teaching and Early Learning	Fall 2017	87	15/75 FTE	40.2
	Respiratory Care	Fall 2014	60	10/15 FTE	34.7
Lake Washington Institute of Technology	Applied Management - Entrepreneurship	Fall 2020	10	15/30 FTE	8.2
	Applied Management Human Resource	Fall 2022	n/a	15/50FTE	17.3
	Behavioral Health	Fall 2017	23	34.70/39.56 FTE	15.8
	Computing and Software Development	Fall 2017	76	25/50 FTE	37.4
	Dental Hygiene	Summer 2017	172	30/60 FTE	83.8

	Design	Fall 2009	204	36 FTE	21.2
	Digital Gaming and Interactive Media	Fall 2009	66	20/40 FTE	45.8
	Early Childhood Education	Fall 2018	25	20/40 FTE	22.6
	Funeral Services Education	Fall 2017	2	15/50 FTE	2.5
	Nursing (RN-to-BSN)	Fall 2017	n/a	24/96 FTE	0.0
	Public Health	Fall 2014	104	20/35 FTE	26.8
	Physical Therapy Assistant	Fall 2020	n/a	14/40 FTE	n/a
	Transportation, Logistics, & Supply Chain Management (formerly Transportation and Logistics Management)	Fall 2014	82	25/50 FTE	15.7
Lower Columbia College	Teacher Education	Fall 2019	60	24/48 FTE	48.3
	Organizational Leadership and Technology Management	Fall 2021	17	24/44 FTE	33.9
Olympic College	Digital Filmmaking	Fall 2017	68	15/36 FTE	24.3
	Information Systems	Fall 2014	88	20/54 FTE	23.4
	Nursing (RN-to-BSN)	Fall 2007	322	15/35 FTE	48.5
	Organizational Leadership & Technical Management	Fall 2015	190	17/47 FTE	49.8
Peninsula College	Applied Management	Fall 2007	268	20/40 FTE	35.3
Pierce College	Applied Business Management	Fall 2019	36	20/30 FTE	31.3
	Construction Management	Fall 2022	n/a	20/57 FTE	4.8
	Dental Hygiene	Summer 2016	152	20/25 FTE	52.2
	Fire Science Leadership	Fall 2019	4	20 FTE	1.9
	Homeland Security-Emergency Management	Fall 2016	70	20/30 FTE	21.4
	Teaching	Winter 2017	155	15/48 FTE	54.8
Renton Technical College	Application Development	Fall 2019	95	9/49 FTE	20.1
	Information Technology: Computer Network Architecture	Winter 2018	40	5.4/29.7 FTE	29.8
	Manufacturing Engineering Technology	Fall 2022	n/a	15/20 FTE	n/a

Seattle Central College	Allied Healthcare Services Management	Fall 2014	518	30/179 FTE	109.9
	Behavioral Sciences	Fall 2009	205	20/40 FTE	46.3
	Community Healthcare and Education	Winter 2018	n/a	n/a	n/a
	Dental Hygiene	Fall 2018	n/a	n/a	n/a
	Information Technology: Networking	Fall 2016	14	20 FTE	0.0
	Respiratory Care	Fall 2018	n/a	n/a	n/a
	Nursing RN-to-BSN	Fall 2022	n/a	18/60 FTE	0.0
North Seattle College	Accounting with International Accounting	Fall 2020	25	17/44 FTE	37.8
	Application Development	Fall 2014	182	25/60 FTE	41.8
	Computer Science	Fall 2022	n/a	27/81 FTE	18.8
	Early Childhood Education	Winter 2016	252	20/50 FTE	136.7
	International Business	Fall 2013	174	50 FTE	29.4
	Residential and Commercial Property Management	Fall 2017	25	20 FTE	13.2
South Seattle College	Hospitality Management	Fall 2007	299	20 FTE	17.4
	Professional Technical Education and Instructional Design	Fall 2013	64	21 FTE	0
	Sustainable Building Science Technology	Fall 2015	71	20 FTE	18.1
	Workforce and Trades Leadership	Fall 2017	n/a	20 FTE	0.0
Shoreline Community College	Dental Hygiene	Fall 2024	n/a	20/25 FTE	n/a
Skagit Valley College	Applications Development	Fall 2021	n/a	6/13 FTE	1.1
	Applied Management	Fall 2018	73	15/35 FTE	5
	Environmental Conservation	Fall 2014	52	13 FTE	10.9

	Product Development	Fall 2023	n/a	9/18 FTE	41.2
South Puget Sound Community College	Craft Beverage Management and Quality Assurance	Fall 2024	n/a	12/20 FTE	n/a
Spokane Community College	Respiratory Care	Fall 2017	48	20 FTE	49.1
Spokane Falls, Community College	Applied Management	Fall 2016	84	20 FTE	36.9
	Cyber Security	Fall 2017	41	14/33 FTE	15.7
	Information Systems and Technology	Fall 2015	47	11/27.5 FTE	10.2
	Integrated Behavioral Health	Fall 2023	n/a	15/50 FTE	n/a
Tacoma Community College	Applied Management	Fall 2019	41	15/35 FTE	25.2
	Community Health	Fall 2018	62	25/166 FTE	42.2
	Health Information Management	Fall 2016	71	15/50 FTE	35.1
	IT Networking-Information Systems and Technology	Fall 2021	12	13/61 FTE	25.1
Walla Walla Community College	Agricultural Systems	Fall 2018	28	15/40 FTE	19.2
	Applied Management & Entrepreneurship	Fall 2018	38	12/30 FTE	58.2
Wenatchee Valley College	Data Analytics	Fall 2019	n/a	15/25 FTE	0.0
	Engineering Technology	Fall 2016	13	15/25 FTE	6.2
	Nursing (RN-to-BSN)	Fall 2015	100	25/38 FTE	32.3
	Teaching	Fall 2019	9	15/30 FTE	11.2
Whatcom Community College	Applied Business Management	Fall 2019	31	18/30 FTE	24.9
	Information Technology: Networking Cybersecurity	Fall 2017	67	24/128 FTE	27.6
	Social Work	Fall 2023	n/a	18/30 FTE	n/a
	Agricultural Sciences	Fall 2022	n/a	15/39 FTE	5.2

Yakima Valley College	Applied Business Management	Fall 2014	212	28/60 FTE	44.0
	Dental Hygiene	Fall 2016	171	18/24 FTE	48.3
	Information Technology: Networking	Fall 2015	58	12/20 FTE	25.4
	Teacher Education	Fall 2018	130	30/58 FTE	59.5

Bachelor Degree Offerings by Program / by College																															
Summer 2023																															
	Bellevue	Bellingham	Big Bend	Cascadia	Centralia	Clark	Clover Park	Columbia Basin	Edmonds	Everett	Grays Harbor	Green River	Highline	Lake Washington	Lower Columbia	North Seattle	Olympic	Peninsula	Pierce	Renton	Seattle Central	Shoreline	Skiagit Valley	South Seattle	Spokane	Spokane Falls	Tacoma	Wallia Wallia	Wenatchee Valley	Whatcom	Yakima Valley
Business Management																															
Accounting with International Accounting										√						√															
Applied Accounting	√																														
Applied Management Human Resource														√																	
Business Management	√		√	√	√	√		√				√						√	√				√		√		√		√	√	
Digital Marketing	√																														
Global Trade and Logistics													√																		
Hospitality Management																								√							
International Business																						√									
Management and Entrepreneurship														√																	
Marketing and Entrepreneurship												√																√			
Operations Management		√					√																								
Organizational Management											√				√		√														
Project Management								√																							
Residential and Commercial Property Management																√															
Transportation, Logistics, Supply Chain														√																	
Workforce and Trades Leadership																								√							
STEM Fields																															
Advanced Manufacturing and Materials Engineering									√																						
Aeronautical Science												√																			
Agricultural Systems																											√			√	
Engineering Technology		√																			√										
Environmental Conservation																							√								
Environmental Science							√																								
Forest Resource Management											√	√																			
Molecular Biosciences	√																														
Product Development																								√							
Sustainable Building Technology																								√							
Sustainable Practices				√																											

Bachelor Degree Offerings by Program / by College																																
Summer 2023																																
	Bellevue	Bellingham	Big Bend	Cascadia	Centralia	Clark	Clover Park	Columbia Basin	Edmonds	Everett	Grays Harbor	Green River	Highline	Lake Washington	Lower Columbia	North Seattle	Olympic	Peninsula	Pierce	Renton	Seattle Central	Shoreline	Skagit Valley	South Seattle	Spokane	Spokane Falls	Tacoma	Wallia Walla	Wenatchee Valley	Whatcom	Yakima Valley	
Health Care, Wellness, and Safety																																
Allied Health Science																						√										
Behavioral Healthcare					√									√				√				√				√						
Child, Youth, and Family Studies								√																								
Community Health								√																			√					
Dental Hygiene						√		√						√					√			√	√									√
Fire Sciences Leadership																			√													
Funeral Services														√																		
Health and Wellness	√																					√										
Health Information Management	√							√																				√				
Health Physics								√																								
Healthcare Management	√																															
Homeland Security																				√												
Human Services						√																										
Nursing	√	√						√				√		√	√		√					√							√			
Physical Therapy Assistant														√																		
Public Health Administration														√																		
Radiology and Imaging	√																															
Respiratory Care													√									√				√						
Social Work																															√	
Youth Development													√																			
Trades, Construction, Manufacturing																																
Advanced Manufacturing and Materials									√																							
Construction Management																				√												
Diesel Technology					√																											

Bachelor Degree Offerings by Program / by College																															
Summer 2023																															
	Bellevue	Bellingham	Big Bend	Cascadia	Centralia	Clark	Clover Park	Columbia Basin	Edmonds	Grays Harbor	Green River	Highline	Lake Washington	Lower Columbia	North Seattle	Olympic	Peninsula	Pierce	Renton	Seattle Central	Shoreline	Skagit Valley	South Seattle	Spokane	Spokane Falls	Tacoma	Wallu Wallu	Wenatchee Valley	Whatcom	Yakima Valley	
Information Technology																															
Application Development				√	√				√				√		√				√			√									
Computer Science	√			√	√				√		√		√		√				√			√									
Application Development				√	√				√				√		√				√			√									
Computer Science	√																														
Cybersecurity	√					√	√	√				√													√	√					
Data Analytics	√																												√		
Digital Film																√															
Digital Gaming													√																		
Healthcare Informatics	√												√																		
Information Systems	√							√																√		√					
Integrated Design												√	√																		
Network Administration											√										√								√	√	
Network Architecture																				√											
Robotics and Artificial Intelligence									√																						
Software Development											√		√																		

Bachelor Degree Offerings by Program / by College
Summer 2023

	Bellevue	Bellingham	Big Bend	Cascadia	Centralia	Clark	Clover Park	Columbia Basin	Edmonds	Everett	Grays Harbor	Green River	Highline	Lake Washington	Lower Columbia	North Seattle	Olympic	Peninsula	Pierce	Renton	Seattle Central	Shoreline	Skagit Valley	South Puget Sound	South Seattle	Spokane	Spokane Falls	Tacoma	Walla Walla	Wenatchee Valley	Whatcom	Yakima					
Education																																					
Early Childhood												√	√	√		√																					
Professional-Technical Education																										√											
Teacher Education				√	√		√			√			√		√				√		√		√									√			√		
Other																																					
Court Reporting and Captioning												√																									
Interior Design	√						√																														
Craft Beverage Management																																					√
Illustration														√																							

TAB 1



BACCALAUREATE DEGREE QUARTERLY UPDATE

Dr. Valerie Sundby
Director, Transfer Education

May 8, 2024



BACHELOR DEGREE LEGISLATION

- HB 1744-(2005): The State Board was given authority to pilot programs at designated community and technical colleges to offer Bachelor of Applied Science (BAS) programs.
- SB 6355 (2009-2010): Legislation passed allowing for community and technical colleges to offer BAS degree programs. Changed status of BAS degrees from pilot programs to regular programs.
- RCW 28B.50.810 (2012): The State Board is authorized to approve all BAS degree programs offered in the system.
- SB 5928 (2016): Subject to approval by the State Board, Bellevue College was permitted to develop and confer the Bachelor of Science in Computer Science degree.
- SB 5401 (2021): Expanded opportunity for community and technical colleges in Washington to confer Bachelor of Science in Computer Science degrees, upon approval by the State Board.



BACHELORS PROGRAMS STATISTICS

- 166 approved bachelor degree programs at 33 colleges, including 12 Bachelor of Science in Computer Science Programs
- Winter 2024 enrollments were up 7 percent (+371 FTES).
- New proposals that are in process continue to tend towards technology, behavioral health, and education.



WASHINGTON CONTINUES TO LEAD THE WAY

- National Presentations
 - Community College Baccalaureate Association (CCBA)
Growing Your Own Bachelor's Programs with Community Partnerships
 - American Association of Community Colleges (AACCC)
Collaboration Not Competition: Community College Baccalaureates
- Research Projects
 - Explore earnings of CCB graduates by area of study, rural/urban areas, and student demographics.
 - Conduct interviews with CCB students to better understand their experiences, pathways, and goals.

STATEMENTS OF NEED





BIG BEND COMMUNITY COLLEGE AND WENATCHEE VALLEY COLLEGE – BACHELOR OF APPLIED SCIENCE IN BEHAVIORAL HEALTH

- This collaborative proposal responds directly to the pressing need for qualified behavioral health professionals in North Central Washington.
- The program will serve students in Adams, Grant, Lincoln, Chelan, Douglas, and Okanogan counties.
- The proposed program will utilize a consistent hybrid, online course design to support a cohesive student experience and a success coach model to provide just-in-time academic support for students and guide students in their post-graduation journey of securing meaningful employment and/or entering graduate school.



COLUMBIA BASIN COLLEGE – BACHELOR OF SCIENCE IN COMPUTER SCIENCE

- This proposed program will help to address the substantial gap in the technology workforce in Benton and Franklin counties.
- It will serve place-bound and working adult students through flexible curriculum design and scheduling.
- The program will emphasize equity through targeted outreach efforts, financial aid workshops, mentorship programs, and culturally sensitive support services.



LOWER COLUMBIA COLLEGE – BACHELOR OF SCIENCE IN COMPUTER SCIENCE

- The proposed program builds on Lower Columbia College’s long standing and highly successful technology associates degree programs.
- It will serve students in Cowlitz and Wahkiakum counties, where there are no other postsecondary options within a 40-mile radius.
- The program will focus on providing accessible pathways for traditionally underrepresented students and those from rural communities, to address both local workforce demands and the aspirations of aspiring technological professionals.



WHATCOM COMMUNITY COLLEGE – BACHELOR OF SCIENCE IN COMPUTER SCIENCE

- The proposed program supports the region's flourishing technological industry and a growing demand for skilled professionals in computer science-related fields.
- It will serve students in Island, San Juan, Skagit, and Whatcom counties.
- Program curriculum is aligned with industry standards, fosters experiential learning opportunities, and provides wrap-around support services to cultivate a pipeline of skilled graduates equipped to thrive in the ever-evolving landscape of technology.



PROGRAM PROPOSALS

- Bates Technical College
 - Bachelor of Applied Science in Public Safety Administration
 - This would be Bates' **FIRST** bachelor's program
- Clover Park Technical College
 - Bachelor of Science in Computer Science and Cyber-Physical Software Engineering
 - This would be Clover Park's sixth bachelor's program
- Olympic College
 - Bachelor of Science in Computer Science
 - This would be Olympic's seventh bachelor's program

QUESTIONS?

Dr. Valerie Sundby
Director of Transfer
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STUDY SESSION

May 8, 2024

Tab 2

FAFSA and Financial Aid Updates

Brief Description

Federal Student Aid (FSA) has continued to face challenges in facilitating the Free Application for Federal Student Aid (FAFSA) for the 2024-25 academic year. Since the soft launch opening of the FAFSA on December 30, 2023 there have been frequent and ongoing errors and issues that have further delayed college financial aid offices from processing financial aid awards for current and new college students who depend on need-based aid to pursue higher education.

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

This item is consistent with the “equitable student success” focus area of the State Board’s updated 2020-2030 strategic plan.

Background information and analysis

Over the months of February, March, and April, FSA announced supports to colleges, including Blue Icon support, which can provide staff support for processing, as well as extensions of program and regulation deadlines to allow colleges to focus on financial aid awarding.

Colleges began receiving student applications for processing on March 16, 2024 in small batches. By April, colleges started to receive the files on a regular and consistent basis without significant delay. However, colleges have had to scramble to adjust and adapt as issues from the transmission of data have regularly surfaced.

Current Key Issues

- **Delays:** The ongoing delays from FSA have impacted colleges and their IT systems, limiting their ability to prepare for integrating and implementing a business process for receiving and processing student FAFSA data.
- **Application Errors:** Students who had errors on their application were unable to access the FAFSA to make corrections until March. Errors on a FAFSA hold a file as incomplete and are not able to be sent to colleges for processing or to prepare a financial aid offer. Many students who may have submitted applications in January or February had to wait a significant amount of time to complete their application.
- **SAI Errors:** FSA has had numerous calculation errors for the Student Aid Index (SAI), which determines financial need. This either holds the release of a student file to a college or, if the file has been sent to the colleges, requires additional time for reprocessing at the colleges. This is challenging for the students who are waiting for their awards and creates additional work in an already compressed processing timeframe for financial aid staff.

SBCTC Resources & Supports

SBCTC has established a Financial Aid Response Team composed of staff from multiple departments and divisions to coordinate information, resources, communication, and support to the college system and engage with external stakeholders.

The team has been able to accomplish the following over the past six weeks:

- Established ongoing Q&A sessions for executive leaders across the 34-college system to facilitate ongoing changes and updates regarding IT and FAFSA processing. The most recent systemwide FAFSA Q&A Webinar occurred on Wednesday, May 1, from 9:30 a.m. to 10:30 a.m.
- Created policy guidance for adhering to census date.
- Created a [SBCTC website](#) to house all updates and resources developed for colleges, students, and partners.
- Created FAQs for students and colleges regarding the FAFSA delay. These are frequently updated with emerging needs.
- Distributed a guide titled "[A Unified Approach to FAFSA Simplification Implementation for Washington Community and Technical Colleges](#)," which was developed by a team of vice presidents, Financial Aid Council members, and SBCTC staff as a resource for college presidents and vice presidents.
- Shared a template Pivot Action Plan for colleges to use as a project management tool to support the implementation of the FAFSA delay for colleges.
- Opened a [Q&A center](#) for system staff to submit questions, requests, and feedback to SBCTC. This will identify system needs, emerging trends, and inform strategies to address the ongoing FAFSA cycle.
- Developed Policy Guidance memos for Student Supports and Student Services Programs to provide college staff with flexibility and guidance to meet student needs as they await financial aid processing.

Other Updates

Governor Inslee shared a statewide letter encouraged graduating high school students and families to pursue their post-secondary plans and complete the FAFSA.

Recommendation/preferred result

State Board members will hear about the current status of the FAFSA opening and the potential impacts of the community and technical college system.

Policy Manual Change Yes No

Prepared by: Yokiko Hayashi-Saguil, student services policy associate
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STUDY SESSION

May 8, 2024

Tab 3

Strategic Action Plan Review and Community Roundtable Discussion: Continuing Education

Brief Description

Continuing education encompasses an array of offerings for lifelong learning, professional development, and company-dedicated training. It advances colleges' comprehensive missions to meet the needs of industry, students, and communities. Through its various and integral contributions to the system's workforce education mission, continuing education meaningfully contributes to Washington's economic vitality. Its nimbleness with short-term, work-relevant skills training for individuals and employers enhances the system's responsiveness to labor market demands. Continuing education is reputed for facilitating partnerships and training solutions that don't neatly fit into the traditional instructional structures of colleges.

This study session provides an overview about continuing education and its contributions to the system's workforce education mission and Strategic Plan Goal 3. A roundtable conversation among Board members, company-dedicated training customers, and continuing education leaders will explore such contributions. As a result, Board members will be informed about how continuing education advances agile, career relevant learning.

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

The State Board's Strategic Plan highlights the trend of increasing demands for quick and customizable skills attainment:

"Today's learners want a customizable educational experience that allows them to quickly secure career-relevant skills and decide what, when, and where they learn. College's face increased outside competition from for-profit and nontraditional institutions that can meet these demands by, among other things, offering competency-based education, credit for prior learning, online options, noncredit offerings, and short-term credentials that can apply to longer-term degrees."

[2020-2030 Strategic Plan Update](#), p. 6, SBCTC

In response to this trend, Goal 3 envisions colleges providing 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.*

Continuing education plays an important role in expanding access to:

- Incumbent worker training (Strategy 3.1.4)

- Flexible, short-term offerings with immediate labor market value (Strategy 3.2.1)
- Employer-sponsored training (Strategy 3.3.1)

Background information and analysis

What is Continuing Education?

Continuing Education offerings are generally comprised of three major categories:

- Professional development
 - Industry-recognized credentials and micro-credentials
 - Occupation-specific continuing education clock hours
 - Business development
 - Career development
 - General workplace readiness courses
 - Proctored testing
- Company-dedicated training
 - State- supported: Job Skills Program and Customized Training Program
 - Contract training
 - Consulting, instructional design and curriculum development services
- Lifelong learning
 - Childrens' programming
 - Mature adults/senior learning
 - Personal enrichment
 - Community enrichment events, space rentals

Meeting community needs through non-credit offerings

Through continuing education, colleges have considerable flexibility to meet a variety of community needs that would not otherwise be served from within academic, professional, and technical credential programs.

Continuing education is a major contributor to the system's workforce education mission. Many people and companies want training that quickly equips them with relevant skills for work and put less importance on whether courses are credit-bearing. These include one-off classes, industry-recognized credentials, and micro-credentials. Individuals find professional development programs that enable them to enhance their workplace competencies, pivot for new assignments, or gain promotions. Others use continuing education to prepare for a new occupation or job change. Companies and organizations use continuing education to upskill their workforce rapidly and effectively. The structure and nature of continuing education meets these demands for fast, ultra-convenient education and training. For instance, course offerings from continuing education have flexibility with regards to duration – as short as one-day training sessions, and start dates - including

multiple start dates within a traditional academic quarter.

While this study session focuses on professional development and company-dedicated training, it's also important to celebrate colleges' offerings of [lifelong learning programs](#) reflecting the cultural and recreational priorities of their local communities. Examples of the varied programming available from the system's continuing education area is in the [appendix](#).

Administration, Instruction, and Student Registration

Continuing education offerings and organizational structures vary considerably from college to college. Most are established as departments within instruction divisions and have designated lead administrators in dean or director positions. Some are combined with professional-technical departments under one dean. Some departments offer credit-bearing professional-technical courses or facilitate partnerships that include credit-bearing courses. The Continuing Education Council (CEC) represents the interests and efforts of these departments across the system and reports to the Instruction Commission (IC).

Most continuing education departments self-support with revenue generated through enrollment fees and pay overhead to their colleges. A minority of departments are partially underwritten with state funds from college budgets for general operating, overhead, or staffing.

Instructional modalities in continuing education vary just as they do in credit programs, with a variety of online, hybrid and in-person classes offered. The involvement of faculty from credit bearing programs in continuing education varies depending on local collective bargaining; some contracts require faculty to have first right of refusal to instruct non-credit offerings. Many colleges use turnkey courses from vendors like Ed2Go for cost-efficient off-the-shelf offerings.

Registering for continuing education courses is simpler and faster when compared to credit-bearing programs. Many continuing education departments accommodate fast-track registrations by using CampusCE, a third-party platform with limited integration into ctcLink. Continuing education courses and programs are created in a separate section of ctcLink (the "CNED" career). Recent [policy](#) and [data quality](#) efforts are in effect to ensure that, going forward, more consistent enrollment data are captured for continuing education courses.

State Support, Financial Aid, and Student Data

Generally, continuing education offerings in Washington are self-supported, meaning that costs are fully borne by students and businesses. Continuing education enrollments are not included in the state funding formula.

Washington state and federal financial aid each cover credit-bearing programs that take a certain length of time to complete; continuing education's non-credit, short-term training programs are not financial aid eligible.

Some state financial assistance resources are available to specific continuing education students like dislocated workers, non-credit instructional programs like commercial driver training, and eligible company-dedicated training projects sponsored by the Job Skills and Customized Training Programs (detailed later in this report). Examples of specific state support are provided in the [appendix](#).

Nationwide, and in Washington, there exists a data gap about non-credit continuing education. State support and financial aid require that colleges gather considerable information about students upon

registration. Having such information, in turn, enables researchers to evaluate advancement, attainment, and labor market outcomes within frameworks of access and equity.

The lack of widely available state support and financial aid for continuing education means that colleges and students are unencumbered from such gathering of personal and financial information. This enables fast-track registration for students, which generously reinforces consumer preferences for easy access to training, but disadvantages colleges and policymakers from evaluating continuing education offerings for equitable access and outcomes.

A few states offset the costs of non-credit professional development through state support to institutions or students. Most notably among those is [North Carolina](#), which includes non-credit programs directly as part of its funding formula, and [Virginia](#), which provides pay-for-performance to colleges for non-credit completions in high-demand fields and student financial assistance for a small assortment of high-demand non-credit, short-term credentials.

For those who want to explore these issues further, the [appendix](#) provides links to articles and commentaries exploring noncredit workforce training, data availability, examples from other states, and policy implications.

Company-dedicated training’s role in economic vitality

To stay competitive amid technological changes, shifting consumer demands, and new business models, businesses need employees who have up-to-date skills and are on top of the latest industry developments. However, employers struggle to find people with the right skills. Incumbent workers may not have the desire or need to embark on degree-seeking pathways, or they may only have the resources to take short courses with immediate results.

A [winter 2024 survey](#) of Washington employers conducted by the Association of Washington Business (AWB) found a lack of qualified workers was the second biggest challenge facing employers, with 51% of respondents listing it as a major problem. When asked which strategies employers use to attract and retain talent, 59% of those same employers said on-the-job training and upskilling.

The adaptable, agile nature of continuing education allows colleges to move at the speed of the economy through innovative partnerships with employers and community organizations to help employers recruit, retain, and grow employees. Continuing education departments across the system offer customized, company-dedicated training through contracts and other agreements. This section will focus on a subset of company-dedicated training delivered through two state-supported programs: the Job Skills Program and the Customized Training Program.

Job Skills Program: Matching grants for customized incumbent worker training

Since 1983, Washington has invested in partnerships between colleges and employers to provide customized workforce training through the [Job Skills Program \(RCW 28C.04.400-420\)](#), providing \$1-for-\$1 matching grants to businesses that partner with colleges to train employees.

All JSP Grants (2021-23 Biennium)	Totals & Averages
Total number of projects competed	118
Total number of training courses provided	1,204
Total number of employees trained	8,163
Average grant expenditure per trainee	\$1,709
Average total grant expenditure	\$127,484

JSP projects are facilitated, managed, and delivered by continuing education departments, except for occasional facilitation by private career schools. A subcommittee of the [Workforce Training Customer Advisory Committee](#) reviews applications and makes funding recommendations to SBCTC leadership.

For economic development councils, public ports, chambers of commerce, the Department of Commerce, local workforce boards, and many other partners, JSP is an important tool to recruit, retrain, and expand good jobs in Washington. Its flexibility and customization enable employers to get the short-term workforce training they need to keep and grow jobs. Projects funded by JSP benefit employers and workers, strengthen Washington’s key economic sectors, and expand the reach of colleges’ continuing education missions. JSP has helped over 1,000 businesses maintain and expand their operations, create new jobs, and develop loyal workers. Over 75,000 incumbent workers and new hires have gained job-specific professional development through the program. Businesses demonstrate their commitment to this partnership by leveraging more than the required grant match: in the 2021-23 biennium businesses matched \$1.29 for every state dollar.

For decades, economic development stakeholders have strongly advocated for increased resources for incumbent workers and new hire training through the Job Skills Program. Most recently, this led to a sequence of funding increases of 45% in the 2021 supplemental budget and another 96% increase in the 2022 biennial budget, for a total of \$15.45 million per biennium, which remains the current funding level today.

Demand for Job Skills grants currently exceeds available funding, and some employers are turned away due to a lack of funding. In FY24 grant funding was fully awarded in the first quarterly round of grant reviews, leaving no funds for subsequent quarters.

Distribution of JSP grants by industry

Manufacturing: 82% of all grants	All Other Industries: 18% of all grants
Aerospace, Food Production and Processing, Wood/Paper Products, Naval, High Tech, Auto, Composite, Construction, Marine, Transportation, Medical Devices, Chemicals, Electronics, Pharmaceutical, Luggage/Accessories, Food/Beverage	Agriculture, Construction, Retail/ Wholesale, Hospitals & Medical Services, Environmental Services, Gaming & Hospitality, Non-Profit

Summary of JSP courses delivered

Instructional Category	Total Courses Delivered	Trainees ¹
Business, Change Management, Process Improvement, Quality Control, & Related	547	8,699
Engineering/Engineering-Related Technologies/Technicians	349	3,896
Computer and Information Sciences & Support Services	73	532
Precision Production	46	485
Communication, Applied ESL, & Related Programs	43	922
All Other Instructional Categories	32	2,495

¹ Counts individual trainees for each course in which they participated.

Instructional Category	Total Courses Delivered	Trainees ¹
Transportation & Materials Moving	27	92
Construction Trades	26	370
Agricultural/Animal/Plant/Veterinary Science & Related Fields	21	279
Health Professions, Biological/Biomedical, & Related Programs	17	463
Mechanic & Repair Technologies/Technicians	16	145
Engineering	7	224
Totals	1,204	18,602

Customized Training Program: Interest-free training loans and B&O tax credit

The [Customized Training Program \(CTP\)](#) is a smaller resource for employers needing help with employee training. Eligible businesses can get interest-free training loans to cover the costs of customized contract training from colleges. SBCTC compensates the college for the costs of training from a revolving loan fund established by the legislature in 2006 ([Chapter 28B.67 RCW](#)). After the training is complete, the business repays costs to SBCTC over 18 months. After each payment, the business may take a state Business & Occupation tax credit equal to 50 percent of the payment ([RCW 82.04.449](#)). Training options for employers in CTP are like those in JSP, and can include any of the following:

- Basic education and skills
- English language acquisition in the workplace
- Technical skills and job-related instruction
- Skills assessment and evaluation

To date, 109 companies have partnered with colleges to train nearly 3,200 employees through CTP. The Joint Legislative Audit and Review Committee (JLARC) is currently reviewing the tax credit portion of this program and will present its findings to the committee on July 17, 2024.

Strategic Plan Implementation: Goal 3

Continuing education offerings, plus the Job Skills and Customized Training programs, contribute to the system's strategic goal for agile, career relevant learning. Specifically, continuing education advances these strategies:

- Incumbent worker training (Strategy 3.1.4)
- Flexible, short-term offerings with immediate labor market value (Strategy 3.2.1)
- Employer-sponsored training (Strategy 3.3.1)

Future direction

When considering the role of continuing education, Board members may wish to examine:

- How might we maximize the potential of continuing education offerings to meet the system's strategic goals?

Roundtable Discussion

Today's roundtable conversation will include continuing education leaders from Clover Park Technical College, Green River College, and Seattle Colleges, and recent Job Skills Program participants: Trident Seafoods, Tutta Bella, and Red Dot Corporation. Guests will talk with the Board about their experiences with customized employee training and how continuing education advances workforce education.

Policy Manual Change Yes No

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APPENDIX

Background Links

- SBCTC: [2021-23 Job Skills Program Biennial Report to the Legislature](#)
- Governor Jay Inslee: [The state's Job Skills Program accelerates business reinvention](#)
- Rutgers Education & Employment Research Center: [Noncredit Education and Non-Degree Credentials](#)
- Federal Reserve Bank of Richmond: [Non-Credit Workforce Programs at Community Colleges](#)
- Brookings: [Noncredit workforce training programs are very popular. We know next to nothing about them](#)
- New America: [What We Do \(and Don't\) Know About Noncredit Workforce Programs](#)

Continuing Education Examples

Professional development

- Industry-recognized credentials: [South Puget Sound Certificates – Business Analysis, Flagger, Graphic Designer, Leadership Development, Project Management, Technical Solutions](#)
- Occupation-specific continuing education clock hours: [Pierce College Clock Hours & Professional Development for K-12 Teachers and Staff](#)
- Business development: [Yakima Adult Family Home Administrator Training](#)
- Career development: [Seattle Central College Cybersecurity Boot Camp](#)
- General workplace readiness courses: [Green River Computer Fundamentals with Windows 10](#)
- Proctored testing: [Clark College Authorized Test Center](#)

Company-dedicated training

- State-supported: [Everett Community College Funding Opportunities for Training](#) (Job Skills Program and Customized Training Program)
- Contract training: [Community Colleges of Spokane Corporate Training](#)
- Consulting instructional design and curriculum development services: [Clover Park Corporate Education Team](#)

Lifelong learning

- Childrens programming: [Discovery Academy STEAM Camps](#) (Highline & Green River)
- Mature adults/senior learning: [Quest: Adventures in Learning for Ages 50+](#) (Walla Walla)
- Personal enrichment: [Shoreline Personal Enrichment Spring 2024 Catalog](#)
- Community enrichment events, space rentals: [Write in the Harbor Conference](#) (Tacoma)

Student Financial Assistance and State Instructional Support

Some financial assistance resources are available to specific continuing education populations and programs, such as:

- Non-credit workforce-relevant programs that meet [Eligible Training Provider](#) standards may enable eligible individuals to receive federal [Individual Training Account](#) and additional weeks of unemployment insurance ([Training Benefits](#)).
- [Worker Retraining](#) students may take eligible non-credit programs, however these enrollments don't count toward required Worker Retraining FTE targets.
- State funds for instructional and student supports are newly available for cybersecurity non-credit offerings at 2 colleges – Green River and Spokane through the [500 cybersecurity FTES funding proviso](#) (2022).
- The [WA CDL Fund](#) provides state support for enrollment, equipment, student assistance, and instruction to 10 colleges running non-credit Class A and B commercial drivers licensing programs.
- [Workforce Development Funds](#) are currently underwriting a project of Pierce College to build practical credit-for-prior learning steps for students who want their non-credit and work-based learning accomplishments to count toward credential pathways and degrees.
- The [Job Skills Program](#) is a successful state supported program to underwrite the costs of employer-specific contract training, and the [Customized Training Program](#) is a smaller option to incentivize businesses to provide incumbent worker training in partnership with colleges through interest-free loans and B&O tax credits..



CONTINUING EDUCATION

Strategic Action Plan Review & Community Roundtable Discussion

Carolyn McKinnon, Policy Associate – Workforce Education

May 8, 2024

COMMUNITY & TECHNICAL COLLEGE ACT OF 1991

RCW 28B.50.020 Purpose

...creating a new, independent system of community and technical colleges which will:

(2) Ensure that each college district, in coordination with adjacent college districts, shall offer thoroughly **comprehensive** educational, training, and service programs to meet the needs of both the **communities** and students served by combining high standards of excellence in academic transfer courses; realistic and **practical** courses in occupational education, both graded and **ungraded**; community services of an **educational, cultural, and recreational** nature; and adult education, including basic skills and general, **family**, and workforce literacy programs and services;

Emphasis added for presentation purposes

WHAT IS CONTINUING EDUCATION?

Professional development

- Industry-recognized credentials, micro-credentials
- Occupation-specific continuing education clock hours
- Business development
- Career development
- General workplace readiness courses
- Proctored testing

Company-dedicated training

- State- supported: Job Skills Program and Customized Training Program
- Contract training
- Consulting, instructional design and curriculum development services

Lifelong learning

- Childrens' programming
- Mature adults/senior learning
- Personal enrichment
- Community enrichment events, space rentals



HOW DOES IT LINK TO THE STRATEGIC PLAN?

Today's learners want a customizable educational experience that allows them to quickly secure career-relevant skills and decide what, when, and where they learn..."

[2020-2030 Strategic Plan Update](#), p. 6, SBCTC

In response, Goal 3 envisions colleges providing 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.

Continuing education plays an important role in expanding access to:

- incumbent worker training (Strategy 3.1.4).
- flexible, short-term offerings with immediate labor market value (Strategy 3.2.1).
- employer-sponsored training (Strategy 3.3.1).

MEETING INDUSTRY, STUDENT & COMMUNITY NEEDS

Continuing education:

- Is integral to the system's Workforce Education mission.
- Provides flexible and nimble responses to local needs.
- Facilitates versatile partnerships with businesses and community organizations.
- Delivers fast-track training for working learners who need immediately relevant skills.
- Offers lifelong learning aligned with community recreational & cultural values.
- Contributes to Washington's economic vitality.



ADMINISTRATION, INSTRUCTION, AND REGISTRATION

- Organizational structures vary; most colleges have continuing education departments or sections within instruction divisions led by a dean or director.
- Most are self-supporting and pay overhead to the college.
- Faculty involvement varies depending on local contract agreements.
- Instruction offered online, hybrid, in-person; some off-the-shelf offerings from vendors like Ed2Go.
- Simplified student registration; many use CampusCE as a plug-in to ctcLink.
- Course coding in a separate area of ctcLink (“CNED Career”).



STATE SUPPORT, FINANCIAL AID, AND STUDENT DATA

- Continuing education is generally self-supporting, with students and businesses paying the costs.
- Federal and state financial aid does not support non-credit and short-term offerings.
- A small assortment of publicly-supported offerings offset costs for specific student populations, instructional programs, and company-dedicated training.
- There exists a data gap about continuing education enrollments – nationwide and in Washington.
 - Students and businesses like fast-track, low burden registration.
 - However, the data gap disadvantages us from evaluating for equitable access and outcomes.
- A few states, notably NC and VA, offset non-credit professional development costs through state support to institutions or students.



COMPANY-DEDICATED TRAINING

- Businesses and workers must continuously keep pace with new technology, consumer demands, and market changes.
- 51% of respondent to an Association of Washington Business survey said a lack of qualified workers was a major problem and 59% said on-the-job training and upskilling are important strategies to getting and keeping good employees.
- Continuing education departments offer adaptable and agile training services to employers through company-dedicated training, consultation, skills assessments, and curriculum design.

JOB SKILLS PROGRAM: MATCHING GRANTS FOR INCUMBENT WORKER TRAINING

- State supported grants for business-college partnerships to design and deliver short-term, company-dedicated worker training.
- Washington's largest and most widely-recognized economic development tool for workforce skills training.
- Continuing education departments are the primary grant facilitators.
- Currently funded at \$15.45 million/biennium; demand exceeds funding.
- In 2021-23, 118 grants provided 1,200 courses to over 8,100 employees.



CUSTOMIZED TRAINING PROGRAM: INTEREST-FREE TRAINING LOANS & TAX CREDIT

- A smaller state-supported resource for company-dedicated workforce training.
- SBCTC compensates colleges for the costs of training from a revolving loan fund.
 - Businesses repay loans, interest-free, and may claim Business & Occupation tax credits of 50% of the value of repayments.
- Since 2006, 109 companies have partnered with colleges to train nearly 3,200 employees through the Customized Training Program.



FUTURE DIRECTION

Continuing education, including the Job Skills and Customized Training programs, meaningfully contributes to the system's workforce education mission and strategic goal for agile, career-relevant learning.

Without it, our system would be challenged to implement strategies to reach Goal 3:

- incumbent worker training (Strategy 3.1.4),
- flexible, short-term offerings with immediate labor market value (Strategy 3.2.1),
- employer-sponsored training (Strategy 3.3.1).

When considering the role of continuing education, Board members may wish to examine:

- **How might we maximize the potential of continuing education offerings to meet the system's strategic goals?**

ROUNDTABLE

- Trident Seafoods
- Tutta Bella
- Red Dot Corporation
- Clover Park Technical College – Continuing Education & Career Services
- Green River College – Continuing Education & Branch Campuses
- Seattle Colleges – Corporate & Customized Training

CONSENT ITEM (RESOLUTION 24-05-19)

May 9, 2024

Tab 4a

Clover Park Technical College: Proposed Bachelor of Science in Computer Science and Cyber-Physical Software Engineering

Brief Description

In September 2014, the State Board adopted a revised approval process, selection criteria, and application materials for community and technical colleges seeking to offer an applied baccalaureate program. In 2021, this process expanded to include an approval process for Bachelor of Science in Computer Science degrees. The final step in the approval process requires State Board action on the college's application to offer the proposed bachelor's degree.

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

In June 2023, the State Board adopted an updated strategic plan, which focuses on four goals: increase access and retention among populations who can benefit the most from college; improve completion and transfer rates for students across all program types; provide flexible career-training options that are responsive to the needs of businesses and industries; and secure resources and develop systemwide strategies to support colleges' financial sustainability and resiliency. Colleges offering baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest demand. Through bachelor-level degrees, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults, and ensure community and technical colleges are affordable and accessible for students. Community and technical college bachelor's degree programs provide access for students who have been historically underserved by and had limited access to bachelor's-level education. They also meet the local workforce needs and allow students to remain in their home communities.

Background information and analysis

Clover Park Technical Colleges' Bachelor of Science in Computer Science and Cyber-Physical Software Engineering program is rooted in meticulous research and analysis of industry trends and student needs. Recognizing the rapid advancement of technology and the growing integration of cyber-physical systems in various sectors, Clover Park identified a crucial gap in the availability of qualified professionals equipped to navigate this landscape. Traditionally, Computer Science and Cyber-Physical Engineering are kept as separate programs, but Clover Park saw the growth of the two fields as well as the shortage of developers as a unique opportunity to combine the course work and furnish a distinctive educational pathway for their students.

The structure of the program reflects a blend of theoretical knowledge and practical skills, ensuring that graduates are well-equipped to thrive in the dynamic landscape of technology. The curriculum is carefully crafted to cover a wide range of topics, including data structures, algorithms, computer

architecture, software design, and embedded systems. Through a combination of lectures, hands-on labs, and project-based learning, students gain a deep understanding of foundational concepts while honing their problem-solving abilities and technical proficiency. The structured progression of courses enables students to build upon their knowledge incrementally, culminating in a series of capstone projects where they apply their skills to solve real-world challenges. This holistic approach to education reflects CPTC's commitment to producing graduates who are not merely job seekers but industry-ready professionals.

To support student success, the program places a strong emphasis on personalized advising, mentorship, and access to resources such as tutoring services and state-of-the-art facilities. Faculty members, who are themselves industry experts, provide invaluable guidance and mentorship to help students navigate their academic journey and prepare for successful careers in the rapidly evolving technological industry.

Clover Park Technical College's Statement of Need was presented at the February 2024 board meeting. The Bachelor of Science in Computer Science and Cyber-Physical Software Engineering would be Clover Park's sixth bachelor's program.

Recommendation/preferred result

This proposal meets criteria established by statute and Board policy based on staff review and feedback from peer reviewers from the community and technical college system. Staff recommends State Board action on the following:

- Resolution 24-05-19 approving Clover Park's Bachelor of Science in Computer Science and Cyber-Physical Software Engineering

Policy Manual Change Yes No

Prepared by: Valerie Sundby, director of transfer education
360-704-4338, vsundby@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 24-05-19

A resolution to approve Clover Park Technical College’s application to offer a Bachelor of Science in Computer Science and Cyber-Physical Software Engineering upon recommendation of the State Board for Community and Technical Colleges staff.

WHEREAS, Engrossed Second Substitute House Bill 2483, passed by the 2012 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve all applied baccalaureate degree programs offered by community and technical colleges; and

WHEREAS, consistent with the Washington State Legislature’s requirement, the State Board developed objective criteria for the approval of community and technical college applied baccalaureate degrees; and

WHEREAS, the State Board for Community and Technical Colleges staff found that Clover Park Technical College’s application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the recommendation to authorize Clover Park Technical College’s Bachelor of Science in Computer Science and Cyber-Physical Software Engineering;

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 May 9, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

CONSENT ITEM (RESOLUTION 24-05-20)

May 9, 2024

Tab 4b

Olympic College: Proposed Bachelor of Science in Computer Science

Brief Description

In September 2014, the State Board adopted a revised approval process, selection criteria, and application materials for community and technical colleges seeking to offer an applied baccalaureate program. In 2021, this process expanded to include an approval process for Bachelor of Science in Computer Science degrees. The final step in the approval process requires State Board action on the college's application to offer the proposed bachelor's degree.

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

In June 2023, the State Board adopted an updated strategic plan, which focuses on four goals: increase access and retention among populations who can benefit the most from college; improve completion and transfer rates for students across all program types; provide flexible career-training options that are responsive to the needs of businesses and industries; and secure resources and develop systemwide strategies to support colleges' financial sustainability and resiliency. Colleges offering baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest demand. Through bachelor-level degrees, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults, and ensure community and technical colleges are affordable and accessible for students. Community and technical college bachelor's degree programs provide access for students who have been historically underserved by and had limited access to bachelor's-level education. They also meet the local workforce needs and allow students to remain in their home communities.

Background information and analysis

Olympic College's Bachelor of Science in Computer Science program is a timely and strategic response to the growing demand for skilled computer science professionals in Washington state and beyond. With the technology sector playing an increasingly vital role in the region's economy, there is a pressing need for qualified individuals who can contribute to innovation and development in fields ranging from software engineering to artificial intelligence.

The program's foundation lies in a comprehensive curriculum designed to equip students with the knowledge and skills essential for success in the dynamic field of computer science. Courses cover a wide spectrum of topics, including algorithmic problem-solving, software engineering principles, artificial intelligence fundamentals, and more. By integrating hands-on learning experiences, such as collaborative software development projects and real-world practicum opportunities, students gain practical insights and industry-relevant skills that prepare them for the demands of the workforce.

In addition, the BSCS program at Olympic College is carefully aligned with industry needs and

academic standards. External reviews from professionals in the field underscore the program's relevance and rigor. Their evaluations highlight the program's strong conceptual framework, its alignment with ABET accreditation criteria, and its focus on preparing graduates for both immediate employment opportunities and further academic pursuits.

The program's commitment to diversity and inclusivity is also evident in its efforts to provide pathways for historically underserved students. By offering well-defined entry levels and support structures for individuals with varying backgrounds in math and science, the BSCS program aims to ensure equitable access to careers in computer science. Additionally, partnerships with industry-based internship programs and non-profit organizations further enhance students' opportunities for career advancement and professional development.

Olympic College's proposed Bachelor of Science in Computer Science program stands as a testament to the institution's dedication to meeting the evolving needs of its community and the broader technology sector. Through its robust curriculum, industry-aligned approach, and commitment to diversity, the program is poised to make a significant impact by supporting the next generation of computer science professionals.

Olympic College's Statement of Need was presented at the February 2024 board meeting. The Bachelor of Science in Computer Science would be Olympic's seventh bachelor's program.

Recommendation/preferred result

This proposal meets criteria established by statute and Board policy based on staff review and feedback from peer reviewers from the community and technical college system. Staff recommends State Board action on the following:

- Resolution 24-05-20 approving Olympic College's Bachelor of Science in Computer Science

Policy Manual Change Yes No

Prepared by: Valerie Sundby, director of transfer education
360-704-4338, vsundby@sbctc.edu

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 24-05-20**

A resolution to approve Olympic College’s application to offer a Bachelor of Science in Computer Science upon recommendation of the State Board for Community and Technical Colleges staff.

WHEREAS, Engrossed Second Substitute House Bill 2483, passed by the 2012 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve all applied baccalaureate degree programs offered by community and technical colleges; and

WHEREAS, consistent with the Washington State Legislature’s requirement, the State Board developed objective criteria for the approval of community and technical college applied baccalaureate degrees; and

WHEREAS, the State Board for Community and Technical Colleges staff found that Olympic College’s application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the recommendation to authorize Olympic College’s Bachelor of Science in Computer Science;

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 May 9, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

CONSENT ITEM (RESOLUTION 24-05-21)

May 9, 2024

Tab 4c

Centralia College: property disposal

Brief Description

Centralia College is seeking approval to sell a residential property located at 512 W. Pear Street, Centralia, Washington, that is no longer part of the college's plans for a major capital project for a teacher education facility.

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

The disposal of this property supports responsible stewardship of college capital resources.

Background information and analysis

Centralia College is planning to construct a teacher education building with its next major capital project. The Teacher Education and Family Development Center project (40000109) received design funding in 2021 and is currently in the pipeline of major capital projects awaiting construction funding.

The college purchased a 9,583 sq. ft. property at 512 W. Pear Street in Centralia, Washington using local funds in 2019 as a potential site for the new Teacher Education and Family Development Center. The college, however, was unsuccessful in securing additional adjacent properties needed to utilize the location as planned. During the predesign process, a new location was selected a few blocks west of the property and the property at 512 W. Pear Street is no longer needed by the college.

The governance of disposal of real property within the community and technical college system is shared between the State Board and individual college boards of trustees, consistent with the needs of the local college and the two-year college system, The Centralia College Board of Trustees approved the sale of the property at 512 W. Pear Street on January 11, 2024.

The college is coordinating with the Department of Enterprise Services for the disposal.

State Board policy 6.50.40.C says proceeds of the sale or exchange of real property normally remain with the local college and may be expended or committed to college use.

Recommendation/preferred result

Staff recommends approval of Resolution 24-05-21, granting Centralia College the authority to sell the property located at 512 W. Pear Street in Centralia, Washington, with the proceeds to remain with the college.

Policy Manual Change Yes No

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

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 24-05-21**

A resolution relating to Centralia Colleges' request to sell the property located at 512 W. Pear Street, Centralia, Washington.

WHEREAS, Centralia College purchased a 9583 sq. ft. lot at 512 W. Pear Street, Centralia, Washington, in 2019 with local funding with the intent of constructing a teacher education building at this location; and

WHEREAS, the college was unable to acquire additional neighboring properties and create a site with sufficient size to construct the proposed building; and

WHEREAS, through the predesign site analysis process, a different location was selected and approved as the preferred location for the teacher education building; and

WHEREAS, the property at 512 W. Pear Street, Centralia, Washington, is now surplus to the colleges' needs; and

WHEREAS, the Centralia College Board of Trustees authorized the sale of the property on January 11, 2024;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Centralia College to sell the property located at 512 W. Pear Street, Centralia, Washington, with the proceeds to remain with the college.

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 May 9, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

CONSENT ITEM (RESOLUTION 24-05-22)

May 9, 2024

Tab 4d

Lower Columbia College: local capital expenditure authority to design and construct David Story athletic field improvements

Brief Description

Lower Columbia College seeks approval to spend up to \$2,600,000 in local funds for lighting, electrical, spectator bleachers, and field repairs at the David Story athletic field.

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

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

Background information and analysis

Lower Columbia College has been awarded a \$1,300,000 Department of Commerce allocation in the 2023-25 capital budget for Story Field improvements.

The college plans to replace outdated field lighting, stadium grandstands that are unsafe and not ADA compliant, and complete field repairs.

The total project is estimated to be \$2,600,000 identifying a need for local funds of \$1,300,000.

Lower Columbia College's Board of Trustees approved Resolution 88 on October 18, 2023 for this local capital request.

Recommendation/preferred result

Staff recommends approval of Resolution 24-05-22 giving Lower Columbia College authority to spend up to \$2,600,000 in local funds to design and construct David Story athletic field improvements.

Policy Manual Change Yes No

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

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 24-05-22**

A resolution relating to Lower Columbia College’s request to use up to \$2,600,000 in local funds to design and construct David Story athletic field improvements.

WHEREAS Lower Columbia College has been awarded a \$1,300,000 allocation from the Department of Commerce in the 2023-25 capital budget for athletic field improvements; and

WHEREAS the college plans to replace outdated field lighting, stadium grandstands, and complete field repairs; and

WHEREAS, the total project cost is estimated to be \$2,600,000, identifying a need for additional local funds of \$1,300,000; and

WHEREAS, Lower Columbia College’s Board of Trustees approved this local capital expenditure authority request on October 18, 2023; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Lower Columbia College to spend up to \$2,600,000 in local funds to design and construct David Story athletic field improvements.

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

APPROVED AND ADOPTED on May 9, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

CONSENT ITEM (RESOLUTION 24-05-23)

May 9, 2024

Tab 4e

Renton Technical College: local capital expenditure authority to design and construct phase two of Building J renovations

Brief Description

Renton Technical College seeks approval to spend up to \$2,000,000 in local funds for the second phase of first floor renovations in Building J to better serve students and staff.

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

Renton Technical College is currently remodeling the Computer and Networking classrooms on the north side of the first floor using state-funded Minor Works Program funds.

The college would now like to improve the remaining spaces on the first floor by relocating faculty offices, creating an internet café, and improving circulation and informal spaces.

The total project is estimated to be \$2,000,000.

The Legislature authorized Renton Technical College to enter into a local financing contract for up to \$2,000,000 for the Building J renovation project in the 2024 supplemental capital budget.

Renton Technical College's vice-president of administration and finance approved this local capital expenditure authorization request on April 16, 2024.

Recommendation/preferred result

Staff recommends approval of Resolution 24-05-23 giving Renton Technical College authority to spend up to \$2,000,000 in local funds to design and construct phase two Building J renovations.

Policy Manual Change Yes No

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

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 24-05-23**

A resolution relating to Renton Technical College’s request to use up to \$2,000,000 in local funds to design and construct phase two of Building J renovations.

WHEREAS Renton Technical College is currently using Minor Works Program state funds to renovate the Computer and Networking classrooms in building J; and

WHEREAS the college would like to improve the remaining spaces on the first floor of Building J by relocating faculty offices, creating an internet café, and improving circulation and informal spaces; and

WHEREAS, the total project cost is estimated to be \$2,000,000; and

WHEREAS, Renton Technical College’s vice-president of administration and finance approved this local capital expenditure authority request on April 16, 2024; and

WHEREAS, the Legislature authorized Renton Technical College to enter into a local financing contract for up to \$2,000,000 for the Building J renovation project in Engrossed Substitute Senate Bill 5949;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Renton Technical College to spend up to \$2,000,000 in local funds to design and construct phase two of Building J 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 May 9, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

CONSENT ITEM (RESOLUTION 24-05-24)

May 9, 2024

Tab 4f

Panopto Contract Renewal

Brief Description

The SBCTC's Education Division, led by the Educational Resources and Innovation department, will continue to cover the cost for Panopto. Panopto is a sophisticated, cloud-based video management platform that seamlessly integrates with Canvas, enhancing digital learning environments. This tool facilitates a range of video applications, from recording lectures and demonstrating laboratory techniques to creating instructional content. It also supports live webcasting, in-video searching, interactive note-taking, and embedded quizzing functionalities. This platform is designed to be accessible on various devices, including computers, tablets, and mobile phones, ensuring that recordings are available for viewing at any time and from any location. Additionally, Panopto enables students to create and submit video assignments directly through Canvas, fostering an interactive and engaging educational experience. It is recommended that the Board delegate approval to the Executive Director to extend the system's original 2018-2024 contract with Panopto for an additional five years, beginning fiscal year 2024-2025 and continuing through fiscal year 2029.

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

The extension of the Panopto license aligns with the strategic objectives of the State Board for community and technical colleges, which focus on three key goals: achieving educational equity for historically underrepresented students in higher education, improving completion rates, and enhancing access and belonging for those who stand to gain the most. This initiative ensures that disabilities do not obstruct access to flexible, high-quality instructional programs delivered through learning management systems like Canvas.

Background information and analysis

Panopto is primarily known as a video management system that serves educational institutions and businesses by providing a secure and integrated platform to capture, edit, and distribute videos. It is designed to integrate seamlessly with Learning Management Systems (LMS) like Canvas, Moodle, Blackboard, and Sakai, which are widely used in higher education. This integration allows educators and students to engage with video content directly through their usual learning platforms.

Key Features

- **Lecture Capture:** Allows educators to record lectures that students can access asynchronously, supporting a flexible learning environment.
- **Video Library:** Automatically indexes videos for easy searchability, allowing users to find and view content quickly.
- **Accessibility Features:** Includes automated transcription, closed captions, and adjustable

autoplay speeds to accommodate diverse learning needs and comply with accessibility standards.

- **Interactive Learning Tools:** Students can engage with the content through features like note-taking, discussions, and quizzes directly within the video interface.
- **Analytics:** Provides insights into viewer engagement and interaction, helping educators understand content efficacy and student learning behaviors.

Strategic Benefits

- **Enhanced Learning Experience:** Panopto offers tools that create a more interactive and engaging learning environment, which can help in improving student retention and satisfaction.
- **Scalability and Flexibility:** The cloud-based nature of the service allows institutions to scale their use of the platform according to need without significant upfront investment in hardware.
- **Accessibility and Inclusion:** By supporting asynchronous learning and providing robust accessibility features, Panopto helps institutions meet diverse student needs and promote inclusivity.
- **Resource Optimization:** The ability to reuse and repurpose lecture content saves educators time and resources, allowing them to focus on pedagogy and student interaction.

The State Board manages the Panopto contract for our colleges and handles the annual payment of the system-wide licensing fees. We recommend renewing with a five-year contract that includes unlimited data storage for two primary reasons: (1) it significantly reduces the administrative workload on SBCTC staff by eliminating the need to monitor individual colleges' usage limits, and (2) the gradual annual price increase is more manageable compared to the three-year option, making it a more economically sound choice for long-term budget planning.

The proposed term for the Panopto contract extension is five years, commencing on July 1, 2024, and concluding on June 30, 2029. The total cost of the contract over this period will be \$3,204,866. This amount is broken down as follows:

- **Year 1:** \$580,000
- **Year 2:** \$609,000
- **Year 3:** \$639,450
- **Year 4:** \$671,423
- **Year 5:** \$705,000

Recommendation/preferred result

Staff recommends approval for Resolution 24-05-24 delegating authority to the executive director to extend the contract with Panopto through June 30, 2029.

Policy Manual Change Yes No

Prepared by: Michael A. Brown, Ph.D., director of educational resources and innovation
mbrown@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 24-05-24

A resolution awarding Panopto \$3,204,866 of state funds for services between July 1, 2024, and June 30, 2029.

WHEREAS, the State Board desires to extend the contract with Panopto to support faculty and students with the recording and the archiving of videos related to course instruction and class engagement; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges delegates authority to the executive director to execute a contract with Panopto that totals for five years; and

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges grants the executive director the authority to award local funds consistent with board policy and state law; and

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the executive director to make adjustments to the proposed award outlined in the contract for Panopto in the anticipated program funding changes due to changes in college participation; and

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

APPROVED AND ADOPTED on May 9, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 24-05-25**

A resolution relating to the SBCTC executive director contract addendum.

WHEREAS, a general wage increase was provided to state employees at a rate of 3% effective July 1, 2024; and

WHEREAS, the Board must act to addend the Executive Director's contract;

THEREFORE IT IS RESOLVED, the State Board agrees to extend the 3% cost of living increase to Paul Francis effective July 1, 2024, and delegates State Board Chair, Chelsea Mason-Placek to finalize the contract addendum.

APPROVED AND ADOPTED on May 9, 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, March 27, 2024 // 1 p.m. to 5 p.m.

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

Skagit Valley College: 2501 E College Way, Mount Vernon, WA 98273

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

State Board Members Absent: Kady Titus

The State Board held a study session on March 27 from 1 p.m. to 5 p.m. Members heard an in-depth presentation and held a community roundtable discussion focused on student financial aid as part of the board's strategic plan. In addition to the ACT, WACTC, system unions, and executive director reports, members also had an update on the system's diversity, equity, and inclusion efforts. Chris Villa, Skagit Valley College president, provided an overview of the college and a tour of the dental clinic.

Welcome

Chair Mason-Placek called the meeting to order at 8:15 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 Reich, seconded by Board Member Hogans, and unanimously approved by the board, the adoption of the March 28, 2024 regular meeting agenda.

Approval of Consent Agenda

- 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

Motion: Moved by Board Member Reich, seconded by Board Member Hogans, and unanimously approved by the board, the adoption of the March 28, 2024 consent agenda.

Public Comments

- Jacqui Cain, AFT-WA
- Tobi Rosenberg, Bellevue College
- Kip Zwolenski, AFT-WA

2024 Legislative Session Update

The Legislature adjourned sine die on March 7, 2024. Stephanie Winner, operating budget director, Darrell Jennings, capital budget director, and Arlen Harris, legislative director, reviewed key investments made for the college system in the supplemental operating and capital budgets and provided information on policy bills.

2024 supplemental operating budget

The 2024 supplemental operating budget included nearly \$2.4 billion in funding for the community and technical college system. Funding included:

- \$1.14 million to support college Bachelor of Science in Computer Science programs.
- \$475,000 to support continuing Integrated Climate Solutions curriculum development.
- \$1.05 million in 2024 to support expanding College in the High School.
- \$1 million for refugee education.
- \$425,000 to expand the financial aid outreach and completion pilot program to ESD 113, which covers Grays Harbor, Lewis, Mason, Pacific and Thurston counties, under SSHB 1835 which passed in 2022.
- \$819,000 to support incarcerated students under SSB 5953.
- \$553,000 to fill a funding gap related to the Student Basic Needs Benefits Navigator under 2SHB 1559.
- \$412,000 to support opioid and fentanyl prevention and education on college campuses under 2SHB 2112.
- \$12,000 for the Retail Industry Work Group under ESB 6296.
- \$11,000 for construction apprenticeships in prisons under SHB 2084.

Proviso funding included:

- \$275,000 for a low-income housing study.
- \$200,000 to increase access and capacity to manufacturing apprenticeship related supplemental instruction.
- \$275,000 for a Hospitality Center of Excellence at Columbia Basin College.

- \$85,000 to Edmonds College for students who are military veterans, focusing on counseling services, financial assistance, and reentry services.
- \$204,000 to Olympic College to hire program directors for the surgical technology and radiology technology health care academic pathways.
- \$100,000 to Renton Technical College to increase the number of students in its dual credit pilot program.
- \$150,000 to Tacoma Community College for expansion of its imaging science program.
- \$598,000 to the State Board office for 1500 Jefferson lease and relocation costs (one-time).

2024 supplemental capital budget

The 2024 supplemental capital budget included \$30.4 million in new appropriations for the community and technical college system.

	College	Funding Phase	SBCTC Request	Conference Budget
1	Bellingham	Campus Center Repairs	\$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	\$2,000,000	\$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

The budget also included:

- \$2 million in local expenditure authority for Renton Technical College to renovate Building J.
- \$1.1 million in Public Facility grants through the Department of Commerce for athletic field improvement projects at Lower Columbia College and Wenatchee Valley College.
- Directs the Department of Commerce – consulting with several stakeholders, including the State Board for Community and Technical Colleges and Highline College – to study the development of a climate resilience and environmental equity campus in south King County. A report is due to the governor and Legislature by Dec. 31, 2024. The study is to identify:
 - The educational and community engagement programming that will be offered.
 - Potential industry partners for development of the campus.
 - Potential funding to support the creation, maintenance, and operations of the campus.

Policy Bills

Priority bills passed in the 2024 legislative session:

- SSB 5953: Concerning financial aid grants for incarcerated students.
- SHB 1889: Allowing persons to receive professional licenses and certifications regardless of immigration or citizenship status.

- 2SHB 2112: Concerning opioid and fentanyl prevention education and awareness at institutions of higher education.
- 2SHB 2214: Permitting beneficiaries of public assistance programs to automatically qualify as income-eligible for the purpose of receiving the Washington College Grant.
- SSB 5670: Providing summer Running Start for rising juniors.
- ESB 6296: Establishing a retail industry workgroup.
- HB 1146: Notifying high school students and their families about available dual credit programs and any available financial assistance.
- ESHB 2019: Establishing a Native American apprentice assistance program.
- SB 5904: Extending the terms of eligibility for financial aid programs.
- HB 1943: Modifying the Washington National Guard postsecondary education grant program.

2025-27 Legislative Priorities — Development Process

To create a more transparent and inclusive process for developing legislative priorities for the college system, State Board staff worked with WACTC to create a two-survey process to identify policy and budgetary needs to present to the State Board and then the Legislature.

The first survey asked colleges to rank five categories — compensation, diversity, equity and inclusion (DEI), IT and cybersecurity, workforce education, and Basic Education for Adults — and to identify any additional categories important to their colleges. Responses were received from 100% of colleges.

Support for high priority items was:

- 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%.
- College IT and Cybersecurity: 72%.
- Workforce education programs: 58%.
- Basic Education for Adults (IBEST, HS+): 55%.

Additional priorities mentioned included funding for dual credit, safety and security, childcare opportunities, funding for mental health, and housing affordability for students, faculty, and staff.

The second survey will be sent out the first week in April and will include the five categories from the first survey plus dual credit, safety and security, and additional options under student services and workforce education. Results of the second survey will be shared with the board at its May meeting.

WACTC plans to act on its final recommendations to the State Board at the May WACTC meeting and present them to the board for consideration at its June meeting.

Allocation Model Review Update

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, WACTC voted to establish a review of the allocation model; however, due to the challenges presented at the time, the review 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.

Ivan Harrell, Tacoma Community College president, and Chad Hickox, Walla Walla Community College president, are co-chairing the Allocation Model Review Committee (AMRC). They provided an overview of the committee’s objective, guiding principles, membership, how it will organize its work, equity principles, and timeline.

North Seattle College’s Affordable Housing Property Sale

North Seattle College has determined that it does not require all the property at its campus for future academic facilities and has been studying the possibility of providing housing on campus since 2018. With the approval of the board, 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 a surplus parcel of land. The 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 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 college and its Board of Trustees are now requesting to sell the property for affordable housing. 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 board will be asked to consider action on selling the property at its May meeting.

Consideration of Running Start Residency Waiver (Resolution 24-03-16)

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 RS 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 workloads to manually track and code RS students that fall into these categories of ineligible funding.

State Board staff requested approval of the Running Start residency waiver that will allow colleges to code all Running Start students as residents until a permanent fix in statute can happen in a future 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.

Motion: Moved by Board Member Reich, seconded by Board Member Valadez, and unanimously approved by the board, the adoption of Resolution 24-03-16 authorizing the Running Start residency waiver which would waive non-resident tuition differential for Running Start students.

Board Discussion and Chair's Report

Evaluation Committee update (Resolution 24-03-17)

The Evaluation Committee recommends 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.

Motion: Moved by Board Member Hogans, seconded by Board Member Reich, and unanimously approved by the board, the adoption of Resolution 24-03-17 approving the recommendation of the Evaluation Committee, 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.

Bylaw Review Committee update

A summary of the key bylaw changes recommended by the Bylaw Review Committee were presented for discussion prior to consideration at the May meeting. The recommended amendments 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 executive 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 Robert’s Rules of Order as a guide rather than requiring that it be strictly adhered to.
- Modify the formatting of the bylaws to be clearer to read.

Nominating Committee update (Resolution 24-03-18)

Each year a Nominating Committee is appointed in March to recommend to the board a chair and vice chair for the upcoming year at the June meeting. Ben Bagherpour, Mack Hogans, and Kady Titus have agreed to serve on the Nominating Committee to recommend the 2024-25 chair and vice chair at the June 2024 meeting.

Motion: Moved by Board Member Valadez, seconded by Board Member Reich, and unanimously approved by the board, the adoption of Resolution 24-03-18 appointing Ben Bagherpour, Mack Hogans, and Kady Titus to serve on the Nominating Committee for the 2024-25 chair and vice chair.

Adjournment/next meeting

There being no further business, the State Board adjourned its March 28, 2024 regular meeting at 12 p.m. The next regular meeting will be May 8-9, 2024 at Green River College.

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

REGULAR ITEM (RESOLUTION 24-05-26)

May 9, 2024

Tab 5

Consideration of Bates Technical College's Bachelor of Applied Science in Public Safety Administration

Brief Description

In September 2014, the State Board adopted a revised approval process, selection criteria, and application materials for community and technical colleges seeking to offer an applied baccalaureate program. In 2021, this process expanded to include an approval process for bachelor of science in computer science degrees. The final step in the approval process requires State Board action on the college's application to offer the proposed applied baccalaureate degree.

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

In June 2023, the State Board adopted an updated strategic plan, which focuses on four goals: increase access and retention among populations who can benefit the most from college; improve completion and transfer rates for students across all program types; provide flexible career-training options that are responsive to the needs of businesses and industries; and secure resources and develop systemwide strategies to support colleges' financial sustainability and resiliency. Colleges offering baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest demand. Through bachelor-level degrees, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults, and ensure community and technical colleges are affordable and accessible for students. Community and technical college bachelor's degree programs provide access for students who have been historically underserved by and had limited access to bachelor's level education. They also meet the local workforce needs and allow students to remain in their home communities.

Background information and analysis

Bates Technical College's proposed Bachelor of Applied Science (BAS) degree program in Public Safety Administration is intended to support the Tacoma and Pierce County communities by educating leaders for an evolving industry. Public safety, long viewed as the sole province of law enforcement and fire service, is an industry undergoing profound change. The reasons guiding businesses, public organizations, cities, counties, and state governments to reconsider their public safety systems are complex, but they can be reduced to two primary causes. First, existing public safety systems have failed to protect communities effectively and equitably. Secondly, the range of threats is steadily increasing, and now includes relatively new issues such as cybercrimes, pandemics, failures of community infrastructure, and major disasters brought on by climate change.

This evolving social context requires leaders—managers and administrators in both traditional safety-related fields as well as emerging areas—who are educated through the baccalaureate level. The

tasks in which public safety leaders will engage are challenging, requiring not only a technical background in the area but also a strong understanding of how relationships are created and maintained; a thorough background in management topics such as budget, finance, and personnel management; and a strategic understanding of how different organizations and institutions can work cooperatively.

The statement of need for Bates Technical College's Bachelor of Applied Science Degree in Public Safety Administration was presented during the May 2023 State Board meeting. Since that time, the college's faculty and program leadership have been working on a variety of items to finalize the program proposal for consideration, including finalizing curriculum and meeting with additional industry stakeholders to refine program outcomes and. This will be Bates Technical Colleges first bachelor's degree.

Recommendation/preferred result

This proposal meets criteria established by statute and Board policy based on staff review and feedback from peer reviewers from the community and technical college system. Staff recommends State Board action on the following:

- Resolution 24-05-26 approving Bates Technical College's Bachelor of Applied Science in Public Safety Administration

Policy Manual Change Yes No

Prepared by: Valerie Sundby, director of transfer
360-704-4338, vsundby@sbctc.edu

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 24-05-26**

A resolution to approve Bates Technical College’s application to offer a Bachelor of Applied Science in Public Safety Administration upon recommendation of the State Board for Community and Technical Colleges staff.

WHEREAS, Engrossed Second Substitute House Bill 2483, passed by the 2012 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve all applied bachelor degree programs offered by community and technical colleges; and

WHEREAS, consistent with the Washington State Legislature’s requirement, the State Board developed objective criteria for the approval of community and technical college applied bachelor degrees; and

WHEREAS, the State Board for Community and Technical Colleges staff found that Bates Technical College’s application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE, BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the recommendation to authorize Bates Technical College’s Bachelor of Applied Science degree in Public Safety Administration

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 May 9, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

TAB 5

Bachelor of Applied Science Public Safety Administration Bates Technical College

May 9, 2024

“This proposed Bachelor of Applied Science in Public Safety Administration has the potential to expand career opportunities for public safety professionals throughout Western Washington while simultaneously equipping these professionals to navigate the uncertain and unforeseen public safety challenges our communities will face throughout the 21st century.”

—Grant Blume, PhD University of Washington



Public Safety Generalist Degree

- First Bachelor's degree for Bates
- First program of its kind in Washington State
- Supports business and industry by responding to an existing gap in workforce training
- Offers access to promotions into administrative positions in a wide range of public safety sectors



Program Areas of Emphasis

- **Management core**
 - Budgeting and finance, personnel management, and leadership styles
- **Public safety-related leadership and DEI**
 - Joint planning and response across organizations, self-awareness of positionality, and technical topics
- **General education**
 - Relationship development/improvement and communication skills

“The BAS in Public Safety Administration program is a contemporary, comprehensive, well-designed and rigorous program that prepares students for leadership roles in public safety organizations.”

—Mark Yokoyama, Rio Hondo College



Thank You!



REGULAR ITEM (RESOLUTION 24-05-27)

May 9, 2024

Tab 6

Consideration of the Revisions to the State Board Bylaws

Brief Description

At the October 2023 State Board meeting, the board approved [Resolution 23-10-42](#) establishing the Bylaws Review Committee. The committee was charged with reviewing current State Board Bylaws and proposing amendments for discussion at the March 2024 meeting for final consideration at the May 2024 meeting.

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

The State Board for Community and Technical Colleges carries out its statutory responsibilities and duties within the confines of the authority, power, and discretion granted ([RCW 28B.50](#)). State Board Bylaws were established to provide guidelines governing the practical details of its administration, as well as providing additional details regarding its purpose.

Background information and analysis

Over the past five months the Bylaws Review Committee has met to review the current board bylaws, identify areas of clarification, and discuss possible amendments.

A summary of key bylaw changes recommended by the Bylaw Review Committee was presented for discussion at the March 2024 meeting. Refer to Attachment A for specific amendment recommendations. Attachment B is the proposed final formatted version.

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 executive 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 Robert's Rules of Order as a guide rather than requiring that they be strictly adhered to.
- Modify the formatting of the bylaws to be clearer to read.

Recommendation/preferred result

The Bylaws Review Committee recommends approval of Resolution 24-05-27, amending the State Board Bylaws as outlined in Attachment A.

Policy Manual Change Yes No

Prepared by: Chelsea Mason-Placek, chair

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 24-05-27

A resolution relating to amending the State Board Bylaws.

WHEREAS, the Bylaws Review Committee was established in October 2023, through [Resolution 23-10-42](#), to review the bylaws and make recommended changes; and

WHEREAS, over the past five months the committee met to review the current board bylaws, identify areas of clarification, and discuss possible amendments; and

WHEREAS, at the March 2024 State Board meeting, a summary of key bylaw changes recommended by the committee was presented for discussion. The amendments 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 executive 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 Robert's Rules of Order as a guide rather than requiring that they be strictly adhered to.
- Modify the formatting of the bylaws to be clearer to read.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the recommended amendments as outlined in Tab 6, Attachment A.

BE IT FURTHER RESOLVED, that the Bylaws Review Committee will sunset June 30, 2024.

APPROVED AND ADOPTED on May 9, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

**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).

Commented [C1]: This paragraph was moved, unedited, from the "Meetings" section.

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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Commented [C2]: This paragraph is unchanged from the 2013 bylaws. It's just moved into a new section with the addition of an Evaluation Committee.

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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. Draft as of March 12, 2024

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 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. Draft as of March 12, 2024.

REGULAR ITEM

May 9, 2024

Tab 7

2025 Legislative Priority – 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 to create a survey to identify policy and budgetary needs to present to the State Board and then to 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.

During the March 2024 State Board meeting, staff and board members discussed survey results from colleges to guide the system’s 2025 legislative agenda. That survey 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 advance the most thoughtful and impactful list of priorities in front of the 2025 Legislature.

Following that discussion, a second survey was sent to colleges on April 3 to prioritize consolidated survey results from the March questionnaire (Attachment A). The items listed are:

- Basic Education for Adults
- Faculty and Staff Compensation
- Diversity, Equity, and Inclusion

- Dual Credit
- IT and Cybersecurity
- Campus Safety and Security
- Student Services
- Workforce Education

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 state board 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.

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 2025 Legislative Priorities Survey #2

April 3, 2024

This worksheet is designed to help you gather responses to SBCTC's survey before entering them online. Please use [the online survey link](https://www.surveymonkey.com/r/RQCLVQP) to submit your final answers to SBCTC (<https://www.surveymonkey.com/r/RQCLVQP>). **This worksheet won't be collected by SBCTC.**

Survey #2 of College Legislative Priorities

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.

Hello chancellors and presidents,

As you might recall, WACTC is using a two-survey process to identify 2025 legislative priorities to recommend to the State Board. The first survey asked presidents, in consultation with their campus communities, to rank five categories – compensation, DEI, IT and cybersecurity, workforce education, and basic education for adults – and to also identify any additional categories important to their colleges.

This second survey includes the five categories from the first survey, plus dual credit, safety and security, and additional options under student services and workforce education.

Similar to the first survey, we recommend working on this second survey with your executive team, trustees and, if possible, faculty, staff, and students.

The Seattle, Pierce, and Spokane districts should submit one survey on behalf of all the colleges in their districts.

Please complete this survey by Tuesday, April 30, 2024.

Survey of College Legislative Priorities

Please rank the following potential 2025 budget requests in order, with #1 being the most important to #8 being the least important. (Just click and drag the gray bars to arrange the topics from top to bottom.) The list you see below is randomized, so each respondent will see them in a different order. After you rank these eight broad categories below, you will be asked to go one step further and prioritize subcategories under student services and workforce education.

- **Basic Education for Adults:** 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.
- **Compensation:** Provide competitive and fully funded faculty and staff compensation, building upon the investment in the 2023-25 operating budget (100% state funding for COLAs).
- **DEI:** Adequately support work to advance racial, social, and economic justice and inclusive sustainability in service to our diverse communities, continuing and increasing the one-time DEI funding in the 2023-25 operating budget.
- **Dual credit:** Fund dual credit consistently across models (Running Start, CTE dual credit, College in the High School) in order to close equity gaps for historically underserved students and students of color.
- **IT and cybersecurity:** Provide the IT infrastructure to protect students and colleges from cybersecurity threats and to support online and hybrid courses.
- **Safety and security:** Increase colleges' capacity to prevent, prepare for, respond to, and recover from emergencies (including staff, training, equipment, and emergency response exercises), to respond to regulatory requirements associated with Title IX and the Clery Act, and to support bias incident response and student conduct management.
- **Student services:** Provide wraparound support to help students succeed in college at a time when students are experiencing significant barriers.
- **Workforce education:** Expand workforce education programs to meet skills gaps and to increase awards in high-demand professional-technical programs.

Student services follow-up questions: Please rank the following student services subcategories, with #1 being the most important and #4 being the least important. (Just click and drag the gray bars to arrange the topics from top to bottom. The list you see below is randomized, so each respondent will see them in a different order.) We recognize that all four subcategories are important, however, we are trying to drill down a little deeper to help inform our 2025 budget request.

- Advising/career/navigation services, such as expansion of the HB 1835 financial aid outreach and completion pilot project.
- Flexible student basic needs, such as increased funding/assistance for: Supporting Students Experiencing Homelessness program (SSEH), Student Emergency Assistance Grant (SEAG), childcare, transportation, free/reduced price meal pilot project.

- Mental health counselor support, such as statewide expansion of the SB 5194 mental health counselor pilot project.
- Technology access and support to help close the digital divide.

Workforce education follow-up questions: Please rank the following workforce education subcategories, with #1 being the most important and #2 being the least important. (Just click and drag the gray bars to arrange the topics from top to bottom. The list you see below is randomized, so each respondent will see them in a different order.) We recognize that both subcategories are important, however, we are trying to drill down a little deeper to help inform our 2025 budget request.

- In-demand workforce education program sustainability and growth capacity, for example: high-wage/high-demand programs, embedded climate responsiveness, cybersecurity, and industry innovation to AI (artificial intelligence).
- Industry training needs via incumbent worker training expansion, for example: Job Skills Training Program, registered apprenticeship program, and pathways for non-credit to credit implementation.

Please use this comment box if you have any other feedback related to future budget or policy priorities.

— End of worksheet —

REGULAR (RESOLUTION 24-05-28)

May 9, 2024

Tab 8

Consideration of the 2025-27 Capital Budget Request

Brief Description

State Board staff have worked with college system presidents, vice-presidents, and facilities directors to develop a list of projects and funding recommendation for the community and technical college system's 2025-27 capital budget request. The result of that work is presented for the State Board's consideration.

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

The facilities built and maintained using funds from the capital budget support the State Board's goals by increasing access to post-secondary education, promoting student achievement, and success within a framework of diversity, equity, and inclusion.

Background information and analysis

The legislative capital budget includes biennial appropriations for minor and major projects, and authorities for alternative financing of capital projects. The State Board prepares budget requests on behalf of the colleges seeking state capital appropriations. The State Board is required to develop a single, prioritized list of projects for the community and technical college system ([RCW 28B.50.090\(1\)](#)).

The Legislature further directed the State Board in the 2022 Supplemental Capital budget (Substitute Senate Bill 5651) to prepare its capital budget requests by prioritizing minor works requests above major projects and with all the funding needed for design and construction included in a single biennium. Previously, the Legislature generally funded SBCTC major projects in two phases, design funding in the first biennium and construction funding in a second, subsequent biennium. Construction funding would lag 1-2 biennium after design funding creating a gap and delay in project implementation.

Once appropriated, funding is allotted to the State Board by the Office of Financial Management (OFM), and the State Board then allocates funding to the colleges. Allotments from OFM are based on the phase and progress of projects. Colleges are required to utilize the Department of Enterprise Services to implement and manage all public work.

Minor Works Projects

Minor works project lists are single line appropriations that include multiple projects of a similar nature and that are valued between \$25,000 and \$2,000,000¹ each. The Legislature intends minor projects to be completed within the two-year biennium which funding is provided. With the approval

¹ The minor works cap for non-higher education institutions is \$1,500,000.

of the Office of Financial Management, the State Board and colleges have flexibility to modify scope and projects that receive minor works funding.

In recent biennia, the State Board has included the following minor work lists:

- Preventive facility maintenance and operation funding
- Emergency repair capital funding
- Minor repairs (roof, facility, site)
- Minor infrastructure replacement
- Minor program improvement

The preventive facility maintenance and operation funding is a fund-swap implemented by the Legislature nearly 20-years ago and is a regular part of all public higher education institution capital budgets since. It is based on a formula set at the time of the initial swap and has remained part of all higher education institution budgets since.

Each odd year, the State Board Principal Architect, in collaboration with each college's facilities staff, surveys the condition of buildings and site conditions at each college for deficiencies. This survey helps SBCTC establish the relative severity of each capital repair deficiency to allow system-wide prioritization of college repair requests and to estimate the cost of the projects to be requested for its next biennial capital budget.

The results of the survey become the basis for prioritizing system repairs and the request for minor repair funding. The State Board generally increases minor work repair funding targets by ten percent over the previous biennia. This proposal does that for the emergency, repair and infrastructure replacement appropriations.

The system has approximately \$68 million in infrastructure that will be beyond its expected life at the conclusion of the 2025-278 biennium.. These assets have been prioritized for replacement within the \$44,330,000 funding target based on its remaining useful life, program areas served, and the college's share of traditionally underserved students of color.

Colleges self-identify minor program improvement projects for the list that fit within their allocation of the system's targeted funding level. Most colleges have immediate and ongoing needs to reconfigure existing facilities to improve instructional space for the benefit of students, faculty, and staff. Prior to the 2023-25 biennium, each college's minor program target funding level had been based on the college's share of system full time equivalent (FTE) students, the share of total system gross square feet of building space, and the share of system building space older than 25-years of age.

The State Board modified the system request for 2023-25 so each college could receive \$2 million in minor program funding. The Legislature did not fully fund the minor program request, and each college was allotted \$1,564,705.

The system requested the State Board revise the minor program allocation formula for funding for 2025-27. The revised formula assures each college a base amount of at least \$600,000 and the remaining funding is allocated by formula based on the college's share of system FTE students, the share of total system gross square feet of building space, the share of system building space older than 25-years of age, and the colleges aggregate facility condition score from the most recent facility condition survey.

The recommendation from the Washington Association of Community and Technical Colleges is to request \$45,445,000 in 2025-27, and consistent with other minor works request, increase the system request for minor program funding 10% each future biennia.

Major Projects

Major projects are capital projects that cost \$2 million or more and are funded individually as line-item appropriations in the capital budget. Major projects typically take more than four years to complete, and in the past funding has been appropriated in two phases: a design-phase, and a subsequent construction phase. College districts request funding for major projects following the processes established by the State Board.

There are currently 35 projects in the State Board pipeline of major capital projects. Eight have been funded for design and are awaiting construction funding. The remaining projects require both design and construction phase funding. Due to the number of major projects currently in the pipeline and the expected time it will take to fund those projects, the State Board, at the request of the College Presidents, agreed to not add major projects to the pipeline for 2025-27 through a general solicitation process and resubmit the unfunded prioritized projects remaining in the pipeline.

Grays Harbor College has an emergent situation with Lake Swano Dam located on the college campus and due to deteriorating condition poses a threat to public safety and college operations and infrastructure. The college is requesting state assistance of \$1 million in the upcoming biennium to match federal funds for the purpose of developing an alternatives analysis for pre-disaster mitigation.

The Washington State Department of Ecology has given the Lake Swano Dam a 1A rating in the downstream hazard category, meaning that more than 300 lives could be at risk if the dam fails and releases the reservoir. The dam is also a major infrastructure asset for the college, providing utility passage and the only vehicular access to part of the campus which also serves as an alternate emergency evacuation route for the college.

Once a preferred alternative is determined, the college will need to request additional state and federal funding to design and implement the repairs or replacement of the dam.

Reappropriations

The capital budget can include reappropriations for capital projects requiring more than one biennium to complete. Reappropriations are unspent amounts from enacted appropriations made in the previous biennium that are necessary to complete a project and are subject to the conditions and limits of the original appropriation. The State Board customarily requests reappropriations for major projects that expect to have unexpended balances remaining at the end of the fiscal biennium.

The capital budget bill includes language to limit reappropriations of minor works funding. The Washington Association of Community and Technical Colleges (WACTC) and State Board have taken strong positions in recent biennia to push colleges to implement minor projects within the biennium and to not seek reappropriations for minor works, except under very limited circumstances. State Board staff and WACTC are studying whether continuing supply chain issues and staffing issues will impact project delivery to a degree where the State Board should include reappropriations for minor works projects in the 2025-27 request.

Alternative Financing Requests

College districts may borrow funds, to be used for capital purposes, from commercial sources or through the Certificate of Participation (COP) program of the State Treasurer. The issuance of COPs provides the state with an alternative way to finance essential equipment and real estate acquisitions and construction projects. The financed loans are repaid by the college district using local funds. Any loan from the State Treasurer or other financing contract for real property acquisition or improvement requires explicit prior approval by the Legislature in the capital budget, and by the State Finance Committee.

Request

On April 26, 2024, WACTC voted to recommend to the State Board a capital budget request includes both minor and major projects for 2025-27 that:

- Prioritizes minor projects before major projects; and
- Includes \$1 million for Grays Harbor College Lake Swano Dam planning assistance; and
- Prioritizes major projects in the priority order that they were added to the pipeline; and
- Targets an estimated request level of approximately \$600 million; and
- Includes major projects that fall beyond the funding target in the future biennia of the SBCTC 10-year capital plan; and
- Has State Board staff work with the colleges to update cost estimates for changes in inflation, Architecture and Engineering fee rates, laws, requirements, and current sales tax rates.

The OFM budget instructions will establish the guidelines for agency budget requests. We can expect a new C-100 cost estimating form and escalation rate for the upcoming request. We have also received notice that OFM is updating the Architecture and Engineering (A/E) fee guidelines for capital projects funded in the 2025-27 biennial budget. Budget instructions are expected to be released in May or June. With this information, the project costs shown on the WACTC's recommended request in Attachment A will be revised and updated with escalation from the prior request, design fee schedules, costs associated with new requirements imposed by local authorities having jurisdiction over the project, and sales tax rates.

Next Steps

State Board staff will work with colleges to validate the results based on OFM instructions, estimated re-appropriation amounts, the latest sales tax rates, and identify any new requests or reauthorizations needed for alternative financed projects.

The final budget request level will be determined after updating the project budgets to be consistent with OFM's 2025-27 capital budget instructions related to escalation, contingencies, and design fees. The 2025-27 capital budget request will be due to OFM in September 2024.

Recommendation/preferred result

Staff recommends approval of resolution 24-05-28, directing staff to prepare the 2025-27 capital budget request described above, and in Attachment A, on behalf of the Washington State Community and Technical College System, and submit it to Office of Financial Management for consideration by

the governor and the 2025 Legislature.

Policy Manual Change Yes No

Prepared by: Darrell Jennings, capital budget director
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STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 24-05-28

A resolution relating to the State Board for Community Technical Colleges capital budget request for the 2025-27 fiscal biennium.

WHEREAS, the State Board is required to develop a single, prioritized list of projects for the community and technical college system on behalf of the colleges seeking state capital appropriations; and

WHEREAS, the Office of Financial Management is expected to issue budget instructions to establish the allowable escalation and design fee rates for development of the 2025-27 capital requests in June 2024;

WHEREAS, the request for new state appropriations shown in Attachment A is consistent with the State Board's capital goals and has the most pressing immediate needs of the colleges in priority order for funding in the 2025-27 biennium; and

WHEREAS, some currently appropriated funds and authorities will need reappropriation or reauthorization in 2025-27 to complete existing projects consistent with legislative intent; and

THEREFORE, BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes the preparation and submittal to the Office of Financial Management and the Legislature of the 2025-27 biennial capital appropriations request for the community and technical college system, as shown in Attachment A; and

BE IT FURTHER RESOLVED, that State Board staff will work with the colleges to update all project cost estimates for changes in inflation, design fee rates, laws, requirements, and sales tax rates; and

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the capital request for the 2025-27 fiscal biennium to include re-appropriations or reauthorizations needed for any major project; and

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

APPROVED AND ADOPTED on May 9, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

State Board 10-year Capital Plan and Proposed 2025-27 Capital Budget Request

Major project cost increase assumption of 4% per year for planning purposes. To be verified each biennium for submittal.

Priority	College	Number	Project	Funding Phase	10-year capital plan				
					2025-27	2027-29	2029-31	2031-33	2033-35
1	System-wide	40000871	Preventive Facility Maintenance and Building System Repairs	2003 operating fund	\$ 22,800,000	\$ 22,800,000	\$ 22,800,000	\$ 22,800,000	\$ 22,800,000
2	System-wide	40000630	2023-25 Minor Works - Preservation	Design & Construct	\$ 32,896,400	\$ 36,186,040	\$ 39,804,644	\$ 43,785,108	\$ 48,163,619
3	System-wide	40000670	2023-25 Minor Repairs - Roof	Design & Construct	\$ 12,327,700	\$ 13,560,470	\$ 14,916,517	\$ 16,408,169	\$ 18,048,986
4	System-wide	40000595	2023-25 Minor Repairs - Facility	Design & Construct	\$ 43,390,600	\$ 47,729,660	\$ 52,502,626	\$ 57,752,889	\$ 63,528,177
5	System-wide	40000698	2023-25 Minor Repairs - Site	Design & Construct	\$ 6,788,100	\$ 7,466,910	\$ 8,213,601	\$ 9,034,961	\$ 9,938,457
6	System-wide	40000721	2023-25 Minor Repairs - Infrastructure	Design & Construct	\$ 44,330,000	\$ 48,763,000	\$ 53,639,300	\$ 59,003,230	\$ 64,903,553
7	System-wide	40000754	2023-25 Minor Works - Program	Design & Construct	\$ 45,445,000	\$ 49,989,500	\$ 54,988,450	\$ 60,487,295	\$ 66,536,025
				Minor works subtotal:	\$ 207,977,800	\$ 226,495,580	\$ 246,865,138	\$ 269,271,652	\$ 293,918,817
8	Grays Harbor	TBD	Lake Swano Dam Study	Planning/Design	\$ 1,000,000				
9	Olympic	40000103	Innovation & Technology Learning Center	Construct	\$ 29,936,525				
10	Lower Columbia	40000106	Center for Vocational and Transitional Studies	Construct	\$ 42,746,995				
11	Columbia Basin	40000108	Performing Arts Building Replacement	Design & Construct	\$ 48,136,608				
12	Whatcom	40000137	Technology and Engineering Center	Design & Construct	\$ 43,243,450				
13	Cascadia	40000222	CCS Gateway building	Construct	\$ 41,247,898				
14	Edmonds	40000114	Triton Learning Commons	Construct	\$ 43,650,131				
15	Renton	40000204	Health Sciences Center	Construct	\$ 54,817,651				
16	Bellingham	40000256	Engineering Technology Center - Bldg J Replacement	Design & Construct	\$ 18,775,494				
17	Centralia	40000109	Teacher Education and Family Development Center	Construct	\$ 11,357,882				
18	Spokane	40000107	Apprenticeship Center	Construct	\$ 39,129,043				
19	Skagit	40000110	Library/Culinary Arts Building	Construct	\$ 33,100,205				
20	Highline	40000105	Welcome Center for Student Success	Design & Construct		\$ 51,942,890			
21	Clark	40000227	Hanna/Foster/Hawkins Complex Replacement	Design & Construct		\$ 34,519,017			
22	Peninsula	40000111	Advanced Technology Center	Design & Construct		\$ 26,347,554			
23	South Seattle	40000231	Rainier Hall Renovation	Design & Construct		\$ 56,054,943			
24	Seattle Central	40000294	Broadway Achievement Center	Design & Construct		\$ 37,429,625			
25	Yakima	40000506	Prior-Kendall Hall	Design & Construct		\$ 33,077,751			
26	Everett	40000522	Student & Family Resource Center	Design & Construct		\$ 22,071,721			
27	Tacoma	40000592	Student Support Center	Design & Construct		\$ 41,437,560			
28	Renton	40000585	Trades and Industries Building	Design & Construct		\$ 58,570,139			
29	Columbia Basin	40000581	Center for Applied Science and Agriculture	Design & Construct			\$ 63,063,500		
30	Clover Park	40000580	Center for Innovative Teaching and Community Connections	Design & Construct			\$ 59,094,194		
31	South Seattle	40000589	Georgetown Campus, Building B	Design & Construct			\$ 29,922,264		
32	Bates	40000536	Student Success Center	Design & Construct			\$ 37,869,733		
33	Wenatchee	40000593	Immersive Technology and Engineering Center	Design & Construct			\$ 23,775,344		
34	Seattle Central	40000586	Welcome Center & Edison Technical Modernization	Design & Construct			\$ 57,234,175		
35	Highline	40000582	Academic Pathways and Technology Center	Design & Construct			\$ 57,096,255		
36	Spokane Falls	40000591	Teaching & Learning Commons	Design & Construct				\$ 71,190,225	
37	Lower Columbia	40000584	Welcome Center	Design & Construct				\$ 45,476,181	
38	Shoreline	40000587	Comprehensive Student Services Center	Design & Construct				\$ 46,102,986	
39	Big Bend	40000538	Health Science and Performing Arts Center	Design & Construct				\$ 43,729,887	
40	Skagit	40000588	Industrial Technology & Public Safety Building	Design & Construct				\$ 68,316,230	
41	Spokane	40000590	Allied Health Building	Design & Construct				\$ 64,556,771	
42	Lake Washington	40000583	East Building Renovation and Expansion	Design & Construct					\$ 71,745,960
43	Bellingham	40000537	Building A Renovation & Building Y Replacement	Design & Construct					\$ 14,763,956
				Major project subtotal:	\$ 407,141,882	\$ 361,451,199	\$ 328,055,466	\$ 339,372,279	\$ 86,509,917
				Total:	\$ 615,119,682	\$ 587,946,779	\$ 574,920,604	\$ 608,643,931	\$ 380,428,734

REGULAR ITEM (RESOLUTION 24-05-29)

May 9, 2024

Tab 9

Consideration of the Fiscal Year 2025 Operating Budget and Enrollment Allocations

Brief Description

The State Board will review the details of the 2024 supplemental operating budget allocations to college districts including the allocation model, state board earmarks, provisos, and distributions of newly funded Legislative investments.

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

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

Background information and analysis

Background on State Board Allocations to Districts

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. This year the Legislature passed a supplemental budget that makes modifications to funding for the biennium.

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

1. Five percent for performance funding – Measured by the Student Achievement Initiative
2. Priority enrollments – Four categories of student FTE receive an additional 0.3 weight for funding purposes. The four categories include students enrolled in: Basic Education for Adults; Science, Technology, Engineering, or Math (STEM) courses; upper division applied baccalaureate courses; and courses addressing the mid-level “skills gap” as identified by the Workforce Training and Education Coordinating Board.
3. A minimum operating allocation to each college of \$2.85 million.
4. Base enrollment targets – Calculated by district based on a three-year rolling average of actual enrollments.

As detailed in Attachment A, funds held outside the allocation model are known as “Safe Harbor:” Those include:

- Legislative Proviso – Language in the budget bill that places conditions and limitations on the use of appropriations.
- Earmarks of the State Board – Funds identified by the State Board for specific purposes.
 - Annual budget increases for compensation and facilities are held in Safe Harbor for four years. After four years, the first year of increases is distributed through the allocation model and another year of increases enters Safe Harbor.
 - Program- or population-specific funds identified by the State Board, such as Opportunity Grant funding.

Allocation Summary and Discussion

In Fiscal Year (FY) 2025, the total state operating budget appropriation to the system will be \$1.239 billion, a 7% increase (\$81 million) over FY 2024. The increase is the result of new legislative policy initiatives, including investments for expansion of Bachelor of Science in Computer Science degree programs, student need supports, and fully funded cost of living increases. Attachment A provides a description of each of the components of the allocation and highlights decision points associated with new funding items.

The 2024 supplemental operating budget also made small appropriation adjustments to the current fiscal year. Attachment B provides a description of those items and how they will be allocated.

Enrollment Allocation

Until 2017, the state operating budget (Omnibus Appropriations Act) included an enrollment target for the community and technical college system of 139,927 students. State Board staff recommend the system continue to maintain this enrollment target for the coming year. The target helps ensure that resources are deployed where most needed by specifying the conditions under which a district is eligible to receive additional enrollments. As articulated in Attachment B, these rules also specify the conditions under which a district's future allocated enrollments and associated funding could be adjusted.

The in-process allocation model review may result in recommended changes to enrollment or funding allocations in the future. Any recommendations would come to the State Board for consideration.

Recommendation/preferred result

Staff recommends adoption of Resolution 24-05-29 approving the fiscal year 2025 operating budget and enrollment allocations as outlined in the attachments A and B.

Policy Manual Change Yes No

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

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 24-05-29**

A resolution relating to the 2024 enacted supplemental operating budget and the fiscal year 2024 supplemental and fiscal year 2025 allocations.

WHEREAS, the State Board for Community and Technical Colleges submitted a 2024 supplemental operating budget request to make significant improvements in the funding provided for fiscal year 2025; and

WHEREAS, the 2024 legislature passed a 2024 supplemental operating budget with funding for fiscal year 2025 outlined in Attachment A and minor adjustments to fiscal year 2024 outlined in Attachment B; and

WHEREAS, the State Board for Community and Technical Colleges has maintained enrollment rules associated with the allocation of state funds as outlined in Attachment A; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes the allocation of supplemental funds for fiscal year 2024 and the allocation of annual funding and enrollments for fiscal year 2025; and

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

APPROVED AND ADOPTED on May 9, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair

FY 2025 Operating Budget Allocation

Allocation Model Components	FY 2024	FY 2025 <i>Dollars in millions</i>
<p>Minimum Operating Allocation</p> <p>The model assumes every college requires a minimum amount for campus operations. Each college receives \$2.85 million annually. These funds are intended to support facility operations and maintenance. A small portion of this funding (\$11.4 million) comes from the capital budget due to a 2003 fund swap where the Legislature replaced state operating funds for maintenance and operating with capital projects account funding. The remaining \$85.5 million comes from the operating budget.</p>	<p>\$85.5 Operating \$11.4 Capital</p>	<p>\$85.5 Operating \$11.4 Capital</p>
<p>Performance Funding</p> <p>Student Achievement Initiative</p> <p>Five percent of the total state appropriation is committed to performance funding in the allocation model. Included in this amount is \$5.25 million provided annually through a proviso for performance funding in the enacted budget. This allocation is based upon points and performance outcomes in the 2022-23 academic year.</p>	<p>\$57.3</p>	<p>\$61.3</p>
<p>District Enrollment Allocation Base</p> <p>Provides base funding in accordance with each district’s annual enrollment target. The State Board has retained the system enrollment target of 139,927, which was included in the state operating budgets until 2017. District targets are a share of the system target based on a rolling three-year average of their enrollments. However, in recent years colleges have struggled to meet their targets due to declining enrollment levels. In FY 2025 none of the colleges will exceed their target. In FY 2025, each FTE has a value of \$3,637. That is \$133 higher per FTE than in FY 2024.</p>	<p>\$459.0</p>	<p>\$476.4</p>
<p>Priority Weighted Enrollments</p> <p>Under the allocation model, four enrollment categories receive an additional weight of 0.3 (a value of \$1,091) per student FTE. As indicated below, the skills gap and adult basic education categories make up the bulk of these enrollments. Enrollment in adult basic education increased in academic year 22-23, increasing their share of weighted enrollments by 6%. Skills Gap and STEM enrollments reflect a slight decrease, dropping their share of weighted by -3% and -1.3% respectively. Upper-level Applied Baccalaureate enrollment held steady, only experiencing a nominal decrease. The total number of FTE in the weighted categories increased by approximately 2,400. The breakdowns on non-duplicate enrollment are as follow:</p> <ol style="list-style-type: none"> 1. Skills Gap – 42% 2. Adult Basic Education – 39% 3. STEM – 16% 4. Upper-level Applied Baccalaureate – 7% 	<p>\$52.6</p>	<p>\$58.4</p>
<p>TOTAL OPERATING BUDGET ALLOCATION MODEL</p>	<p>\$654.4</p>	<p>\$681.6</p>

Safe Harbor Components

In simple terms, “safe harbor” means funds held outside the allocation model for specific purposes. There are three categories of funding within safe harbor. Each is described below, and the corresponding allocation components follow the description.

Compensation, maintenance and operations (M&O), and leases earmarks – Compensation funding includes: wage increases, health benefit rate changes, paid family leave and pension rate change. Annual compensation funds have been distributed based on each district's share of salary expenditures in the prior fiscal year. Based on the policy adopted in 2017, annual allocations for employee compensation, building M&O, and lease increases are held in safe harbor for four years. In the fifth year, the annual allocations that have been held in safe harbor for four years will be added to the enrollment base funding in the allocation model. *For example, a wage increase for FY 2020 is held in safe harbor from FY 2020 to FY 2023. In FY 2022, \$21 million in compensation, M&O, and leases that were placed in safe harbor in FY 2018 will be rolled back into the allocation model.*

Compensation, M&O, and Leases Earmarks (held in safe harbor four years)

I-732 Cost of Living Adjustment (COLA)	\$33.5 million
The budget provides authority for an I-732 COLA at the rate of 5.834 percent for fiscal year 2024. I-732 funding is provided to faculty at all colleges and classified employees at the technical colleges.	
General Wage Increases and WPEA and WFSE Represented Classified	\$9.9 million
The legislature provided a 3% salary increase for non-represented, exempt employees.	
Employee Health Insurance Contributions	\$3.2 million
The Public Employee Benefit Board (PEBB) rate will increase to \$1,170 per employee per month in FY 2025, a \$25 increase from the current year.	
Pension	\$ -1.0 million
Includes ESSB 5294 adjustments related to significant overfunding of PERS 1 due to the UAAL funding policy.	
Maintenance & Operations	\$1.5 million
These funds are related to maintaining newly completed buildings expected to open in FY 2025 at Bates, Bellevue, Clark, Everett, Lake Washington, Spokane, and Tacoma.	

State Board Earmarks – Funds in this category often began as legislative provisos but are now included in the State Board’s base funding from the State. These funds are usually dedicated for specific purposes or programs identified as a high priority of the State Board, such as aerospace enrollments, centers of excellence, and opportunity grants. Generally, they are distributed based on State Board policy and under the guidance of the Executive Director with methods unique to the purpose or program.

State Board Earmarks - Ongoing Programs and Funds Dedicated for Specific Purposes

	FY 2024	FY 2025	<i>Change</i>
Adult Basic Education Enrollments & Program	550,547	550,547	0
Aerospace Apprenticeships	2,720,407	2,720,407	0
Aerospace Enrollments (1000 FTES)	8,000,000	8,000,000	0
Centers of Excellence	2,041,570	2,041,570	0
Corrections Education Contract	597,310	597,310	0
Disability Accommodations	1,740,806	1,740,806	0
Hospital Employee Education & Training	2,039,306	2,039,306	0
Goldstar Families – HB 2009	381,000	381,000	0
Opportunity Grants	12,500,000	12,500,000	0
Postsecondary Education SSHB 1835	1,500,000	1,500,000	0
Students of Color	1,011,628	1,011,628	0
Workforce Development Projects	1,569,945	1,569,945	0
Total	34,652,519	34,652,519	0

State Board Earmarks - Specific colleges

	FY 2024	FY 2025	<i>Change</i>
Alternate Finance Project Debt Service (Bellingham Technical, Clover Park Technical, Green River, Lower Columbia, and Skagit Valley)	10,684,000	10,684,000	0
Employment Resource Center (Edmonds)	1,139,716	1,139,716	0
Labor Education and Research Center (So. Seattle)	162,868	162,868	0
Maritime Industries (Seattle)	255,000	255,000	0
2020 Regional Pay – King County	8,836,000	8,836,000	0
University Contracts (Edmonds, Olympic, Pierce)	942,621	845,503	-97,118
Total	22,020,205	21,923,087	-97,118

Legislative Provisos – Legislative provisos are usually provided on an ongoing or one-time basis for specific programs or projects of interest to state policy makers. The enacted 2024 supplemental budget bill includes 67 monetary provisos with funding dedicated to specific uses. These funds are restricted to those uses as described by the legislature.

Legislative Provisos

\$292.1 million

	FY 2024	FY 2025	<i>Change</i>
Allied Health Programs (Peninsula and Seattle)	775,000	775,000	0
Apprenticeship & Higher Ed ESSB 5764	954,000	1,068,000	114,000
Bachelor of Science in Computer Science	0	1,140,000	1,140,000
Career Connect Washington Enrollments	3,000,000	3,000,000	0
Behavioral Health Credentials (Highline)	150,000	150,000	0
Centers of Excellence	631,000	631,000	0
Center of Excellence – Aerospace & Advanced Mfg.	150,000	150,000	0
Center of Excellence Aerospace	100,000	100,000	0
Center of Excellence Cybersecurity	205,000	205,000	0
Center of Excellence Hospitality	0	257,000	257,000
Civic Ed and Leadership Training	100,000	100,000	0
Climate Curriculum Development (CCA fund)	0	475,000	475,000
College Affordability Program	23,748,000	24,601,000	853,000
College in the High School Courses	250,000	250,000	0
College in the High School 2SSB 5048	2,682,000	2,747,000	65,000
Compensation/Foundational Support	15,220,000	15,220,000	0
Compensation Fund Split	19,850,000	35,024,000	15,174,000
Construction Training/DOC 2SHB 2084	0	11,000	11,000
Cybersecurity 500 Enrollments	4,668,000	4,668,000	0
Dental Therapy Education	1,000,000	1,100,000	100,000
Diversity in Higher Education (SB 5227)	3,534,000	2,925,000	-609,000
DEI Continued Support	6,000,000	6,000,000	0
Dual Credit CTE	350,000	350,000	0
Early Achievers Grant Supports	0	801,000	801,000
Equity and Access in Higher Education (SB 5194)	10,237,000	10,236,000	-1,000
Fabrication Wing Training Program (Edmonds)	1,500,000	1,500,000	0
Federal Way Ed Initiative (Highline)	500,000	500,000	0
Financial Aid Outreach w/ CBOs	2,720,000	2,720,000	0
Guided Pathways*	41,932,000	41,932,000	0
Healthcare Access	80,000	0	-80,000
Healthcare Pathways (Olympic College)	0	204,000	204,000
High Demand Enrollments	1,000,000	1,000,000	0
High Demand Faculty Salaries	20,000,000	20,000,000	0
Higher Ed Opioid Prevention 2SHB 2112	0	412,000	412,000
I-BEST	750,000	750,000	0

Imaging Science Expansion (Tacoma CC)	0	150,000	150,000
Incarcerated Students SSB 5953 Advising	0	819,000	819,000
Invest in WA Fund - Workforce Development	0	92,000	92,000
Job Skills Program	7,725,000	7,725,000	0
Labor Education Research Center (So. Seattle)	338,000	338,000	0
Law Enforcement Workforce Workgroup	160,000	40,000	-120,000
Low Income Student Housing Study	0	275,000	275,000
Manufacturing Apprenticeship RSI	0	200,000	200,000
Maritime Academy & Maritime Apprenticeship	528,000	527,000	-1,000
MESA Community College Programs	2,062,000	2,062,000	0
Nurse Educator Salary Increase	20,400,000	20,400,000	0
Nurse Enrollment Increases	3,360,000	4,560,000	1,200,000
Nurse Supply ESSSB 5582	293,000	589,000	296,000
Opportunity Center for Employment and Ed	216,000	216,000	0
Opportunity Grants Health Workforce	4,000,000	4,000,000	0
Outreach Specialist Expansion	0	425,000	425,000
Performance Funding (SAI)	5,250,000	5,250,000	0
Planning & Permitting Workforce	0	25,000	25,000
Refugee Education	3,228,000	4,228,000	1,000,000
Renton Tech RS and Adult Ed Outreach	443,000	480,000	37,000
Retail Industry Work Group SB 6296	0	12,000	12,000
SIM Lab Equipment Operations and Maintenance	1,600,000	1,600,000	0
Student Assistance Grants HB 1893*	4,750,000	4,750,000	0
Student Needs SSHB 1559 Benefits Navigator	2,618,000	3,171,000	553,000
Students Experiencing Homelessness*	3,796,000	4,122,000	326,000
Truck/School Bus Driver Training	3,000,000	3,000,000	0
Veteran Supports (Edmonds)	0	85,000	85,000
Wolf/Rush Benefits Litigation	2,068,000	2,068,000	0
Wildfire Prevention Program (Wenatchee)	157,000	157,000	0
Worker Retraining*	39,759,000	39,759,000	0
Total	267,837,000	292,127,000	24,290,000

*Includes some earmarked funds

Other Funding Outside the Allocation Model

State Board Operations, IT Services, Central Services and System Reserves \$41.4 million

State Board agency operations, including its IT support division, have a FY 2025 budget of \$18.8 million. That is a 3.2 percent increase over last year.

System reserves include:

- \$ 13.2 million for central service charges
- \$ 3.9 million for the self-insurance premium
- \$ 2.5 million for supplemental pension plan payments
- \$ 3.0 million in system reserves for unanticipated expenses \$22.6 million held in reserve July 1, 2024

State Board Bill Related Earmarks and Provisos \$155,000

\$18,000	Careers in Retail HB2019
\$16,000	Postsecondary Enrollment
\$121,000	System Out-of-State Payroll Specialist

Innovation Account Funding – Two Percent of Tuition Dedicated to the Innovation Account

As recommended by college presidents and in accordance with Resolution 21-06-37, the percentage of tuition dedicated to the Innovation Account will remain at 2%.

Allocation Methods for Significant New Funding

FY 2025	Amount	Presidents' & Staff Recommendations for Allocation
Early Achievers Grant Supports	\$801,000	\$25,000 for each college receiving Early Achiever Grant funds, with additional resources allocated to the colleges with the longest wait lists.
Incarcerated Students Financial Aid and Academic Advising	\$819,000	Equal distribution to the seven districts with Prison Education Programs.
Student Needs HB 1559 Increase	\$553,000	Additional \$16,000 per college for benefits navigator position. Total funding for each college in FY 2025 will be \$65,000.
Refugee Education	\$1.0 million	Additional funds will be made available to colleges with an influx of refugees based on expressed interest.
Workforce Education Invest in WA Account	\$92,000	Will fund one additional Workforce Development project using the existing application process.

SBCTC Enrollment Allocation Rules FY 2025

Enrollment Type	Description																				
District Enrollment Allocation Base (DEAB)	<p>Districts receive annual enrollment targets that determine their share of the base enrollment funding (a total of \$476 million in FY 2025). Targets have been set based on an average of districts' actual enrollment in the last three full academic years. The method for setting annual district enrollment targets follow these calculation rules, passed by WACTC (the association of college presidents) June 2, 2017.</p> <ol style="list-style-type: none"> 1. Districts over target will not have their target increased higher than their three-year average actuals, and districts under target will not have their target decreased lower than their three-year average actuals. 2. Districts over target will not lose enrollment FTE and districts under target will not gain enrollment FTE. 3. If ALL districts are under target or over target, there will be no FTE redistributed. Targets will remain flat. 4. If some districts are over target and some are under target, the formula will only redistribute as many enrollments as are needed to reach the system target. <p>Specific calculations for each district are reported quarterly in the Enrollment and Allocation Monitoring Reports published by the Research Division.</p>																				
Priority/Weighted Enrollments	<p>Four categories of student enrollments receive an additional 30 percent weight for funding purposes. Those include:</p> <ol style="list-style-type: none"> 1. Basic Education for Adults. 2. STEM courses. 3. Upper division applied baccalaureate courses. 4. Mid-level "skills gap" courses as identified by the Workforce Training and Education Coordinating Board. <p>In 2022-23, the year used for FY 2025 funding, approximately 41 percent of all state enrollments fell into the priority enrollment category. Across the system this weighting results in \$58.4 million of additional enrollment funding, equivalent to 15,036 FTE.</p>																				
Safe Harbor: Proviso and Earmarked Enrollments	<p>Due to Legislative provisos or State Board earmarks, some enrollments are distributed outside the allocation model. SBCTC staff in the Educational Services Division oversee the distribution and proper utilization of these enrollments.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Program</u></th> <th style="text-align: right;"><u>Target</u></th> <th></th> </tr> </thead> <tbody> <tr> <td>Aerospace Apprenticeships</td> <td style="text-align: right;">130</td> <td></td> </tr> <tr> <td>Aerospace High Demand Enrollments</td> <td style="text-align: right;">1,000</td> <td></td> </tr> <tr> <td>Hospital Employee Education and Training</td> <td style="text-align: right;">50</td> <td rowspan="5" style="vertical-align: middle;"><i>Additional information on these program enrollments is available from the Workforce Education Division.</i></td> </tr> <tr> <td>I-BEST</td> <td style="text-align: right;">120</td> </tr> <tr> <td>University Contracts</td> <td style="text-align: right;">165</td> </tr> <tr> <td>Worker Retraining</td> <td style="text-align: right;"><u>7,605</u></td> </tr> <tr> <td>Total</td> <td style="text-align: right;">9,070</td> </tr> </tbody> </table>	<u>Program</u>	<u>Target</u>		Aerospace Apprenticeships	130		Aerospace High Demand Enrollments	1,000		Hospital Employee Education and Training	50	<i>Additional information on these program enrollments is available from the Workforce Education Division.</i>	I-BEST	120	University Contracts	165	Worker Retraining	<u>7,605</u>	Total	9,070
<u>Program</u>	<u>Target</u>																				
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Worker Retraining	<u>7,605</u>																				
Total	9,070																				

FY 2024 Supplemental Operating Budget

Adjustments to the current year

FY 2024

College Affordability Program	<i>\$254,000</i>
This small inflationary adjustment will be distributed to colleges in the same manner as in recent years, proportionate to their enrollment.	
State Board Moving Costs and Lease Adjustment	<i>\$913,000</i>
One-time funding provided for SBCTC for the lease and moving costs associated with the agency move to 1500 Jefferson Building.	
Pension and DRS Rate Change	<i>\$39,000</i>
Funding provided for a .02% increase in the administrative fee that the Department of Retirement Systems collects on employer retirement.	
College in the High School Expansion FY24	<i>\$1,053,000</i>
Funding provided to support College in the High School (CiHS) program expansion. Funds would be available for academic year 2022-23 expansion based on 2SSB 5048.	
Central Services Revolving Fund Adjustment	<i>\$233,000</i>
Adjustments to anticipated central services costs.	

REGULAR (RESOLUTION 24-05-30)

May 9, 2024

Tab 10

North Seattle College's surplus property sale for affordable housing

Brief Description

North Seattle College is seeking approval to sell 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. The college is requesting State Board approval to sell the property the college has determined is surplus 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 or support facilities. The college has been studying the possibility of providing housing on campus since 2018. With the approval of the State Board, 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 proposal was at first to ground lease a surplus parcel (Attachment A) of land for 80+ years. 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 college and the district have an exclusive option to purchase. If acquired, the facility will be owned 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 governance of disposal of real property within the community and technical college system is shared between the State Board and individual college boards of trustees, consistent with the needs of the local college and the two-year college system. The college district board of trustees approved selling the property for affordable housing through the approval of resolution 24-01 on February 5, 2024 (Attachment B). 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.

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 has negotiated a delay in transferring the property until project financing is in place and the developer is prepared to commence construction within thirty days. This protects the college by assuring the developer is ready to proceed before the property is conveyed. Additionally, the property will be conveyed for affordable housing as a public benefit under the framework of RCW 39.33.015. A condition of the conveyance is that the property must be used for affordable housing for 85-years. The college also negotiated a “Right of Purchase” covenant that will provide the college with a first right of refusal to purchase the property back from the developer if the land is for used for other than housing for an additional 85-year term beginning at the expiration of the affordable housing covenant. These two covenants give the college some certainty that the land will be used for the desired housing purpose and gives the college the ability to regain title for up to 170 years if the use is changed.

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 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 State Board Executive Director. Closing on the transfer of title would only occur once the development LLLC has its construction financing in place.

Recommendation/preferred result

Staff recommends approval of Resolution 24-05-30, granting North Seattle College the authority to sell 2.3-acres of property on their primary campus in Seattle, Washington for affordable housing utilizing the framework of RCW 39.33.015. Pursuant to State Board policy 6.50.40.C, the proceeds from the sale may remain with the college.

Policy Manual Change Yes No

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STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 24-05-30

A resolution relating to North Seattle Colleges' request to sell surplus property at their campus at 9600 College Way N, Seattle, Washington.

WHEREAS, North Seattle College has determined that it does not require all its grounds for academic facilities; and

WHEREAS, the Seattle District Board of Trustees is committed to making land available for affordable housing, and on February 5, 2024, approved resolution 24-01 recommending the sale of 2.3-acres of North Seattle College property; and

WHEREAS, affordable housing for public benefit is defined in RCW 43.63A.510 as residential housing that is rented or owned by a person who qualifies as a very low-income, low-income, or moderate-income household or who is from a special needs population, and whose monthly housing costs, including utilities other than telephone, do not exceed thirty percent of the household's monthly income, and

WHEREAS, the property will be sold for affordable housing as a public benefit defined under the authority in RCW 39.33.015; and

WHEREAS, the college has negotiated a covenant that requires to the property to be used only for affordable housing for 85-years after closing, and a "right of purchase" allowing the college to re-acquire the property at fair market value if the landowner proposes to change the land use to a non-residential use for an additional 85-years following the expiration of the covenant; and

WHEREAS, the college has negotiated to delay title transfer of the property until developer project financing is in place, the developer has all project permits, and the developer is prepared to commence construction within thirty (30) days; and

WHEREAS, the college will have an option to purchase 5,700 square feet of unfinished Community Center space and a pro-rata share of the underlying property for exclusive use by the college;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes the surplus of 2.3 acres of property located at 9600 College Way North, Seattle, Washington, for affordable housing with the proceeds of the sale to remain with the college.

BE IT FURTHER RESOLVED, that the State Board for Community and Technical College delegates to the Executive Director authority to execute the attached purchase and sale agreement, and

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

requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on May 9, 2024

Attest

Paul Francis, secretary

Chelsea Mason-Placek, chair



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