June 18 Study Session Agenda

12:00 p.m. Lunch Meeting with State Board Members, Executive Director, TACTC President and WACTC President

1:30 p.m. Call to Order and Welcome
Beth Willis, Chair

1:35 p.m. 2017-19 Capital Budget Development
Wayne Doty

1:30 p.m. 2015-17 Biennial Budget Development
Nick Lutes

2:00 p.m. Break

3:15 p.m. Student Voice Panel: Early Childhood Education and the Early Achievers Opportunity Grant
Kathy Goebel

4:00 p.m. Applied Baccalaureate Degree Statement of Need, Bellevue College, Applied Accounting
Joyce Hammer

4:20 p.m. Trustees’ Association Report
Greg Bever, TACTC President

4:30 p.m. Presidents’ Association Report
Ed Brewster, WACTC President

4:45 p.m. Executive Director’s Report
Marty Brown

5:00 p.m. Adjournment

5:30 p.m. Dinner Meeting for State Board Members, Olympic College Trustees and their staffs
Bremer Student Center, Fireside Room
June 19  Regular Business Meeting Agenda

8:00 a.m.  Breakfast

8:30 a.m.  Call to Order and Adoption of Agenda
Beth Willis, Chair

Action

8:35 a.m.  Host College Presentation: Olympic College
David Mitchell, President

Discuss

9:25 a.m.  Approval of Consent Agenda
Action  Tab 4

a.  SBCTC Meeting Minutes, May 8, 2014
b.  Bellevue College, Local Expenditure Authority, Energy Savings Project
Resolution 14-06-30
c.  Everett Community College, Additional Local Expenditure Authority, AMTEC Project
Resolution 14-06-31
d.  Green River Community College, Increase Local Expenditure Authority, Acquisition for Auburn Center
Resolution 14-06-32
e.  Green River Community College, Increase Local Expenditure Authority, Student Life Building
Resolution 14-06-33
f.  Green River Community College, Increase Local Expenditure Authority, Trades and Industry Building
Resolution 14-06-34
g.  Spokane Falls Community College, Local Expenditure Authority, Campus Classrooms Project Equipment
Resolution 14-06-35
h.  Walla Walla Community College, Add Local Expenditure Authority and COP for Clarkston Campus to 2015-17 Request
Resolution 14-06-36
i.  Edmonds Community College, Local Expenditure Authority, Gateway Hall Second Entrance, Parking Lot and Building HVAC Systems
Resolution 14-06-37
j.  Edmonds Community College, Local Expenditure Authority, Snohomish Hall Third Floor Remodel for International Students
Resolution 14-06-38
k.  Edmonds Community College, Property Acquisition for Parking
Resolution 14-06-39
l.  Olympic College, Local Expenditure Authority for Energy Savings Project
Resolution 14-06-40
m.  Spokane Community College, Local Expenditure Authority for Equipment on Institute for Extended Learning Addition to Building 15
Resolution 14-06-41
n.  2015 Corrections Education Contract
Resolution 14-06-42
o.  Clark College, Add COP for Student Recreation Center
Resolution 14-06-48
9:30 a.m. FirstLink Panel Presentation
Mike Scroggins

10:15 a.m. Final Consideration of Applied Baccalaureate Degree, Renton Technical College, Application Development Resolution 14-06-43
Joyce Hammer

10:35 a.m. Consideration of Revised Applied Baccalaureate Approval Process Resolution 14-06-44
Jan Yoshiwara and Joyce Hammer

11:05 a.m. Break

11:15 a.m. Consideration of 2015-17 Biennial Budget Development Resolution 14-06-45
Nick Lutes

11:30 a.m. Consideration of 2014-15 Adult Basic Education Awards and Allocations Resolution 14-06-46
Jon Kerr

12:00 p.m. Consideration of 2014-15 Federal Workforce Education Resolution 14-06-47
Jim Crabbe

12:30 p.m. Adjournment

Next Meeting: September 8-10, 2014 ~ Alderbrook

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.

Indoor Air Quality Policy: To promote a fragrance-free environment, the State Board requests that meeting participants refrain from wearing perfume, cologne and other fragrances.

Beth Willis, Chair ● Shaunta Hyde, Vice Chair
Jim Bricker ● Elizabeth Chen ● Anne Fennessy
Wayne Martin ● Larry Brown ● Jay Reich ● Carol Landa-McVicker
Marty Brown, Executive Director ● Beth Gordon, Executive Assistant
(360) 704-4400 ● www.sbctc.edu ● 1300 Quince Street SE ● PO Box 42495 ● Olympia, WA 98504-2495
Statutory Authority: Laws of 1967, Chapter 28B.50 Revised Code of Washington
2017-19 Capital Budget Development

Brief Description
In this study session, the chair of the WACTC Capital Committee and State Board staff for capital will discuss lessons learned from development of the 2015-17 capital budget request and how they may be applied in the development of the system’s 2017-19 capital budget request. We also will discuss recent feedback from legislators, as well as the major decision points and activities for the development of the 2017-19 request.

How does this link to the System Direction, Mission Study, and Policy Focus
Our system’s vision is to raise the knowledge and skills of the state’s residents. As our economy shifts from resource-based to knowledge-based industries, people must be more flexible, innovative, and creative. Our system needs to provide an agile, technologically integrated educational environment. This includes flexible delivery methods. It requires we have state-of-the-art infrastructure.

Our mission study challenges us to expand online learning and other technology-based services to reduce the capital and maintenance costs of additional buildings and classrooms. One intent is to reduce the need for new buildings while taking care of what we have.

Background Information and Analysis
The State Board’s capital budget request can support the system direction, strategic plans, and mission study goals. Over the next several months, system groups and staff will prepare a recommendation for the scoring criteria to be used for the selection of new major projects for the 2017-19 capital budget request.

Attachment A is a presentation for this study session.

The Board will have the opportunity to adopt major project scoring criteria at their February 2015 meeting.

Potential Questions
- Is the proposed budget development process consistent with the Board’s vision, goals, and plans?
- Are there other factors the Board would like addressed in the 2017-19 major project selection criteria?

Recommendation/Preferred Result
The Board will be asked to provide feedback or direction for preparation of the 2017-19 major project scoring criteria.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, SBCTC Capital Budget Director
360-704-4382, wdoty@sbctc.edu
Overview

Lessons Learned from the 2015-17 Budget Development

Legislative Interests for Capital

Major Activities for Development of the 2017-19 Capital Request

Decision Points
Survey Results – Cost of Preparing Proposals

Colleges estimated the cost for consultants and staff to prepare their 2015-17 major project proposal and supporting documents:

<table>
<thead>
<tr>
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<th>Min</th>
<th>Average</th>
<th>Max</th>
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<th>Total</th>
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</table>

Over 80% of those reporting said the effort and expense seemed reasonable relative to the opportunity to receive new funding.

Survey Results – Most Expensive Questions

The following criteria were most commonly identified as the hardest, or most expensive, to address by more than a third of those responding:

- **Matching**
  - Provide a project cost estimate.
  - Convey the likelihood of success and good local participation.

- **New Area**
  - Explain projected enrollment increase.
  - Describe how reasonable cost estimate and building efficiency are.
  - Describe special initiatives beyond current participation rates

- **Renovation**
  - Provide a project cost estimate.
  - Seismic deficiency documentation and how it will be addressed in the project.

- **Replacement**
  - Identify facility programming of space.
Need for Change

- 66% would like to make incremental changes to the major project scoring criteria based on such things as:
  - Lessons learned
  - New legislation
  - New rules
  - Budget environment
  - Learning environments

- Over 50% were not satisfied with their opportunity for new funding.

- Feedback indicates there were some misunderstandings about the criteria and there were questions about how scores were calculated.

Legislative Interests

- Lower project cost per square foot of building
- Use performance based contracting
- Lower energy use per square foot of building
- Lower facility operating costs
- Projects that support STEM education
- Data-driven design decisions
Development of the 2017-19 Capital Request

State Board activities:

- Between now and February 2015 – collaborate with system groups to develop principles and scoring criteria for 2017-19 request.
- Adopt scoring criteria in February 2015.
- Conduct Facility Condition Survey between February and October 2015.
- Adopt Capital Budget request in May/June 2016.
- Finalize budget request May through August 2016.
- Submit Capital Budget request to OFM in September 2016.
- Shepherd Capital Budget request through Legislative process.

SBCTC Capital Budget Timeline

2013

- Implementation of 13-15 budget
- Facility Condition Survey
- Colleges develop 15-17 requests
- Scoring
- 15-17 prep
- Stakeholder input for 2017-19. How is the capital process working? What needs improvement? Principles

2014

- Implementation of 13-15 budget
- 15-17 request
- OFM Governor’s 15-17 budget
- Legislature develops final 15-17 budget
- Develop Changes to Scoring System for 17-19
- 17-19 instructions
- Facility Condition Survey

2015

- Implementation of 15-17 budget
- Colleges develop 17-19 requests
- Scoring
- 17-19 prep
Ten-year Plan aka: “the Pipeline”

<table>
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<tr>
<th>Order</th>
<th>Type</th>
<th>College</th>
<th>Project</th>
<th>2013-15 As Funded</th>
<th>2015-17</th>
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<th>2019-21</th>
<th>2021-23</th>
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- **4 remaining 2nd Designs plus 3 new projects in 2017-19**
- **5 new projects in 2019-21**
- **6 new projects in 2021-23**
Ten-year Plan aka: “the Pipeline”

<table>
<thead>
<tr>
<th>Project Type</th>
<th>College</th>
<th>Project</th>
<th>2015-15 As Funded</th>
<th>2015-17</th>
<th>2017-19</th>
<th>2019-21</th>
<th>2021-23</th>
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Decisions

WACTC Decisions and Assumptions:

- Keep priority order of request elements.
  - M&O, Emergency, Repair, Program, and then Majors

- Keep minor work allocation methodologies.
  - Emergency and Program are based on college student FTE, building area, and age.
  - Repairs are based on the facility condition survey.

- Advance four postponed projects (2nd Designs) in rank order from the 2015-17 selection.

- Keep projects in the pipeline until they are funded or withdrawn.
Questions

The next decisions:

- Who is eligible to compete for a major project?
  - Last selection was for colleges not in the pipeline as of March 2010 and those that postponed their projects.
  - WACTC voted against advancing the new lower ranked projects from 2015-17 into 2017-19.
  - Limit competition to colleges that are not in the pipeline and have not had a major project for some period of time?

- What are the major project selection objectives?
  - Continue preference for taking care of what we have (bias against adding net new area)?
  - Reduce cost of preparing the proposal by eliminating criteria or streamlining submittal process?
  - Add Infrastructure to potential projects?

Your feedback
Student Voice Presentation – Early Childhood Education and the Early Achievers Opportunity Grant

Brief Description
The Department of Early Learning provides federal grant funding through the State Board to support a financial aid program for child care providers and early learning professionals enrolling in Early Childhood Education programs. Students will discuss their educational experiences resulting from their participation in the Early Achievers Opportunity Grant program. A child care program director will discuss how her employees’ participation in Olympic College’s Early Childhood Education program has benefitted other staff and the children in their care.

How does this link to the System Direction, Mission Study, and Policy Focus
The State Board’s System Direction outlines clear goals to help strengthen state and local economies by creating a well-educated and skilled workforce and increasing student success. The Early Achievers Opportunity Grant helps meet both of these goals. This financial aid program enables working students to access the education they seek, but would otherwise be unable to afford. As people complete certificates and degrees offered throughout the two-year college system, they strengthen their skills and knowledge. They become part of a well-trained workforce directly impacting the educational success of young children. Long-term, many of these children become part of the education and workforce pipelines that are the focus of the community and technical college system. The Early Achievers Opportunity Grant helps sustain the educational aspirations of many individuals who in turn, will support and strengthen the educational and workforce outcomes for many more individuals in the years to come.

Background Information and Analysis
Early Learning is drawing the attention of decision-makers and community leaders across the country as more and more research demonstrates that the early experiences of young children have a significant impact on success in later life. In the United States, more than 60 percent of all children from birth to age five spend time in the care of someone other than their parents. Child care providers and preschool teachers play a significant role in the lives of children, especially those from low-income homes. High-quality early learning opportunities provided by well-trained professionals will help narrow the achievement gap for our most vulnerable children. Youngsters who experience a successful start in school typically do well throughout their entire educational pathway, become part of a talented and innovative workforce and contribute to their communities.

The Department of Early Learning has partnered with the State Board and the community and technical colleges on a number of professional development initiatives designed to enhance the knowledge, skills, and abilities of professionals working in early childhood care settings. Through collaborative efforts, college Early Childhood Education directors and faculty have designed and implemented common stackable certificates leading to a one-year credential in Early Childhood Education. Twenty-one colleges have adopted the common statewide courses and certificates.

Most recently, the Department of Early Learning and the State Board have developed and implemented a student financial aid program – the Early Achievers Opportunity Grant. Funds provide financial assistance to adults working in child care programs who wish to further their education. In 2012, the
Department of Early Learning was awarded a $60 million Race to the Top – Early Learning Challenge Grant. Part of that funding supports the Early Achievers Opportunity Grant program through December 2015. This coming year, $3,082,895 in grant funds will pay for tuition, fees, textbooks, and wrap-around support services for eligible students. In addition, funding will support staff positions at each of the 23 participating colleges to provide one-stop personalized assistance to grant recipients from intake through certificate and degree completion.

**Potential Questions**

- How has the Early Achievers Opportunity Grant program assisted student panelists in achieving their educational goals?
- How has participation in Early Childhood Education courses influenced how student panelists work with children and their families?
- What is the potential impact of the grant program on the child care workforce?

**Recommendation/Preferred Result**

Board members will have an opportunity to discuss the importance of the Early Achievers Opportunity Grant program with Early Childhood Education students and an employer before taking action on the 2014-15 Early Achievers Opportunity Grant awards.

Policy Manual Change Yes ☐ No ☒

Prepared by: Kathy Goebel, Policy Associate, Economic Development
360-704-4359, kgoebel@sbctc.edu
Applied Baccalaureate Degree Statement of Need

Brief Description
A conceptual discussion will occur between the State Board and colleges proposing to offer Bachelor of Applied Science (BAS) degree programs.

The Statement of Need addresses six areas:
- Relationship 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 program builds from existing professional and technical degree program offered by the institution
- Student demand for program within service area and region
- Efforts to maximize state resources to serve place-bound students

How does this link to the System Direction, Mission Study, and Policy Focus
In the System Direction report, the State Board for Community and Technical Colleges states its vision as building strong communities, individuals and families and achieving greater global competitiveness and prosperity for Washington State and its economy by raising the knowledge and skills of its state residents.

Colleges that provide applied baccalaureate programs are focused on three core areas in developing their Statement of Needs: **Economic Demand, Student Success, and Innovation**. Colleges meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest unmet need. Colleges create greater access to higher education by enrolling underserved populations, and ensure community and technical colleges are affordable and accessible for students.

Applied baccalaureate degrees expand the pipeline from associate to bachelor’s degrees in critical areas in demand by employers and students. As part of the development of emerging programs, colleges with applied baccalaureate programs have addressed innovation by creating programs that are technology and globally focused.

Last year, a WACTC task force was commissioned to address the guiding principles of future BAS programs and their development system wide. The BAS Task Force examined a funding structure to support student access and success, and to develop and sustain program operation and growth. Applied baccalaureate programs are an excellent representation of the diversity within program development and how each college responds to both community and student needs. In support of the WACTC task force work, the Instruction Commission approved the establishment of the IC BAS Committee that will assist and provide resources for community and technical colleges new to the BAS process, address issues around BAS degree implementation, and bring forth recommendations to WACTC and the State Board for BAS policy improvements.
To date, the Board has approved 38 BAS programs at 17 colleges, seven proposals are engaged in the approval process, and colleges have expressed interest in 18 additional programs. (Attachment A: Applied Baccalaureate Degree Programs)

Background Information and Analysis

Bellevue College – BAS in Applied Accounting

Bellevue College proposes to develop a Bachelor of Applied Science (BAS) degree in Applied Accounting to serve the high demand for accounting professionals with a baccalaureate degree. The proposed applied baccalaureate degree will bring together theory and practice and prepare graduates to work effectively in the increasingly integrated and technologically complex environment of the accounting profession. The degree will be appropriate for Bellevue College graduates of two-year technical degrees in accounting, transfer students from Washington community and technical colleges who have accounting-related technical associate degrees, transfer students from other institutions of higher learning, and incumbent workers needing to add advanced skills. The Bachelor of Applied Science in Applied Accounting will build on the strong foundation created by Bellevue College’s Accounting, Business Management, Sustainable Business, and Information Technology programs and projects. Many courses will be offered in hybrid format and some will be available online, adding flexibility for students with busy schedules. (See Attachment B)

Potential Questions

- Does the college proposal for a Bachelor of Applied Science meet the vision, mission, and goals of the college?
- Does the proposed Bachelor of Applied Science degree program serve the current and future needs of the college’s region and the state?
- Does the proposed Bachelor of Applied Science degree program support the State Board for Community and Technical College System Direction goals and Mission Study action plans for sustaining economic prosperity into the future?

Recommendation/Preferred Result

Staff will provide a brief overview of the applied baccalaureate degree proposal. Board members will have an opportunity to discuss the proposal with college representatives in the context of meeting college and system goals.

Policy Manual Change Yes ☒ No ☐

Prepared by: Joyce Hammer, Director, Transfer Education
360-704-4338, jhammer@sbctc.edu
# Washington’s Community and Technical Colleges
## Applied Baccalaureate Degree Programs

**June 2014**

<table>
<thead>
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<tr>
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<td>Nursing RN-B</td>
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<td></td>
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<td>Columbia Basin</td>
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<tr>
<td>College</td>
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<tr>
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<td>Approved 2/2014</td>
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<td></td>
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<td></td>
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<td>Began in 2013</td>
<td></td>
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<td>Information Technology: Software Development (STEM)</td>
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<tr>
<td>Bellevue</td>
<td>Information Systems and Technology</td>
<td>Began in 2012</td>
<td></td>
</tr>
<tr>
<td>Spokane Falls</td>
<td>Information Systems &amp; Technology</td>
<td>Intent expressed</td>
<td></td>
</tr>
<tr>
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<td>Integrated Resources Management</td>
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<td>30-day review</td>
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<td>Intent expressed</td>
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</tr>
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<td>Yakima Valley</td>
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<td></td>
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<td>Applied Design</td>
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<td>Centralia</td>
<td>Applied Management</td>
<td>Began in 2012</td>
<td></td>
</tr>
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</tr>
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<td>Began in 2009</td>
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<td>College</td>
<td>Degree</td>
<td>Status</td>
<td>Outcomes</td>
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<td>---------------------------------------</td>
<td>-----------------------------</td>
<td>---------------------------</td>
</tr>
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<td>Global Trade and Logistics</td>
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<td>Clover Park</td>
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<td><strong>OTHER</strong></td>
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<td>Aeronautical Science</td>
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<td>Court Reporting and Captioning</td>
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<td>Diesel Technology</td>
<td>Approved 2/2014</td>
<td></td>
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<td>Forest Resource Management</td>
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<td>Interior Design</td>
<td>Began in 2009</td>
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<tr>
<td>Bellevue</td>
<td>Public Administration</td>
<td>Intent expressed</td>
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<td>Bates</td>
<td>Public Safety Administration</td>
<td>Intent expressed</td>
<td></td>
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<tr>
<td>Cascadia</td>
<td>Sustainable Practices (STEM)</td>
<td>Approved 3/2014</td>
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<tr>
<td><strong>Total</strong></td>
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<td>588 graduates thru 2013</td>
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Bachelor of Applied Science: Applied Accounting

April 2014
Table of Contents: Bachelor of Applied Science in Accounting

Form A: Cover Sheet for New Degree Program Proposal ........................................................ 3
Introduction to the degree .................................................................................................... 5
Relationship to institutional role, mission and program priorities ................................. 6
Support of statewide strategic plans .................................................................................. 7
Employer and community demand .................................................................................. 8
Bellevue’s unique position ................................................................................................. 8
Labor market data ................................................................................................................ 8
Economic Modeling Specialists International (EMSI) reports .......................................... 9
Job postings through indeed.com .................................................................................... 9
Washington State Bureau of Labor Statistics ................................................................. 10
Input from local employers .............................................................................................. 10
Conclusions from labor market and employer data .......................................................... 11
Strong foundation built on existing programs .............................................................. 12
Accounting program at Bellevue College ........................................................................ 12
Collaboration and synergies with existing BAS degrees at Bellevue College ............... 13
Enrollment in professional/technical feeder programs ...................................................... 13
Student demand .............................................................................................................. 14
Applied Accounting degree addresses unmet student needs .......................................... 14
Student survey ................................................................................................................. 15
Maximizing state resources: Applied Accounting degree adds new option .............. 16
Opportunities for collaboration ......................................................................................... 16
Unique aspects of proposed program ............................................................................ 17
Conclusion ....................................................................................................................... 18
Appendix A: Employer survey results ............................................................................ 19
Appendix B: Student survey results ................................................................................ 27
Form A: Cover Sheet for New Degree Program Proposal

Program Information

Program Name: Applied Accounting  
Institution Name: Bellevue College  
Degree: BAS Applied Accounting  
Level: Bachelor  
Type: Science  
CIP Code: 52.0302 Accounting  
Proposed Start Date: Fall 2015  
Projected Enrollment (FTE) in Year One: 20  
At Full Enrollment by Year: third year - 2018  
Funding Source: Self Support

Mode of Delivery

Single Campus Delivery: Bellevue College main campus, Bellevue WA  
Distance Learning: Some courses will be hybrid, synchronous distance, or online.

Contact Information (Academic Department Representative)

Name: Thomas Nielsen  
Title: Vice President of Instruction  
Address: 3000 Landerholm Circle SE, MSA202, Bellevue WA 98007-6484  
Telephone: (425) 564-2442  
Fax: (425) 564-6163  
Email: tom.nielsen@bellevuecollege.edu

Chief Academic Officer  
May 01 2014
Introduction to the degree

Bellevue College proposes to develop a bachelor of applied science (BAS) degree in Applied Accounting to serve the high demand for accounting professionals with a baccalaureate degree. The degree will prepare graduates who have a strong understanding of operational and financial accounting and can work in a wide range of accounting capacities in private, government, and non-profit organizations.

Hiring trends from the Bureau of Labor Statistics and from hiring agencies show a growing need for accounting professionals with a baccalaureate degree who possess applied skills in accounting and finance and who are proficient in the technological tools that support analysis and reporting of clients’ financial data. The job requirements have evolved to the point where the majority of job openings require a baccalaureate degree therefore limiting career opportunities for graduates from two-year accounting-related programs.

Bellevue College proposes an applied baccalaureate degree in Applied Accounting that brings together theory and practice and prepares graduates to work effectively in the increasingly integrated and technologically complex environment of the accounting profession. The degree will be appropriate for Bellevue College graduates of two-year technical degrees in accounting; transfer students from Washington community and technical colleges who have accounting-related technical associate degrees, transfer students from other institutions of higher learning, and incumbent workers needing to add advanced skills.

The 2013 *Trends in the Supply of Accounting Graduates and the Demand for Public Accounting Recruits* report published by the *American Institute of CPAs* found that the accounting profession is thriving. The study also reported that the majority of new hires held a bachelor’s degree.

“As the unemployment rate in the United States is slow to rebound to post-recession levels, accounting graduates are enjoying an unprecedented level of demand from public accounting firms, with a record 40,350 accounting graduates hired in 2012 and 89 percent of those firms forecasting the same or increased hiring of graduates this year.”

The following proposal demonstrates how the new applied baccalaureate degree in Applied Accounting supports the college’s mission and goals; addresses the goals of the state’s master plan for education; meets student and employer demand; addresses a skills gap, and offers general information on the new curriculum.
Relationship to institutional role, mission and program priorities

Bellevue College requires that every new program align to its mission, which states:

Bellevue College is a student-centered, comprehensive and innovative college, committed to teaching excellence, that advances the life-long educational development of its students while strengthening the economic, social and cultural life of its diverse community. The college promotes student success by providing high-quality, flexible, accessible educational programs and services; advancing pluralism, inclusion and global awareness; and acting as a catalyst and collaborator for a vibrant region. (Approved by Board of Trustees, June 11, 2008.)

Developing baccalaureate degrees is a fully integrated component of Bellevue College’s strategic planning. “Applied Baccalaureate Development” is a president’s cabinet-level priority, with goals assessed annually. Baccalaureate degrees are developed through careful consideration of the college’s strengths, strategic enrollment goals, workforce needs, community demand, and sustainability of each proposed degree. In addition to continuing education, certificates, professional/technical degrees and transfer degrees, baccalaureate degrees are a means through which Bellevue College provides the level of education required by local employers and citizens. As the entry level criterion shifts from a two-year to a four-year degree in multiple fields, Bellevue College assesses the need for applied bachelor’s degrees to meet demand for highly skilled employees, and to ensure that our area residents will have access to the education they need to succeed in their chosen fields.

In 2009, Bellevue College was granted accreditation by the Northwest Commission of Colleges and Universities (NWCCU) to offer baccalaureate degrees. The college currently offers six bachelor’s degrees: BAS in Data Analytics, BAS in Healthcare Technology and Management, BAA in Interior Design, BAS in Information Systems and Technology, BS in Nursing, and BAS in Radiation and Imaging Sciences. Baccalaureate degrees play an important role in Bellevue College’s commitment to provide high quality, flexible, accessible education programs and to strengthen the economic life of its diverse community.

This degree proposal is a direct outcome of community need for programs that strengthen the economic life of our region. Bellevue College began exploring local need for an applied accounting degree in response to comments and requests from local employers in a wide range of industries, and in response to growing hiring trends for accounting professionals both in King County and at the Washington State level.

During the October 2013 Industry Advisory Committee meeting for the Bellevue College two-year Accounting degrees, the idea of a BAS in Applied Accounting was presented and received enthusiastic support from the participating industry representatives. In the first quarter of 2014, several industry interviews were conducted which confirmed the need for an Applied Accounting BAS degree and helped frame the overall degree goals. In March and April 2014, an industry survey also showed strong support for the development of a new BAS in Applied Accounting at Bellevue College.
The BAS in Applied Accounting meets the expressed needs of community college students seeking access to a bachelor’s degree. The program advances the life-long educational development of its students by offering a seamless educational pathway that will also provide new career and career advancement opportunities to individuals with technical associate degrees in accounting-related fields. Historically, this technical degree has not been transferable, so it is difficult for graduates to progress to a bachelor’s degree in their chosen field. In March and April 2014, a survey of students enrolled in accounting two-year degree programs in the Puget Sound area was conducted. Survey respondents included students from Bellevue College, Edmonds Community College, Renton Technical College and South Seattle Community College. Strong interest in the proposed BAS program was expressed through the survey with 80% of survey respondents answering “yes” to the question asking if they would consider participating in the baccalaureate in Applied Accounting degree at Bellevue College, and 19% responding “maybe”.

The proposed new program supports the college’s mission of providing high-quality, flexible educational programs and services that are academically, geographically, and financially accessible. Many courses will be offered in hybrid format and some will be available online, adding flexibility for students with busy schedules. Tuition set at the regional baccalaureate rate means this degree will be more affordable for students than many other options.

Support of statewide strategic plans

The BAS in Applied Accounting supports the goals outlined in the State Board for Community and Technical Colleges (SBCTC) Mission Study and the Washington Student Achievement Council Education Roadmap. Both plans identify strategies to increase the number of baccalaureate educated adults as a means to strengthen the economy and serve workforce needs for more highly educated “locally grown” workers that will:

- Strengthen state and local economies by meeting the demands for a well-educated and skilled workforce;
- Achieve increased educational attainment for all residents across the state;
- Use technology, collaboration and innovation to meet the demands of the economy and improve student success.
Employer and community demand

Bellevue’s unique position

Bellevue College is located within the Bellevue city limits on the central east side of Lake Washington. The land around Puget Sound is the most highly and densely populated area of Washington State, home to more than 50% of the state’s population and five cities of over 100,000 within a 30 mile radius of main campus: Bellevue (126,439), Everett (104,655), Kent (122,999), Seattle (634,535) and Tacoma (202,010).

Bellevue College’s location on the central east side of Lake Washington, surrounded by technology companies and a growing population, makes it an excellent location for a new applied bachelor’s degree in Applied Accounting, which will expand the pathway options for community college students and graduates.

Labor market data

Accounting has always been a critical and integral part of any business. In today’s business environment of increased complexity, interdependencies and regulatory scrutiny, businesses and organizations of all sizes and from all industry sectors rely ever more heavily on accounting services hired internally or externally.

The role of the accounting professional is rapidly changing from focusing primarily on gathering and reporting the client’s financial data to analyzing the financial information and acting as an advisor to business decision-makers. New analysis and reporting software tools are on the rise, forcing accounting professionals to continuously reevaluate their technology skills and knowledge, and to gain a deep understanding of the technology-driven implications to accounting and financial management. Increased regulatory and legal requirements bring new challenges and new opportunities to the profession. Growing business complexities such as globalization and the emphasis on sustainability and sustainable business practices bring new standards, regulations and business processes to accounting practices, and create new dimensions and business intersections for accounting professionals.

“Successful accounting professionals will take on new roles as consultants and advisors, providing performance management, decision support and similar services, with less emphasis on nuts-and-bolts functions such as computation and tax preparation.”

Intuit 2020 Report – Future of the Accounting Profession

1 quickfacts.census.gov/qfd/states/53000.html 2012 estimates
Bellevue College used several different tools and datasets to capture a more complete picture of demand. The college assessed current and projected employer demand for similar roles through:

- regional employment and graduation data through Economic Modeling Specialists International (EMSI) reports;
- local and regional employment projections through Bureau of Labor Statistics data;
- current job postings through indeed.com;
- interviews of employer representatives from five companies;
- an employer survey.

**Economic Modeling Specialists International (EMSI) reports**

The EMSI occupation report for Accountants (SOC: 13-2011.01) and Auditors (SOC: 13-2011.02) for King, Pierce and Snohomish Counties returned a total of 15,995 related jobs in 2013, with a projected growth of 11.4% between 2013 and 2020, and an estimated number of annual openings of 762. The median wage for these professions is $33/hour. The majority of jobs (79%) require a baccalaureate degree and only 5% of the jobs are accessible to two-year graduates. The Federal Bureau of Labor Statistics (BLS) also states that the typical level of education most workers need to enter this occupation is a Bachelor’s degree.

*Source: Economic Modeling Specialists International [www.economicmodeling.com](http://www.economicmodeling.com)*

**Job postings through indeed.com**

On March 10, 2014, there were 642 job postings for accountants and auditors in King County as reported by Indeed.com, an employment meta-search engine for job listings.
**Washington State Bureau of Labor Statistics**

The table below illustrates employment growth in accounting occupations, for Washington State and King County as predicted by the Washington Department of Employment Security.²

<table>
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<tr>
<th>13-2011 Employment Period</th>
<th>Estimated employment 2016</th>
<th>Estimated employment 2021</th>
<th>Average annual growth rate 2016-2021</th>
<th>Average annual opening due to growth 2016-2021</th>
<th>Average annual total openings 2016-2021</th>
</tr>
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<tbody>
<tr>
<td>Washington State</td>
<td>29,314</td>
<td>31,305</td>
<td>1.3%</td>
<td>398</td>
<td>1,092</td>
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<tr>
<td>King County</td>
<td>14,741</td>
<td>15,812</td>
<td>1.4%</td>
<td>214</td>
<td>564</td>
</tr>
</tbody>
</table>

**Input from local employers**

In order to assess the local market for accounting professionals at the bachelor degree level, in addition to research on job projections, Bellevue College conducted initial in-depth interviews with five employers and conducted an employer survey.

**Summary of industry interviews**

Accounting faculty and the Dean of the Institute for Business and Information Technology interviewed five local representatives from accounting firms and related organizations in January and February 2014. Results of these interviews indicated a consensus that there is a growing need for accounting professionals in multiple accounting- and business-related employment sectors in the region. In addition, interview responses indicated an agreement that employers are faced with an ongoing challenge to recruit employees with the requisite experience to start a job without additional, employer-sponsored training. Employers interviewed were in agreement that a graduate from an applied baccalaureate program would bring applicable skills to their employer, reducing turnover rate and related costs of replacing employees.

Interviews with the five employers indicated a positive response toward the ability of Bellevue College to offer an applied BAS in Accounting. Bachelor’s degrees at four-year universities are costly and have priced out many possible job candidates. Further, an applied degree would be different from the traditional theory-based university Bachelor’s degree because of the hands-

on application integrated into the classes.

**Summary of employer survey**

In March and April 2014, the college conducted an employer survey of local companies that employ accounting professionals. Employers responded to the survey from a range of small, medium and large companies with 63% located in western Washington, including 21% on the Eastside. Survey respondents expressed a strong interest and support for the development a bachelor degree in Applied Accounting at Bellevue College.

The survey summary includes the following highlights:

- 44% hire bachelor degree graduates exclusively; and 26% hire significantly more bachelor degree than associate degree graduates
- 68% perceived the need for accounting professionals at the bachelor’s level as growing
- 64% saw a benefit to their organization in Bellevue College offering a bachelor degree in Applied Accounting. The majority of respondents saw the benefit in terms of “More educational opportunities in state means better skilled employees” – 55%; while 32% saw a benefit in having interns for their company and 27% saw the benefit in “Money saved in not having to train new recruits in applied accounting”.

**Quotes from employer survey**

“I believe that lately [difficulty recruiting or hiring] has been due to a tight market with a lot of competition for the high talent.”

“For staff accountants or even controllers, a master’s degree would be overkill. On the other hand, an associate’s degree would not include coursework that is fundamental to the operation of a contemporary accounting department.”

“It obviously depends on the job - Controllers need a minimum of a BS. In my experience MBAs do not learn additional useful accounting skills. An AA degree is fine for lower levels, but if people want to move up, I expect the knowledge that comes from a BS.”

**Conclusions from labor market and employer data**

Based on local job postings, employer interviews, local and state employment projections, and industry survey, it is clear that there is a strong need for accounting professionals with applied skills and a four-year degree. The proposed bachelor of applied science in Applied Accounting will be a new type of degree designed to meet this steadily growing workforce need by integrating strong technical and hands-on skills with strong analytical, problem solving, collaboration and communication skills.

Of note is that the employers with whom representatives of the college have had the most contact are very interested in the degree. This has been especially true of the Bellevue College

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3 See Appendix A for complete employer survey results
Industry Advisory Committee for the current accounting two-year degrees and certificates, whose members have expressed enthusiastic support and interest in the college developing a baccalaureate degree in Applied Accounting. Their only question was: “how fast can we launch such a degree?”

**Strong foundation built on existing programs**

As the accounting profession is becoming more complex in its use of technology and in its intersection with other business aspects, the bachelor of applied science in Applied Accounting will be built on the strong foundation created by Bellevue College’s Accounting, Business Management, Sustainable Business and Information Technology programs and projects. Students will be entering the program from accounting-related associate degree programs and will take courses that will cross over other departments in the college. Students will be entering into the BAS from two-year accounting-relating programs from Bellevue College and other Washington-based community and technical colleges. Several of these colleges have already been contacted by Bellevue College representatives and have expressed strong support for the proposed BAS in Applied Accounting – see the section titled “Opportunities for collaboration”.

**Accounting program at Bellevue College**

Bellevue College offers two associate degree programs in accounting: an Associate in Applied Science-T Degree (AAS-T) and an Associate in Arts Degree (AA). The college also offers certificates in the following specializations: Accounting Assistant, Bookkeeping, Accounting Preparation, Accounting Information Systems, and Financial Data Report Specialist. These certificates can be used as a progression into the two-year Accounting degrees.

The Bellevue College Accounting program has strong industry affiliations through the American Society of Women Accountants; the American Institute of Professional Bookkeepers; and Intuit, which offers QuickBooks Certification. The program Industry Advisory Committee is a strong representation of the industry landscape in the region and plays an active and critical role in helping the program curriculum stay current with industry and technology trends. A complete assessment of the curriculum was completed in 2012 to confirm that program outcomes were current and being met by the sequence and scope of courses.

Enrollment in the program has shown a steady growth over the years.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Enrollment</th>
<th>FTEs</th>
<th>% increase in FTEs from previous year</th>
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</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>812</td>
<td>270.40</td>
<td></td>
</tr>
<tr>
<td>2007-08</td>
<td>830</td>
<td>276.65</td>
<td>2.31%</td>
</tr>
<tr>
<td>2008-09</td>
<td>1004</td>
<td>334.86</td>
<td>21.04%</td>
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</table>
The drop in enrollment in 2011-12 was most likely caused by some discontinuity and restructuring in program management and a period of transition in lead faculty. It also coincided with a decrease in workforce funding. The program has since recovered and current enrollment for the 2013-14 academic year is 1160 which represents a 9.3% increase in enrollment over the previous academic year.

The 2012 survey of program graduates showed the following:

- 87% of respondents rated “excellent” or “good” the technical knowledge and skills they received while in the program
- 81% rated “excellent” or “good” the teamwork and problem solving skills
- 94% rated “excellent” or “good” the instructors’ knowledge of their subjects
- 57% declared that they thought that they would go back to school to earn another degree within the next three years.

Collaboration and synergies with existing BAS degrees at Bellevue College

During the BAS in Applied Accounting development and once the program is established, synergies with existing Bellevue College BAS degrees will be assessed and leveraged. As the demand for IT and data analytics skills increase in the accounting professions, strategies to share curricular elements with the college BAS programs in Information Systems and Technology and in Data Analytics will be explored.

The new BAS in Applied Accounting will include many new courses. While the majority of curriculum at the 300 and 400 level will be new, upper division general education courses created for other bachelor’s degrees will be utilized.

Enrollment in professional/technical feeder programs

In academic year 2011-12, a total of 1,010 students graduated from an accounting program in the Washington State community and technical college system.4

The table below reports the number of graduates from an Accounting Technology/ Technician or Bookkeeping degree from community and technical colleges in the Puget Sound area. Many of these programs will act as feeders to the new BAS in Applied Accounting.

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4 [www.sbctc.edu/college/studentsvcs/4progress_1213.pdf](http://www.sbctc.edu/college/studentsvcs/4progress_1213.pdf)
Student demand

Bellevue College surveyed students enrolled in two-year professional/technical accounting programs, which will be feeder programs for the BAS degree.  

Applied Accounting degree addresses unmet student needs

Bellevue College’s proposed BAS in Applied Accounting will be designed to meet the current and future needs that employers have identified for accounting professionals with strong applied skills. The degree will provide a pathway to the baccalaureate for students with two-year technical degrees from accounting-related programs statewide. In addition, individuals who have been working in the accounting field but do not have a bachelor’s degree will have the opportunity to earn that credential while simultaneously broadening and deepening their skills.

The technical-associate pathway into this degree will provide graduates from accounting-related professional/technical associate degrees with a unique educational option. There are currently no streamlined transfer options into bachelor’s level degrees in accounting for graduates from these two-year programs, especially for place-bound students.

See Appendix A for complete student survey results
Student survey

In March and April 2014, a survey of students enrolled in accounting two-year degree programs in the Puget Sound area was conducted. Survey respondents included students from Bellevue College, Edmonds Community College, Renton Technical College and South Seattle Community College.

Students showed a strong interest in a bachelor degree in Applied Accounting at Bellevue College giving them an opportunity to broaden their skills and obtain a bachelor’s degree to effectively compete in a market that increasingly requires bachelor’s graduates.

- 80% of survey respondents answered “yes” to the question asking if they would consider participating in the baccalaureate in Applied Accounting degree at Bellevue College, and 19% responded “maybe”.
- Financial accounting was the main area of interest for the student respondents – 79%, with also strong areas of interest expressed in Auditing – 48%, Managerial accounting – 43%, and Taxation – 43%.
- The “most important” reasons for the students’ interest in the new degree were in order of decreasing importance: “Increased employment opportunities” – 88%; “Earn a good living” – 82%; “Affordability” – 72%; and “Interest in accounting” – 70%.
- In addition, many comments were made by Bellevue College students that they would feel more comfortable and that it would be more convenient for them to continue their education at Bellevue College because of location and familiarity with the college environment and faculty.

“A bachelor’s degree in accounting from Bellevue College would definitely offer me the best option of continuing on with my education of accounting per location and cost of courses.”

“An opportunity to get a bachelor’s degree would open many doors to me for jobs where a bachelor’s degree is a requirement, and more advanced accounting jobs. This would be incredibly valuable.”

“I would love to participate in a bachelor’s degree in accounting. It is such a versatile and employable field that could benefit both younger and older students. Instead of transferring to a 4-year university, I could do all my course work at BC, which I am familiar and comfortable with.”

“Most accounting positions that I have been interested in require a BA or BS in Business or Accounting. It would add to my knowledge of accounting, increase my options and become a better candidate for hire.”

“It is very hard for me to transfer my credit from Bellevue to other schools. I may have to retake many classes before I get accept to Accounting program in a 4 year university or college.”

“A direct transfer versus going through the process of finding another college who will accept my credits. Plus if some classes were offered online it would be an easy transition since I’ve taken many classes online through Bellevue.”

Quotes from student survey
Maximizing state resources: Applied Accounting degree adds new option

Bellevue College’s new bachelor’s degree in Applied Accounting will augment the knowledge students have gained through their associate degrees and will provide a solid foundation in general education and advanced skills targeted to the specific needs of the accounting workforce. It will provide students the opportunity to earn an affordable bachelor’s degree focused on the knowledge and technical skills employers are seeking.

The program will increase the number of overall bachelor’s degree holders in the state who fill critical jobs by serving professional and technical associate degree holders who are otherwise limited in pursuing a bachelor’s degree. It will also provide opportunities to place-bound students interested in a career in accounting.

The degree is being designed with working adults in mind. The majority of classes will be offered in hybrid format to maximize flexibility in scheduling and access for place-bound and/or working students. In addition to providing access and convenience for students, hybrid and online classes allow more efficient use of resources such as classroom space, allowing more students to be served without requiring as many physical resources.

As previously noted, students will have access to upper division elective and general education courses developed for baccalaureate degrees already offered at Bellevue College. Students will have increased choices, and previously developed curriculum will be more broadly utilized, creating cost efficiencies in program development.

Bellevue College will be offering this degree on a self-support model, thus further maximizing limited state resources. Based on the number of graduates from existing two-year degrees and on BC’s experience with existing BAS programs, we project that the program will be at full capacity within four years of the initial year of operation, and that by its fourth year of operation, the proposed BAS in Applied Accounting will produce a minimum of 30 graduates each year to help meet projected high growth and high vacancy rates.

Opportunities for collaboration

Bellevue College works closely with our CTC system partner colleges to provide smooth transitions for two-year technical degree graduates who wish to enter a baccalaureate program. During the next year, as we establish and finalize curriculum, we plan to develop articulation agreements with system colleges so that students graduating from accounting-related programs who wish to go on to the baccalaureate will have a clear pathway into the Applied Accounting degree.

Bellevue College representatives have had discussions with several two-year and four-year accounting-related programs in Washington State to assess the interest of two-year potential feeder programs into the new BAS degree, and the possibility of collaboration with existing four-year programs. Initial discussions have also been made with Western Governor’s University to explore pathways for the new BAS graduates into Master’s programs. All these
conversations have been very positive and received support from the different Washington-based education institutions.

Specifically, Bellevue College representatives have had initial discussions with University of Washington Bothell (UWB) to ensure that graduates of the proposed Applied Accounting degree who wish to continue to the master’s level will have appropriate accessible options. UWB representatives see a strong opportunity to have the new BAS graduates enter their MBA and MA (masters of accounting) programs. They feel that the BAS curriculum would offer a good option for UWB students picking up 5th year credits for the CPA exam. We will continue these discussions as we prepare the full program proposal for review.

Discussions have also started with the Accounting Chair of the undergraduate accounting program at Seattle Pacific University (SPU). He was very positive and felt that the new BAS would be filling a niche in the market. As was the contact at UWB, he was interested in the possibility of providing viable options for the 5th year credits to sit for the CPA exam and saw no problem with any of the new BAS in Applied Accounting students’ transferring to any of the SPU related graduate degrees. He would like to see us create certificates within the BAS for Forensic Accounting and Fraud Prevention as these are currently not options anywhere in the state.

Conversations were initiated with Clover Park Technical College, Everett Community College, South Seattle Community College and Eastern Washington University. All contacted were very supportive of the new BAS in Applied Accounting and were looking forward to further collaboration.

Bellevue College will continue to work with colleges and universities to ensure that students who complete the college’s existing applied baccalaureate degrees have options to continue to graduate school if they want to pursue further education. When detailed curriculum has been developed, these conversations will progress to concrete discussion of pathways beyond the baccalaureate for Applied Accounting graduates.

Unique aspects of proposed program

Bellevue College, BAS Accounting will be different from a traditional four year college degree in several aspects:

- A large number of community college students enrolled in two-year accounting degrees are in their 30’s or older, and work and/or have family obligations. The BAS will offer the flexibility of modalities that meet the specific needs of students who cannot easily attend traditional classes. These modalities will include low-residency courses through hybrid or online delivery, as well as evening courses and block scheduling.

- The BAS program will be built to offer a balance of theory and practice where students will apply what they learn in a project-based environment that emulates the workplace. This will facilitate students’ transition into employment and make graduates more efficient once in the organization.
In addition to accounting knowledge and skills, employers look for candidates that can demonstrate strong “soft” or general employability skills. The BAS program will emphasize these skills through their integration in the context of the accounting courses, such as a focus on communication and team skills throughout the curriculum, and through specific courses such as the incorporation of a project management course into the degree.

While two-year graduates from professional/technical degrees often are limited in their options for advanced education, the BAS degree will be designed specifically to meet the needs of these graduates through articulations with existing two-year degrees throughout Washington State.

Our research shows that employers are looking for applied skills, and internships and service learning experience in accounting graduates. Bellevue College’s new BAS will be able to provide students with practical skills and experiences directly transferable into the workplace.

As the Applied Accounting BAS degree evolves, the program will leverage its synergies with already established degrees at Bellevue College to offer students unique opportunities to specialize in growth areas of the accounting professions that intersect with other disciplines such as information technology, analytics, and sustainable business practices.

**Conclusion**

Bellevue College looks forward to speaking with SBCTC system trustees about our plans for an applied baccalaureate in Applied Accounting. We are excited about this opportunity to build on our strong associate degree programs and partnerships with businesses. The BAS in Applied Accounting will provide a new option for holders of technical associate degrees; meet transfer needs of community college students at BC and other systems colleges, and be tailored specifically to meet the unique employer needs of the Puget Sound region.
May 8  

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<tr>
<th>Resolution</th>
<th>Description</th>
<th>Page</th>
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<tr>
<td>Appointment of State Board Chair and Vice Chair for 2014-15</td>
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<td>3</td>
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<tr>
<td>Adoption of Consent Agenda:</td>
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<tr>
<td>14-05-17</td>
<td>2014-15 SBCTC Meeting Dates and Locations</td>
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<td>14-05-18</td>
<td>High School Equivalency Exam GED Testing Service Vendor Contract</td>
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<td>Canvas Learning Management System Contract</td>
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<td>14-05-23</td>
<td>Approval of 2015-15 Capital Budget Request</td>
<td>4</td>
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<td>14-05-24 &amp; 14-05-25</td>
<td>Approval of 2015 Initial Operating Budget and Tuition Allocation</td>
<td>5</td>
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<td>14-05-26</td>
<td>Approval of Green River Community College Applied Baccalaureate Degree in Marketing and Entrepreneurship</td>
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<td>14-05-27</td>
<td>Approval of Green River Community College Applied Baccalaureate Degree in Information Technology: Software Development</td>
<td>7</td>
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<td>14-05-28</td>
<td>Approval of Seattle Central College Applied Baccalaureate Degree in Nursing</td>
<td>7</td>
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<tr>
<td>14-05-29</td>
<td>Approval of Wenatchee Valley College Applied Baccalaureate Degree in Nursing</td>
<td>8</td>
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Regular meeting minutes
The State Board held a study session on May 7, 2014, from 12:30 p.m. to 5:00 p.m. The Board heard presentations on subjects including: 1) 2015-17 Capital Budget Request, 2) 2015 Initial Operating Budget and Tuition Allocation, 3) 2015-17 Biennial Budget Development, 4) Applied Baccalaureate Statements of Need, 5) Student Voice: Students of Color Conference, 6) Allocation and Accountability Taskforce Update, 7) Trustees’ Report, 8) Presidents’ Report, and 9) Executive Director’s Report. No action was taken at the study session.

State Board members present
Beth Willis, Shaunta Hyde, Sharon Fairchild, Jim Bricker, Elizabeth Chen, Larry Brown, Anne Fennessy, Jay Reich

State Board members absent
Wayne Martin

Call to Order and Welcome
Chair Beth Willis called the meeting to order at 8:30 a.m., welcomed those present, and asked for audience introductions.

Adoption of Regular Meeting Agenda
Motion: Moved by Shaunta Hyde and seconded by Sharon Fairchild that the State Board adopt its May 8, 2014, regular meeting agenda as presented.

Host College Presentation
Columbia Basin College (CBC) President Rich Cummins highlighted programs the college offers that are student-service focused.

Hawk Central – A one-stop service area for prospective and current students. A variety of student services are provided: general information, getting started, financial aid, registration, and cashiering. Students can visit Hawk Central in person during the hours of operation or they can contact the specialists online. The specialists are available to help students navigate the college system, get help with problems, gain additional information, and perform regular transactions to meet their academic and financial goals. Hawk Central’s focus is to provide both efficiency and excellent customer service while helping the students succeed.

MESA – Funded by the National Science Foundation, the MESA community college program aims to increase the number of traditionally underrepresented students receiving a bachelor’s degree in a science, technology, engineering, or mathematics (STEM) discipline. CBC is the first of the four participating community colleges in the state of Washington to fully implement all six components of the program. Each year the MESA program recruits and retains a cohort of 60 students from the time they enroll in the program to the time they graduate and transfer to a four-year university. The students that MESA serves must have the intent to transfer to a four-year university, come from a traditionally underrepresented group in the STEM fields, be pursuing a STEM major, and be financially and educationally disadvantaged.
Appointment of 2014-15 SBCTC Chair and Vice Chair
In accordance with current State Board bylaws, the election of officers is to be held by June of each year. In the absence of the Chair, his or her duties will be assumed by the Vice Chair who acts as the Chair Pro Tempore. The Vice Chair may serve as the successor to the Chair. Sharon Fairchild gave the nominating committee report and submitted the nomination of Beth Willis for the position of State Board Chair and Shaunta Hyde for the position of State Board Vice Chair for 2014-15.

Motion: Moved by Jim Bricker and seconded by Elizabeth Chen to appoint Beth Willis as State Board Chair for 2014-15.

Motion: Moved by Larry Brown and seconded by Jay Reich to appoint Shaunta Hyde as State Board Vice Chair for 2014-15.

Adoption of Consent Agenda (Resolutions 14-05-17 through 14-05-22)
Motion: Moved by Shaunta Hyde and seconded by Sharon Fairchild that the State Board adopt the consent agenda for its May 8, 2014, regular meeting as follows:

  a) Approval of March 24, 2014, State Board regular meeting minutes
  b) Resolution 14-05-17: 2014-15 SBCTC Meeting Dates and Locations
  c) Resolution 14-05-18: High School Equivalency Exam GED Testing Service Vendor Contract
  d) Resolution 14-05-19: Canvas Learning Management System Contract
  e) Resolution 14-05-20: Blackboard Collaborate Contract
  f) Resolution 14-05-21: Panopto Lecture Capture Contract
  g) Resolution 14-05-22: Columbia Basin College, Local Expenditure Authority, Department of Education Property

Motion carried.

Competency Based Degrees, Tuition WAC Changes
Jan Yoshiwara of the State Board staff and Rich Cummins, Columbia Basin College President presented that the college system is embarking on a new mode of delivering courses and programs to students through online and asynchronous, competency-based education. They briefed the Board, as requested, on a system initiative to implement competency-based degrees.

Pilot projects. In Fall 2012, four Washington community colleges (Bellevue College, Columbia Basin College, Edmonds Community College, Spokane Falls Community College), along with five colleges in other states, were invited to participate in a project led by Western Governors University and funded by the Bill & Melinda Gates Foundation, to pilot development and implementation of competency-based certificates in Information Technology with courses offered starting January 2014. Because the grant project included a series of training workshops led by Western Governors University staff on the basics of competency-based education, our system successfully negotiated means to open the workshops to teams from all interested Washington colleges. Thirty out of 34 colleges sent teams to the workshops in February, March, and May 2013, with almost 300 faculty and staff participating across the workshop series.

Competency-based degree initiative. In November 2012, the presidents’ Strategic Visioning Committee commissioned a work group of college instruction, student services, and administrative services leaders to develop a plan for collaborative deployment of competency-based degrees. The work group produced a concept paper outlining a proposed approach to implementing competency-based degrees as a system effort. In May 2013, the presidents endorsed
the work group’s concept paper and asked the group to continue work on implementation issues. The work group’s recommendations were presented to the presidents in February and endorsed in March 2014.

Denise Graham of the State Board staff discussed an impact of the competency-based degree plan on the Board’s tuition setting authority. The State Board is responsible for adopting the tuition schedule for the colleges each year. Under the schedule, students are charged tuition based on the number of credits taken each quarter. In contrast, in competency-based programs, students pay for time rather than for credits. By paying a flat amount each academic term, a student has access to instruction and support for the number of credits the student and advisor agree to at the beginning of the term. This allows each student to work through course materials at his or her own pace.

Current administrative rule (Washington Administrative Code, or WAC 131-28-025) adopted by the Board requires tuition and fees to be charged on a per-credit basis. This WAC needs to be amended so that students in competency-based degree programs can be charged tuition based on the length of the term rather than on the number of credits taken. A public hearing and Board adoption will be at a later meeting.

2015-17 Capital Budget Request (Resolution 14-05-23)
Wayne Doty of the State Board staff presented that the State Board staff has worked with college district trustees, presidents, and vice-presidents to develop the community and technical colleges’ 2015-17 capital budget request and 2015-25 ten-year plan.

The system’s proposed 2015-17 capital budget request includes $368 million in new appropriations and $46 million in locally supported alternatively financed projects. The community and technical colleges have received $303 million in new appropriations for 2013-15.

The request balances preservation and program-related issues; addresses stewardship of current space; modernizes and reprograms space to meet changing needs of students and their education programs; and expands capacity where enrollments are expected to increase. It reflects the system’s most pressing capital needs.

The final budget request level will depend on the Office of Financial Management’s (OFM) 2015-17 Capital Budget Instructions on what assumptions to use for escalation, contingencies, and design fees. State Board staff will work with the colleges to validate the final results based on OFM instructions, estimate re-appropriation amounts, and identify any reauthorizations needed for previously approved alternatively financed projects. The 2015-17 capital budget request is due to OFM in September 2014.

Motion: Moved by Shaunta Hyde and seconded by Anne Fennessy that the State Board adopt Resolution 14-05-23 approving the 2015-17 Capital Budget Request and delegating authority to the Executive Director to make any necessary adjustments to the request, as necessary.

Motion carried.

2015 Initial Operating Budget and Tuition Allocation (Resolution 14-05-24 and 14-05-25)
Nick Lutes of the State Board staff presented that the 2014 supplemental operating budget (ESSB 6002) was passed by the Legislature on March 13, 2014, and signed into law by Governor Inslee on April 4, 2014. During the Study Session, the Board will review the proposed initial FY 2015 operating budget allocations to colleges, the 2014-15 academic year tuition and fee schedules, as well as other policy documents related to the implementation of the operating budget.

The enacted 2014 supplemental budget decreases biennial state appropriations by $7.0 million, or 1.1 percent. The decrease is due to lower health insurance contribution rates and other pass-through changes. Overall, the FY 2015
appropriation for the system is $619.7 million and includes appropriations made by the Legislature in the November 2013 special session.

The initial allocation for FY 2015 consists of adjustments to current year funding (removing one-time and variable funding and the annualization of items funded for less than 12 months in FY 2014); adjustments to base allocations to reflect changes in pension, health insurance, and workers compensation contribution rates; and additional funds provided by the Legislature for new policy initiatives.

Not currently included in the FY 2015 Initial Allocation is the SBCTC share of the statewide Efficiency Savings (LEAN), a reduction that became larger in the 2014 supplemental, increasing from $30 million to $40 million statewide. The Office of Financial Management (OFM) will determine the final distribution of the reduction across all state agencies. Resolution 14-05-24 delegates to the Executive Director the authority to allocate this reduction after OFM identifies our system’s share.

The Legislature assigns an enrollment target for the community and technical college system as part of the operating budget. The State Board seeks to ensure that legislative targets are met and that scarce resources are deployed where needed most by (a) allocating enrollments and associated funding to the districts; (b) adopting rules specifying the conditions under which a district is eligible to receive additional growth enrollments; and (c) adopting rules specifying the conditions under which a district’s allocated enrollments and associated funding will be reduced.

The 2014 supplemental budget removed all authority to increase resident tuition in FY 2015. This is the second year in a row of zero tuition increases for the community and technical college system. Annual tuition fee rates for lower division, full-time resident tuition will remain at $4,000 in FY 2015 (equivalent to 45 credit hours). The annual full-time tuition rate for upper division, full-time, resident tuition will remain at $7,600.

Motion: Moved by Elizabeth Chen and seconded by Jim Bricker that the State Board adopt Resolution 14-05-24 approving the 2015 Operating Budget Initial Allocation and delegating authority to the Executive Director to make adjustments to the request, as necessary.
Motion carried.

Motion: Moved by Jay Reich and seconded by Shaunta Hyde that the State Board adopt Resolution 14-05-25 approving the 2014-15 Tuition and Fees.

Improving Outcomes in Pre-College Math Education

Jan Yoshiwara of the State Board staff and State Board Member Elizabeth Chen presented that at the March meeting, Board members were briefed on system level projects and college level efforts to improve outcomes in both pre-college and college level math. As an outcome of the discussion, Board members asked staff to create a proposal for developing a strategic plan for math acceleration and success in the community and technical college system that builds on the college and system level work done to date, identifies metrics to measuring and evaluating progress and establishes a national advisory board of experts in math improvement to provide guidance and feedback in building and implementing the strategic plan for math.

Based on Board members’ discussion at the March Board meeting, the following work plan is proposed to create a strategic plan to accelerate math achievement in the college system.
Draft Framework

Goals:

- Increase successful completion of pre-college and college level mathematics classes.
- Reduce the share of recent high school graduates requiring pre-college math courses.
- Develop a common set of metrics for evaluating progress towards improving student success in pre-college and college level mathematics.

Workplan:

- Convene task force and national advisory board for math acceleration and success.
- Inventory current policies and practices in Washington on pre-college and college level math, including college readiness among recent high school graduates, student success in mathematics while enrolled at community and technical colleges, and mathematics preparation for students who transfer to universities.
- Examine current efforts, state policies, and evidence of success in other state systems.
- Develop strategies to increase math achievement for community and technical college students, and accelerate pathways to successful completion of college level math.
- Develop research approach to evaluate results of system-wide approaches to math achievement.
- Provide regular progress reports and recommend actions to WACTC and State Board.

Project I-DEA Presentation

State Board members Shaunta Hyde and Elizabeth Chen along with Kathy Cooper of the State Board staff presented that Project I-DEA (Integrated – Digital English Acceleration) begins its third quarter this spring, creating an innovative approach to English language learning for our state’s fastest growing immigrant populations. The emerging model is built on a balance of face-to-face and on-line teaching and learning tools to increase acceleration on pathways to credentials and family wage jobs. I-DEA students who begin with English language skills in the lowest three levels use computers and group instruction to develop reading, writing, speaking, numeracy, and technology skills in a variety of contexts critical to college and careers. The resources of state funding to colleges, Washington’s federal Adult Education dollars, support for eLearning and IT resources, and a grant from the Bill & Melinda Gates foundation are all leveraged in a three-year effort that will engage all 34 colleges and partnering community-based organizations to transform English as a Second Language instruction in our state.

The Board approved the I-DEA project and the distribution of grant funding in December of 2012, affirming its potential to transform instruction for English Language Learners across the system and ensure their contribution to system success. In addition, the Board heard interim reports about progress of the initiative and considered early indicators of program success. Members of the Board also observed an I-DEA program and witnessed the success of early efforts.

Applied Baccalaureate Approval Process

Jan Yoshiwara of the State Board staff presented that due to rapid growth in the number of applied baccalaureate degree proposals by colleges this year, the Board has asked for revisions to the approval process to streamline the process for the Board, the colleges, and SBCTC staff, while maintaining the integrity and rigor of proposal reviews and adherence to criteria set in enabling legislation and Board policy.

At the March meeting, Board members considered a number of options for revising the degree approval process. Given the discussion, the following changes are proposed.
1. Continue the current Statement of Need presentations at Board study sessions. Refocus the staff agenda item descriptions and college presentations on student demand, employer demand, wages, and unmet need for the proposed program.

2. Consolidate the Statement of Need presentations at two to three Board meetings during the year.

3. Continue the current program proposal presentations and Board consideration during business meetings. Agenda item descriptions will restate the unmet need for the program, identify Board member questions raised during the Statement of Need discussion, summarize feedback to the college from staff or the peer review committee, and summarize college responses.

4. Program proposals will describe collaboration with similar degree programs offered by other community and technical colleges either on upper division curricula or articulation agreements with their associate degree programs.

Colleges that already have implemented BAS degrees may have a staff review for their program proposal rather than a staff review and peer review. Agenda item descriptions will indicate whether the college is proposing their first applied bachelor’s degree or the current status of approved programs.

Staff has begun discussions with third-party evaluators to conduct an analysis of BAS programs on college missions. The goal is to complete this evaluation by the September Board retreat. In addition, WACTC asked its Research and Planning Commission to estimate future demand for applied bachelor’s degrees. SBCTC research staff is working with the research commission committee on this analysis, which will be available for the Board’s retreat.

**Final considerations of Applied Baccalaureate Degrees (Resolutions 14-05-26 through 14-05-29)**

Edward Esparza of the State Board staff presented that in February 2013, the State Board adopted the revised approval process, selection criteria, and application materials for community and technical colleges seeking to offer an applied baccalaureate program.

Each college completed an initial step in the approval process when college administrators previously met with State Board members to discuss how the proposed degree aligns with the college’s strategic goals and meets regional/statewide needs.

The final step in the approval process requires State Board action on the college’s application to offer the proposed applied baccalaureate degree.

**Motion:** Moved by Jim Bricker and seconded by Larry Brown that the State Board adopt Resolution 14-05-26 approving the Green River Community College Applied Baccalaureate Degree in Marketing and Entrepreneurship. Motion carried.

**Motion:** Moved by Larry Brown and seconded by Jim Bricker that the State Board adopt Resolution 14-05-27 approving the Green River Community College Applied Baccalaureate Degree in Information Technology: Software Development. Motion carried.

**Motion:** Moved by Sharon Fairchild and seconded by Shaunta Hyde that the State Board adopt Resolution 14-05-28 approving the Seattle Central College Applied Baccalaureate Degree in Nursing. Motion carried.
Motion: Moved by Sharon Fairchild and seconded by Shaunta Hyde that the State Board adopt Resolution 14-05-28 approving the Wenatchee Valley College Applied Baccalaureate Degree in Nursing. Motion carried.

Chair Notes
Chair Willis thanked Board member Sharon Fairchild for her dedicated years of services to the Board. Sharon thanked her fellow members and noted that she was honored and privileged to have served so long.

Adjournment/next meeting
There being no further business, the State Board adjourned its regular meeting of May 8, 2014, at 12:55 p.m. The State Board will hold next meeting June 18-19, 2014, at Olympic College.

Attest: Elizabeth Willis, Chair

Marty Brown, Secretary
Bellevue College – Energy Savings Project

Brief Description
Bellevue College is seeking approval to spend an additional $1,530,000 in local funds for another phase of their energy savings project. The College’s board approved the addition on April 15, 2014.

How does this link to the System Direction, Mission Study, and Policy Focus
This project is consistent with the State Board’s direction to produce better education that meets the needs of local communities by taking full advantage of cost effective partnerships and leveraging outside resources. It also will provide more energy efficient operations and a savings in utility costs.

Background Information and Analysis
The first phase of this project focused on reducing the energy consumption of lighting, plumbing, and HVAC systems at the College. The second phase replaced rooftop HVAC systems and controls for buildings A and B, upgraded the North Campus parking lot lighting for better safety and less energy use, and replaced variable speed drives on the North Campus air handlers to reduce the HVAC energy use. The first and second phases of this project were approved by the State Board in Resolutions 12-06-18 and 13-07-39, respectively.

The students voted to support the addition of a solar array and dashboard. The College is requesting authority to spend local funds on this phase to connect water meters to the campus dashboard, provide envelope sealing for North Campus doors and windows, provide lighting retrofits to several main campus facilities, and add an 83 kilowatt solar PV on R building’s upper and middle roofs.

The funding in this request comes from a $605,000 addition to an existing Department of Commerce grant, a $36,000 sales tax rebate, a $4,500 Puget Sound Energy incentive, a $65,000 contribution from student funds, and other existing local resources. The total project will cost about $6,600,000 and produce annual energy savings of about $221,000.

Potential Questions

• Is this expenditure consistent with the State Board’s direction to produce better education that meets the needs of local communities by taking full advantage of cost effective partnerships and leveraging outside resources?

Recommendation/Preferred Result
Staff recommends approval of Resolution 14-06-30, giving Bellevue College authority to use up to an additional $1,530,000 in local funds for this energy savings project.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, Capital Budget Director
360-704-4382, wdoty@sbcctc.edu
State of Washington
State Board for Community and Technical Colleges
Resolution 14-06-30

A resolution relating to Bellevue College’s request to use up to an additional $1,530,000 in local funds for their energy savings project.

WHEREAS, the College is requesting authority for local expenditures to connect water meters to a campus dashboard, improve the sealing of North Campus doors and windows, provide lighting retrofits to several main campus facilities, and add an 83 kilowatt solar PV on R building upper and middle roofs; and

WHEREAS, the spending is being partially offset with a $605,000 addition to an existing Department of Commerce grant, a $36,000 sales tax rebate, a $4,500 Puget Sound Energy incentive, and $65,000 student funds contribution; and

WHEREAS, the total project will cost about $6,600,000 and produce annual energy savings of about $221,000;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Bellevue College to use up to an additional $1,530,000 in local funds for this energy savings project.

APPROVED AND ADOPTED on June 19, 2014.

ATTEST:

_______________________________               ________________________________
       Marty Brown, Secretary                              Elizabeth Willis, Chair
Everett Community College – AMTEC Expansion

Brief Description
Everett Community College is seeking approval to increase the local expenditure authority from $3,500,000 to $3,770,000 to build a 2,000 square foot mezzanine as part of their Advanced Manufacturing Training Education Center (AMTEC) project. The College’s board approved the addition on May 20, 2014.

How does this link to the System Direction, Mission Study, and Policy Focus
This project is consistent with the State Board’s direction to meet the needs of changing local economies by increasing the number of skilled employees in the areas of greatest unmet need. It is also consistent with the State Board’s direction to support strategic industries by appropriately focusing program growth and development.

Background Information and Analysis
The College is building the Advanced Manufacturing Training Education Center (AMTEC) in 37,000 square feet of the College-owned warehouse at 1001 North Broadway. This request to spend up to an additional $270,000 in local funds would add a 2,000 square foot mezzanine level for two lab spaces. The expansion would be less expensive to complete now as part of the original construction project, rather than as part of a future second phase. The State Board approved the expenditure of $3,500,000 for this project in resolution 13-06-27. With this additional authority the project budget will total $3,770,000.

The Center will serve more than 170 manufacturing industry employers and Boeing in Snohomish County and will train students and incumbent workers for high demand jobs in manufacturing and aerospace, driving workforce and economic vitality for our region. The Center addresses critical regional community and industry needs, linking education and training to high demand career paths for students, and infusing hands-on, competency based learning and state-of-the-art pedagogy into STEM education.

Potential Questions
Is this request consistent with the State Board’s direction to meet the needs of changing local economies by increasing the number of skilled employees in the areas of greatest unmet need? Is the request consistent with the State Board’s direction to support strategic industries by appropriately focusing program growth and development?

Recommendation/Preferred Result
Staff recommends approval of Resolution 14-06-31, giving Everett Community College authority to increase the local expenditure authority from $3,500,000 to $3,770,000 to build a 2,000 square foot mezzanine as part of their Advanced Manufacturing Training Education Center (AMTEC) project.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, Capital Budget Director
360-704-4382, wdoty@sbctc.edu
State of Washington
State Board for Community and Technical Colleges
Resolution 14-06-31

A resolution relating to Everett Community College’s request to increase the local expenditure authority from $3,500,000 to $3,770,000 to build a 2,000 square foot mezzanine as part of their Advanced Manufacturing Training Education Center (AMTEC) project.

WHEREAS, the College is building the AMTEC in a 37,000 square foot College-owned warehouse at 1001 North Broadway; and

WHEREAS, approval of this request will allow for a 2,000 square foot mezzanine with two additional lab spaces; and

WHEREAS, the Center will serve more than 170 manufacturing industry employers and Boeing in Snohomish County and will train students and incumbent workers for high demand jobs in manufacturing and aerospace, driving workforce and economic vitality for our region;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Everett Community College to use up to $3,770,000 in local funds to include a 2,000 square foot mezzanine level in their AMTEC project.

APPROVED AND ADOPTED on June 19, 2014.

ATTEST:

_______________________________               ________________________________
Marty Brown, Secretary                              Elizabeth Willis, Chair
Green River Community College – Increase Certificate of Participation Request for Auburn Center

Brief Description
Green River Community College is seeking approval to increase the 2015-17 capital budget request for the Auburn Center Certificate of Participation from $12,000,000 to $15,000,000. The College has also requested their total authority for local cash expenditure on this project be reduced from $5,500,000 to $5,450,000 to reflect a total project cost of $20,450,000.

How does this link to the System Direction, Mission Study, and Policy Focus
This project will improve student access to education.

Background Information and Analysis
In resolution 14-02-03 the State Board authorized Green River to spend up to $1,000,000 of their local funds on design of this project. In resolution 14-05-23 the State Board adopted the system’s 2015-17 capital budget request with a $12,000,000 Certificate of Participation and an additional $4,500,000 in local cash for Green River’s new Auburn Center.

Based on information developed during the design phase, the College is requesting to increase the total project to $20,450,000, including a $15,000,000 Certificate of Participation and a total of $5,450,000 in local cash, of which $1,000,000 has already been authorized.

Potential Questions
Is the project consistent with the State Board’s goal of finding more and better ways to reduce barriers and expand opportunities so more Washingtonians can reach higher levels of education?

Recommendation/Preferred Result
Staff recommends approval of Resolution 14-06-32, increasing the Certificate of Participation in the 2015-17 capital budget request from $12,000,000 to $15,000,000 for their Auburn Center. It is further recommended that the State Board reduce the total local expenditure authority from $5,500,000 to $5,450,000 for this project.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, Capital Budget Director
360-704-4382, wdoty@sbcctc.edu
A resolution relating to Green River Community College’s request to increase the 2015-17 capital budget request for the Auburn Center Certificate of Participation from $12,000,000 to $15,000,000 for a project expected to cost $20,450,000, including local cash.

WHEREAS, in resolution 14-02-03 the State Board authorized $1,000,000 in local expenditures toward the design of Green River’s new Auburn Center; and

WHEREAS, in resolution 14-05-23 the State Board adopted the system’s 2015-17 capital budget request with a $12,000,000 Certificate of Participation and $4,500,000 in local cash for Green River’s new Auburn Center; and

WHEREAS, the College has determined the Auburn Center project will cost $20,450,000;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes the submittal of a $15,000,000 Certificate of Participation in the system’s 2015-17 capital budget request for Green River Community College’s Auburn Center.

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes Green River Community College to spend up to $5,450,000 in local cash for this project. This is a $4,450,000 increase of the existing $1,000,000 authority in resolution 14-02-03.

APPROVED AND ADOPTED on June 19, 2014.

ATTEST:

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Marty Brown, Secretary                              Elizabeth Willis, Chair
Green River Community College – Student Life Building

**Brief Description**
Green River Community College is seeking approval to use up to an additional $3,716,000 in local funds for their new Student Life Building replacement project. The College’s local board approved this increased expenditure on May 14, 2014.

**How does this link to the System Direction, Mission Study, and Policy Focus**
The Student Life Building replacement project will contribute toward a 21st century learning infrastructure with reduced future capital and maintenance costs.

**Background Information and Analysis**
The 61,000 square foot Student Life Building replacement project will allow the College to continue to respond to significant student demand. It will include the bookstore, food service operations, meeting rooms, a fitness center, and staff spaces for student government, intramurals, recreation, conference services, and athletics. By designing this building to be energy and mechanically efficient and using sustainable, durable materials, the College will conserve energy and water, reduce maintenance costs, and increase its useful life.

The design and construction of the Student Life Building replacement project (30000973) was funded with a combination of local cash and financing, for a total of $28,501,000 in the 2013-15 capital budget. This included authority for a $15,000,000 Certificate of Participation. With the requested increase, the total project budget will be $32,217,000.

**Potential Questions**
- Will this project contribute toward a 21st century learning infrastructure with reduced future capital and maintenance costs?

**Recommendation/Preferred Result**
Staff recommends approval of Resolution 14-06-33, giving Green River Community College authority to use up to $32,217,000 in local funds, including proceeds from a $15,000,000 Certificate of Participation for their Student Life Building replacement project.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, Capital Budget Director
360-704-4382, wdoty@sbctc.edu
State of Washington
State Board for Community and Technical Colleges
Resolution 14-06-33

A resolution relating to Green River Community College’s request to use up to $32,217,000 in local funds, including proceeds from a $15,000,000 Certificate of Participation for their Student Life Building replacement project.

WHEREAS, the new 61,000 square foot Student Life Building will allow the College to continue to respond to significant student demand; and

WHEREAS, the project will include the bookstore, food service operations, meeting rooms, fitness center, and staff spaces for student government, intramurals, recreation, conference services, and athletics; and

WHEREAS, by designing this building to be energy and mechanically efficient and using sustainable, durable materials, the College will conserve energy and water, reduce maintenance costs, and increase its useful life;

WHEREAS, the College has sufficient local resources for the project and the local Board has approved the expenditure;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Green River Community College to use up to $32,217,000 in local funds, including proceeds from a $15,000,000 Certificate of Participation for their Student Life Building replacement project (30000973).

APPROVED AND ADOPTED on June 19, 2014.

ATTEST:

_______________________________               __________________________________
Marty Brown, Secretary                              Elizabeth Willis, Chair
Green River Community College – Trades and Industry Building

Brief Description
Green River Community College is seeking approval to use up to an additional $4,000,000 in local funds for their Trades and Industry Building project (20081222). The College’s local board approved this expenditure on May 14, 2014.

How does this link to the System Direction, Mission Study, and Policy Focus
This project will strengthen state and local economies by meeting the demands for a well-educated and skill workforce and support strategic industries by appropriately focusing program growth and development.

Background Information and Analysis
The College’s Trades Complex is comprised of five aging buildings which house the automotive, auto body, carpentry, aerospace manufacturing, and welding educational programs. Buildings A, B, and C were built in 1966 and D and E in 1976. Design funding to replace the complex was approved during the 2009 legislative session. The project was put on hold in 2010 and restarted in 2012 using $2,000,000 of local funds as approved in State Board resolution 12-09-31. The College proposes to use up to an additional $4,000,000 in local funds to backfill the 13 percent funding reduction from the 2013-15 capital budget request. The total project funding will be $34,619,000.

Replacing the complex is driven by expanding programmatic needs and the condition of the buildings. A new facility will resolve existing deficiencies that inhibit effective program delivery, will improve instructional effectiveness, and help meet local employers’ demand for qualified industrial Trades graduates. Replacing the four aged Trades Complex buildings will improve the square footage to FTE ratio and the quality of instruction.

Potential Questions
Will the project strengthen state and local economies by meeting the demands for a well-educated and skill workforce? Will the project support strategic industries by appropriately focusing program growth and development?

Recommendation/Preferred Result
Staff recommends approval of Resolution 14-06-34, increasing Green River Community College’s local capital expenditure authority from $2,000,000 to $6,000,000 for their Trades and Industry Building.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, Capital Budget Director
360-704-4382, wdoty@sbctc.edu
A resolution relating to Green River Community College’s request to use up to $6,000,000 in local funds for their Trades and Industry Building.

**WHEREAS**, the College’s Trades Complex is comprised of five aging buildings which house the automotive, auto body, carpentry, aerospace manufacturing, and welding educational programs; and

**WHEREAS**, design funding to replace the complex was approved during the 2009 legislative session; the project was put on hold in 2010; restarted in 2012 with $2,000,000 in local funds; and then the construction was funded $3,855,000 below the requested amount in the 2013-15 budget; and

**WHEREAS**, a new facility will resolve existing deficiencies that inhibit effective program delivery, improve instructional effectiveness, and help meet local employers’ demand for qualified Industrial Trades graduates;

**THEREFORE BE IT RESOLVED**, that the State Board for Community and Technical Colleges authorizes Green River Community College to use up to $6,000,000 in local funds for their Trades and Industry Building.

**APPROVED AND ADOPTED** on June 19, 2014.

**ATTEST:**

_______________________________               __________________________________
Marty Brown, Secretary                              Elizabeth Willis, Chair
Spokane Falls Community College - Building Equipment

Brief Description
Spokane Falls Community College seeks authority to spend up to an additional $334,000 in local funds to purchase equipment for the new Early Learning Center portion of their new Campus Classroom Building.

How does this link to the System Direction, Mission Study, and Policy Focus
This project will help the college use technology, collaboration, and innovation to meet the demands of the economy and improve student success.

Background Information and Analysis
Spokane Falls Community College has built a new Campus Classroom Building and Early Learning Center (project 20062696) as requested by the State Board and authorized by the Legislature. The construction phase was funded 15 percent below the request of $20,761,000 in the 2011-13 biennial capital budget. The College redesigned the project to fit in the funding provided and it was bid in April 2012. The building is scheduled to be completed in September 2014. As part of the solution to the smaller budget, the College raised local funds for the needed program equipment in the project.

In resolution 14-03-09 the State Board approved $653,000 in local expenditures on equipment for the Campus Classroom portion of this project.

The College now requests authority to spend up to an additional $334,000 in local funds to purchase equipment for the Early Learning Center portion of the new building. The Community Colleges of Spokane’s Board has approved the purchase.

Potential Questions
Is the planned acquisition of equipment consistent with the State Board’s use of technology, collaboration, and innovation to meet the demands of the economy and improve student success?

Recommendation/Preferred Result
Staff recommends approval of Resolution 14-06-35, giving Spokane Falls Community College authority to use up to an additional $334,000 in local funds to purchase equipment for the new Early Learning Center portion of their new Campus Classroom Building.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, Capital Budget Director
360-704-4382, wdoty@sbctc.edu
A resolution relating to Spokane Falls Community College’s request for authority to use up to an additional $334,000 in local funds to purchase equipment for the new Early Learning Center portion of their new Campus Classroom Building.

WHEREAS, Spokane Falls Community College is adding equipment to their new Early Learning Center and they have local funds available;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Spokane Falls Community College to use up to an additional $334,000 in local funds to purchase equipment for the new Early Learning Center portion of their new Campus Classroom Building.

APPROVED AND ADOPTED on June 19, 2014.

ATTEST:

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Marty Brown, Secretary                              Elizabeth Willis, Chair
Walla Walla Community College – Add COP to 2015-17 Request for Clarkston Campus

Brief Description
Walla Walla Community College is requesting the State Board include a $1,500,000 Certificate of Participation (COP) in the system’s 2015-17 capital budget request for a project on their Clarkston Campus.

How does this link to the System Direction, Mission Study, and Policy Focus
This project is consistent with the State Board’s direction to meet the needs of changing local economies by increasing the number of skilled employees in the areas of greatest unmet need.

Background Information and Analysis
The State Board adopted their request for new appropriations and authorities for the 2015-17 capital budget on May 8, 2014 in resolution 14-05-23.

A recent labor market study in the College’s Clarkston Center service area identified a shortage of skilled workers in the manufacturing sector. The largest skills gap was for Industrial Maintenance Technicians. There is a potential need to expand the Industrial Maintenance Technician program into a more comprehensive Mechatronics Program. The College implemented an expanded business program this last fall focusing on Entrepreneurship in partnership with Avista Corporation. Space is needed to accommodate these emerging programs.

The College proposes constructing a Workforce and Business Development Center on the Clarkston Campus to house these programs. The size of the facility will reflect program needs and available funding. Federal funds will be requested to supplement local and state funds. The College is requesting authority to borrow up to $1,500,000 to apply toward construction of the Center. The project will leverage the college’s 2015-17 minor request of $760,000 with $2,240,000 in local cash for a total budget of $4,500,000.

Potential Questions
- Is this project consistent with the State Board’s direction to meet the needs of changing local economies by increasing the number of skilled employees in the areas of greatest unmet need?

Recommendation/Preferred Result
Staff recommends approval of Resolution 14-06-36, authorizing a $1,500,000 COP be added to the system’s 2015-17 capital budget request for Walla Walla Community College’s Clarkston Campus project. It is further recommended that the State Board authorize local cash expenditure of $2,240,000 to supplement the $760,000 minor project request currently in the system’s 2015-17 budget request for this project.

Policy Manual Change Yes ☐ No ☒
Prepared by: Wayne Doty, Capital Budget Director
360-704-4382, wdoty@sbctc.edu
A resolution relating to Walla Walla Community College’s request for a $1,500,000 Certificate of Participation to be added to the State Board’s 2015-17 capital budget request for a project on their Clarkston Campus. The project is expected to cost $4,500,000 including up to $2,240,000 in local cash.

WHEREAS, a recent labor market study in the College’s Clarkston Center service area identified a shortage of skilled workers in the manufacturing sector and space is needed to accommodate the related emerging programs; and

WHEREAS, the College proposes constructing a Workforce and Business Development Center on the Clarkston Campus to house these programs; and

WHEREAS, federal funds will be requested to supplement local and state funds and the College is requesting authority to borrow up to $1,500,000 to apply toward construction of the Center;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges adds a $1,500,000 Certificate of Participation to their 2015-17 capital budget request for Walla Walla Community College to apply toward construction of the Center on their Clarkston Campus.

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes Walla Walla Community College to spend up to $2,240,000 in local cash to leverage the $760,000 minor project request currently in the system’s 2015-17 budget request for this project.

APPROVED AND ADOPTED on June 19, 2014.

ATTEST:

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Marty Brown, Secretary                              Elizabeth Willis, Chair
Edmonds Community College – Gateway Hall Improvements

Brief Description
Edmonds Community College is seeking approval to spend an additional $1,200,000 in local funds on the remodel of Gateway Hall. The College’s board approved the addition on May 21, 2014.

How does this link to the System Direction, Mission Study, and Policy Focus
Remodeling this area is an investment in sustaining faculty and staff excellence. It also contributes toward a 21st century learning infrastructure with reduced future capital and maintenance costs.

Background Information and Analysis
Gateway Hall was built in 1986 as an office building. The College purchased the property in 2012 and has since made minor improvements to meet campus needs. The State Board approved up to $2,000,000 for the remodel in resolution 13-12-57. The additional expenditure authority will be used to improve the building entrance, signage, fix drainage issues, and complete renovation of the building’s HVAC system.

Potential Questions
- Will this project contribute toward a 21st century learning infrastructure with reduced future capital and maintenance costs?

Recommendation/Preferred Result
Staff recommends approval of Resolution 14-06-37, increasing Edmonds Community College authority from $2,000,000 up to $3,200,000 to use local funds for improvements to their Gateway Hall.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, Capital Budget Director
360-704-4382, wdoty@sbctc.edu
A resolution relating to Edmonds Community College’s request to increase local expenditure authority from $2,000,000 up to $3,200,000 for improvements to their Gateway Hall.

WHEREAS, additional improvements are need for the building entrance, signage, drainage, and complete renovation of the building’s HVAC system;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Edmonds Community College to use up to $3,200,000 in local funds to make improvements to their Gateway Hall.

APPROVED AND ADOPTED on June 19, 2014.

ATTEST:

_______________________________               _______________________________
Marty Brown, Secretary                              Elizabeth Willis, Chair
Edmonds Community College – Local Expenditure Authority (Snohomish 3rd Floor Remodel)

Brief Description
Edmonds Community College is seeking approval to spend up to $3,000,000 in local funds to reconfigure the 3rd floor of their Snohomish Hall. The College’s board approved the addition on May 21, 2014.

How does this link to the System Direction, Mission Study, and Policy Focus
Remodeling this area is an investment in sustaining faculty and staff excellence. It also contributes toward a 21st century learning infrastructure with reduced future capital and maintenance costs.

Background Information and Analysis
The International Student Services program currently resides in the Duplex buildings, which are scheduled for demolition in the Spring of 2015. The College’s 2005 Facilities Master Plan includes moving the program out of the Duplex buildings. This project reconfigures the 3rd floor of the College’s Snohomish Hall to provide suitable, accessible space for the International Student Services program, which meets their needs for functionality, program growth, and technology upgrades. This change will also provide ADA compliant access to all areas and improve occupant comfort for the staff, students, and visitors of the program.

Potential Questions
- Will this project provide better and more cohesive learning conditions?

Recommendation/Preferred Result
Staff recommends approval of Resolution 14-06-38, giving Edmonds Community College authority to use up to $3,000,000 in local funds to reconfigure the 3rd floor of their Snohomish Hall.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, Capital Budget Director
360-704-4382, wdoty@sbctc.edu
State of Washington
State Board for Community and Technical Colleges
Resolution 14-06-38

A resolution relating to Edmonds Community College’s request to use up to $3,000,000 in local funds to reconfigure the 3rd floor of their Snohomish Hall.

WHEREAS, the International Student Services program currently resides in the Duplex buildings, which are scheduled for demolition in the Spring of 2015 and the College’s 2005 Facilities Master Plan includes moving the program out of the Duplex buildings; and

WHEREAS, this project reconfigures the 3rd floor of the College’s Snohomish Hall to provide suitable, accessible space for the International Student Services program, which meets their needs for functionality, program growth, and technology upgrades and this change will also provide ADA compliant access to all areas and improve occupant comfort for the staff, students, and visitors of the program;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Edmonds Community College to use up to $3,000,000 in local funds to reconfigure the 3rd floor of their Snohomish Hall.

APPROVED AND ADOPTED on June 19, 2014.

ATTEST:

__________________________________________  _______________________________________
Marty Brown, Secretary                              Elizabeth Willis, Chair
Consent Item (Resolution 14-06-39)

June 19, 2014

Edmonds Community College Property Acquisition, 6620 196th Street SW

Brief Description
Edmonds Community College seeks authority to use up to $2,000,000 in local funds to acquire approximately 29,000 square feet at 6620 196th Street SW in Lynnwood, Washington, for the creation of a parking lot.

How does this link to the System Direction, Mission Study, and Policy Focus
This acquisition will improve student access to education.

Background Information and Analysis
Edmonds Community College needs to establish or acquire additional parking to comply with the Lynnwood city code before the city will issue a permit for their new Science Engineering & Technology building. Acquiring this property would provide additional parking for the College and complete a contiguous stretch of campus-owned parcels purchased over the last several years.

Potential Questions
- Is the acquisition consistent with the State Board’s goal of finding more and better ways to reduce barriers and expand opportunities so more Washingtonians can reach higher levels of education?

Recommendation/Preferred Result
Staff recommends approval of Resolution 14-06-39, giving Edmonds Community College authority to use $2,000,000 in local funds to acquire approximately 29,000 square feet at 6620 196th Street SW in Lynnwood, Washington, for the creation of a parking lot.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, Capital Budget Director
360-704-4382, wdoty@sbctc.edu
A resolution relating to Edmonds Community College’s request to use up to $2,000,000 in local funds to acquire approximately 29,000 square feet at 6620 196th Street SW in Lynnwood, Washington, for the creation of a parking lot.

WHEREAS, the College needs to establish or acquire additional parking to comply with the Lynnwood city code before the city will issue a permit for their new Science Engineering & Technology building; and

WHEREAS, acquiring this property would provide additional parking for the College and complete a contiguous stretch of campus-owned parcels purchased over the last several years;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Columbia Basin College to use up to $2,000,000 in local funds to acquire approximately 29,000 square feet at 6620 196th Street SW in Lynnwood, Washington, for the creation of a parking lot.

APPROVED AND ADOPTED on June 19, 2014.

ATTEST:

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Marty Brown, Secretary                              Elizabeth Willis, Chair
Olympic College – Energy Savings Project

Brief Description
Olympic College is seeking approval to use up to $4,117,000 in local funds for an Energy Savings Project. The College’s local board approved the project on March 12, 2014.

How does this link to the System Direction, Mission Study, and Policy Focus
This project is consistent with the State Board’s direction to produce better education that meets the needs of local communities by taking full advantage of cost effective partnerships and leveraging outside resources. It will also provide more energy efficiency in operations and a savings in utility costs.

Background Information and Analysis
This project will replace three centralized 150 HP hot water boilers and the hot water pipe loop to campus buildings. Additionally, new efficient boilers will be installed in 14 buildings. Replacing the existing system, which is at its end of life and only 67 percent efficient after distribution loss, will create energy savings through no more need for pumping energy between buildings; eliminating distribution losses in the buried pipe and utilidor; and the ability to schedule individual buildings instead of running the boiler plant 24 hours a day, 7 days a week. The new system will ultimately allow the College to operate their buildings and infrastructure in a sustainable manner consistent with the LEED silver standard.

Approximately $870,000 of the funding for this project is from a Washington State Department of Commerce grant for energy improvements. The balance of the funding is from local college resources.

Potential Questions
- Is this project consistent with the State Board’s direction to produce better education that meets the needs of local communities by taking full advantage of cost effective partnerships and leveraging outside resources?

Recommendation/Preferred Result
Staff recommends approval of Resolution 14-06-40, giving Olympic College authority to use up to $4,117,000 in local funds for their Energy Savings Project.

Policy Manual Change
☐ No ☒

Prepared by: Wayne Doty, Capital Budget Director
360-704-4382, wdoty@sbc.edu
A resolution relating to Olympic College’s request to use up to $4,117,000 in local funds for their Energy Savings Project.

WHEREAS, this project will replace three centralized 150 HP hot water boilers and the hot water pipe loop to campus buildings and additionally, new efficient boilers will be installed in 14 buildings; and

WHEREAS, replacing the existing system, which is at its end of life and only 67 percent efficient after distribution loss, will create energy savings through no more need for pumping energy between buildings; eliminating distribution losses in the buried pipe and utilidor; and the ability to schedule individual buildings instead of running the boiler plant 24 hours a day, 7 days a week;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Olympic College to use up to $4,117,000 in local funds for their Energy Savings Project.

APPROVED AND ADOPTED on June 19, 2014.

ATTEST:

_______________________________               ________________________________
Marty Brown, Secretary                              Elizabeth Willis, Chair
Spokane Community College - Building 15 Institute for Extended Learning Addition Equipment

**Brief Description**
Spokane Community College seeks authority to spend up to an additional $400,000 in local funds to purchase equipment for the Building 15 Institute for Extended Learning Addition. The College’s Board has approved this expenditure.

**How does this link to the System Direction, Mission Study, and Policy Focus**
This project will help the College use technology, collaboration, and innovation to meet the demands of the economy and improve student success.

**Background Information and Analysis**
The Legislature approved a $3,100,000 Certificate of Participation (COP) for this project in the 2011-13 capital budget to be used with $5,400,000 in local cash for Spokane Community College to build an addition to Building 15 for their Institute of Extended Learning. The COP authority was reauthorized in the 2013-15 biennium. The College is requesting authority to spend an additional $400,000 to purchase equipment for this project.

With the authority requested the total project budget will be $8,900,000 including $5,800,000 in local cash.

**Potential Questions**
Is the planned acquisition of equipment consistent with the State Board’s use of technology, collaboration, and innovation to meet the demands of the economy and improve student success?

**Recommendation/Preferred Result**
Staff recommends approval of Resolution 14-06-41, giving Spokane Community College authority to use up to an additional $400,000 in local funds to purchase equipment for the Building 15 Institute for Extended Learning Addition.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, Capital Budget Director
360-704-4382, wdoty@sbcctc.edu
A resolution relating to Spokane Community College’s request for authority to increase the local expenditure authority from $5,400,000 to $5,800,000 to purchase equipment for the Building 15 Institute for Extended Learning Addition.

WHEREAS, the College has added on to Building 15 for the Institute for Extended Learning, which needs equipment, and they have the local funds available;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Spokane Community College to use up to an additional $400,000 in local funds to purchase equipment for the Building 15 Institute for Extended Learning Addition.

APPROVED AND ADOPTED on June 19, 2014.

ATTEST:

________________________________________  __________________________________________
Marty Brown, Secretary                       Elizabeth Willis, Chair
2014-15 Corrections Education Contract

**Brief Description**

The joint mission of the Washington State Department of Corrections and the State Board for Community and Technical Colleges is to work together to engage offenders in effective education and training opportunities, facilitating their successful transition to lifelong community membership. As state agency partners for the local educational providers, the State Board and the Department of Corrections (DOC) develop an annual contract that identifies the key features of educational services to be provided, sets outcome metrics, and develops appropriate statewide policy and procedural guidelines.

Eight community colleges have contracts with the State Board to provide Adult Basic Education, Stress and Anger Management, Job Search and Workforce Training certificate programs such as green building, graphic design, I-BEST Material Composites and I-BEST Heating, Ventilation, and Air Conditioning at the state’s twelve adult corrections facilities. Colleges that provide contracted educational services at the correctional facilities are:

- Centralia College
- Clark College
- Edmonds Community College
- Grays Harbor College
- Peninsula College
- Community Colleges of Spokane
- Tacoma Community College
- Walla Walla Community College

**How does this link to the System Design, Mission Study, and Policy Focus**

The Corrections Education Contract supports the goals of the System Direction in the following ways:

- **Economic Demand**: Strengthen state and local economies by meeting the demands for a well-educated and skilled workforce.
  - Incarcerated students gain education credentials (high school equivalency and vocational certificates) and skills which enable them to secure jobs upon release, remain in the community, and contribute to its economic and social fabric. The navigator pilots increase the likelihood of successful transition from incarceration into jobs which contribute to the economy.

- **Student Success**: Achieve increased educational attainment for all residents across the state, particularly underserved populations.
  - Incarcerated students, an underserved population, achieve high school equivalency and vocational credentials through traditional and I-BEST modes of instruction.

- **Innovation**: Use technology, collaboration and innovation to meet the demands of the economy and improve student success.
  - Access to self-hosting Canvas will be provided to each correctional facility, so that faculty and students can utilize this student learning platform to accelerate outcomes.

**Background Information and Analysis**

In July 2002, the State Board for Community and Technical Colleges first entered into an interagency agreement with the Department of Corrections to provide education services to eligible offenders incarcerated in the state’s adult prisons. This partnership continues to grow and strengthen because it leverages resources and meets mission goals of both agencies by advancing the skills and education of incarcerated individuals, an underserved SBCTC constituency, and by providing evidence-based programming to support the Department’s goal of reducing recidivism. In addition, one of the measures
Outlined in Governor Inslee’s Results Washington is to increase employment of recently released offender’s by 10%. The community and technical college system is assisting DOC in meeting this measure by offering professional technical programs and providing navigators to assist incarcerated student releasing to continue on career and educational pathways.

The college system will receive $15,427,152 to produce 3,654 FTES (based upon FY14 contract amount) in the mission areas of basic skills, vocational training, and offender change during the 2014-15 contract period. In addition the contract includes funding for the Student Achievement Initiative that will more closely align measurements for corrections students with measurements of the other college students. Prison population movements, including the expansion of the Washington State Penitentiary, have impacted the distribution of effort within the 2014-15 corrections education contract. The Department of Corrections determines the programs and FTES for each correctional facility.

**Recommendation/Preferred Result**

Staff recommends approval of Resolution 14-06-42, approving the 2014-15 agreement with the Department of Corrections for the delivery of adult corrections education services.

Policy Manual Change Yes ☐ No ☒

Prepared by: Jacquie Armstrong, Policy Associate
360-704-4358, jarmstrong@sbc.edu
A resolution awarding $15,427,152 of state funds to the community colleges for delivery of correctional education.

WHEREAS, the State Board is entering into a contract with the Department of Corrections for the community and technical college system to provide education and training to eligible offenders incarcerated in state correctional institutions; and

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges delegates authority to the Executive Director to sign a contract with the Department of Corrections that totals $15,427,152; and

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

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

BE IT FURTHER RESOLVED that the State Board for Community and Technical Colleges grants the Executive Director authority to make adjustments, as necessary, to computational errors, data corrections, externally imposed restrictions or guidelines, legislative appropriation provisos, restrictions, guidelines, and uniform account and reporting requirements; and

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

APPROVED AND ADOPTED on June 19, 2014.

ATTEST:

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Marty Brown, Secretary                              Elizabeth Willis, Chair
Clark College – Add COP to 2015-17 Request for Student Recreation Center

Brief Description
Clark College is requesting the State Board include a $35,000,000 Certificate of Participation (COP) in the system’s 2015-17 capital budget request for design and construction of a Student Recreation Center on their campus.

How does this link to the System Direction, Mission Study, and Policy Focus
This project will support student success and retention through increased student engagement.

Background Information and Analysis
The State Board adopted Clark College’s request for new appropriations and authorities for the 2015-17 capital budget on May 8, 2014, in resolution 14-05-23.

Over 900 students at Clark College asked for a referendum in support of a Student Recreation Center on campus. The Associated Students of Clark College have committed to spend $45,000 on a feasibility study this summer to gather details and prepare for the student body vote in fall of 2014. The Clark College Board of Trustees has approved the project and related funding subject to the students approving the necessary fee in fall of 2014.

The facilities master plan identified the need and location for a new recreation center. A recreation center will support student success and retention and create engaging opportunities for Clark students, which is consistent with the College’s strategic plan and institutional goals.

The College is requesting the State Board include authority to borrow up to $35,000,000 to apply toward construction of the Student Recreation Center in their 2015-17 Capital Budget request. The project will include $300,000 in local cash for a total budget of $35,300,000.

Potential Questions
Is this project consistent with the State Board’s goal to improve student success and retention through increased student engagement?

Recommendation/Preferred Result
Subject to the student body approving the fees necessary to support this project in fall of 2014, staff recommends approval of Resolution 14-06-48, authorizing a $35,000,000 Certificate of Participation to be added to the system’s 2015-17 capital budget request for Clark College’s Student Recreation Center. It is further recommended that the State Board authorize local cash expenditure of $300,000 for the predesign of this project.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, Capital Budget Director
360-704-4382, wdoty@sbetc.edu
Resolution 14-06-48

WHEREAS, the Associated Students of Clark College will complete a feasibility study this summer and ask the student body to assess themselves fees necessary to support the design and construction of a Student Recreation Center; and

WHEREAS, Clark College Board of Trustees has approved this project and related funding subject to the students voting in favor of the fee necessary to support this project in fall of 2014; and

WHEREAS, the recreation center will support student success and retention, and create engaging opportunities for Clark students consistent with the College’s strategic plan and institutional goals;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges adds a $33,000,000 Certificate of Participation to their 2015-17 capital budget request for Clark College to apply toward the design and construction of a Student Recreation Center on their main campus.

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes Clark College to spend up to $300,000 in local cash toward the design of this project.

BE IT FURTHER RESOLVED, that if the students of Clark College do not approve the fees necessary to support this project, that the COP request will be withdrawn.

APPROVED AND ADOPTED on June 19, 2014.

ATTEST:

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Marty Brown, Secretary                              Elizabeth Willis, Chair
FirstLink Panel Presentation

Brief Description

Functional and process changes inherent to the ctcLink system implementation are going to be more profound for the FirstLink colleges than any other college. ERP projects are as much about people as technology. It is difficult for those most impacted to see what’s in it for them. Change management is not just from the top down or bottom up. Change has to be managed from the middle out and is critical to the adoption, acceptance, and return to productivity by those most impacted. The Board will receive a presentation by the FirstLink colleges on their approaches, activities, and overall steps to support ctcLink adoption by students, faculty, and staff at their respective colleges.

How does this link to the System Design, Mission Study, and Policy Focus

The State Board is responsible for the operational, technical, and functional support of the CTC core system software applications. These software systems are critical to the missions of colleges and the State Board. The State Board uses data from the systems to inform timely decision-making and research activities. The ability of the colleges to meet principles and goals identified in the System Direction and Mission Study are directly impacted by the ctcLink project.

Background Information and Analysis

Since 2010 the State Board has been actively involved in the advancement, planning, and sponsorship of the ctcLink Project. ctcLink is the implementation of a single, centralized system of online student and administrative functions that will give students, faculty and staff anytime, online, and mobile access to a modern, efficient way of doing their college functions. It includes a new set of integrated software tools for student administration, academics, student finance, college financials, HR/payroll and reporting. As the legacy software is replaced with modern technology, all 34 colleges will also redesign and align core business processes with streamlined, standardized practices.

A major strategic goal of ctcLink was to align business processes and practices across colleges. The Oracle/PeopleSoft software applications will do this going forward using higher education best business and academic practices. A major discovery and challenge to the ctcLink team was the varying business processes even within each college. This resulted in inconsistent data being recorded in the legacy systems. The scale and degree of reformatting the free-form historical data to convert and map into the structured format that is required by the PeopleSoft software was unexpected. Because this was an iterative process, it could only have been identified well into the project and after the initial schedule had been set. Going forward this will be self-correcting.

For a project of this scale, the schedule is aggressive. As a result of this and the unanticipated “degree of difficulty” delays the FirstLink go-live is experiencing time compression. The ctcLink project team is working with the FirstLink colleges to mitigate the impact of the time compression. This has introduced additional pressures on the FirstLink colleges.

This should not impact the Wave One go-live or subsequent waves.
Potential Questions

- Can the time compression be mitigated enough to effectively go-live with FirstLink as scheduled?
- Has the time compression for FirstLink affected the subsequent college wave schedule?
- If the scheduled FirstLink go-live date needs to be adjusted, when and how will that be determined?

Recommendation/Preferred Result

The State Board will hear from staff on activities related to the mitigation of time compression risks associated with FirstLink go-live. The FirstLink panels from Tacoma and Spokane will have an opportunity to discuss with the Board the unique challenges of being the vanguards of such a large project, and their concerns associated with the time compression.

Policy Manual Change Yes ☐ No ☒

Prepared by: Michael Scroggins, Deputy Executive Director, Information Technology Division  
360-704-4377, mscroggins@sbctc.edu
Final Consideration of Renton Technical College’s Bachelor of Applied Science in Application Development

**Brief Description**
In February 2013, the State Board for Community and Technical Colleges adopted the revised approval process, selection criteria, and application materials for community and technical colleges seeking to offer applied baccalaureate programs.

Renton Technical College completed an initial step in the approval process when college administrators met with State Board members on October 23, 2013 to discuss how the proposed Bachelor of Applied Science Degree in Application Development aligns with the college’s strategic goals and meets regional/statewide needs.

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 link to the System Direction, Mission Study, and Policy Focus**
In the System Direction report, the State Board for Community and Technical Colleges states its vision as building strong communities, individuals and families, and achieve greater global competitiveness and prosperity for Washington State and its economy by raising the knowledge and skills of its state residents.

Colleges that provide applied baccalaureate programs are focused within three core areas in developing their Statement of Need: **Economic Demand, Student Success, and Innovation**. Colleges meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest unmet need. Through this, colleges create greater access to higher education by enrolling underserved populations, and ensure community and technical colleges are affordable and accessible for students.

Applied baccalaureate degrees expand the pipeline from associate to bachelor’s degrees in critical areas in demand by employers and students.

**Background Information and Analysis**
Renton Technical College proposes to develop a Bachelor of Applied Science degree in Application Development. This is one of five STEM degree proposals selected to receive development funding provided by 2SSB 5624 in 2013. Application development, a rapidly evolving discipline in computer science and software development, has consistently shown high demand and need for a qualified and highly educated workforce and encompasses various aspects of data analysis, application and software development, programming, and project management. RTC has a long history of successful collaboration and curriculum alignment with local high schools and their districts (e.g., Kent, Auburn, and Renton school districts), and as a result, Renton Technical College will create a seamless 2+2+2 pathway for high school students to enter into the proposed BAS in Application Development program.
In addition, the proposed BAS degree will broaden professional development for faculty who have demonstrated success with diverse learning formats and effective cohort methodologies. Renton Technical College has worked with Green River Community College to avoid duplication with their IT BAS degree program and create articulation agreements that will allow both colleges’ respective AAS graduates to enroll at either college for an applied baccalaureate degree in the IT field.

**Potential Questions**

- Does Renton Technical College’s Bachelor of Applied Science Degree in Application Development meet criteria established by the State Board for Community and Technical Colleges?

**Recommendation/Preferred Result**

The proposal meets criteria established by statute and Board policy based on staff review and evaluation by a system review group. Staff recommends State Board action on Resolution 14-06-43, approving Renton Technical College’s application for a Bachelor of Applied Science in Application Development degree program.

Policy Manual Change Yes ☐ No ☒

Prepared by: Joyce Hammer, Director, Transfer Education  
360-704-4338, jhammer@sbtc.edu
State of Washington
State Board for Community and Technical Colleges
Resolution 14-06-43

A resolution to approve Renton Technical College’s application to offer a Bachelor of Applied Science in Application Development upon recommendation of the Community and Technical College Applied Bachelor’s Degree Review Committee.

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’s 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’s degrees; and

WHEREAS, the community and technical college Applied Bachelor’s Degree Review Committee found that Renton 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 of the Review Committee to authorize Renton Technical College’s Bachelor of Applied Science Degree in Application Development.

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

APPROVED AND ADOPTED on June 19, 2014.

ATTEST:

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Marty Brown, Secretary                              Elizabeth Willis, Chair
Consideration of Revised Applied Baccalaureate Approval Process

Brief Description
Due to rapid growth in the number of applied baccalaureate degree proposals by colleges across the system, the Board has asked for revisions to the approval process to streamline the process for the Board, the colleges, and SBCTC staff, while maintaining the integrity and rigor of proposal reviews and adherence to criteria set in enabling legislation and Board policy. This agenda item will discuss staff recommendations on revisions to the approval process based on the Board’s discussion at the March Board meeting and to recommend the revised approval process to the Board for adoption.

How does this link to the System Design, Mission Study, and Policy Focus
Approving applied baccalaureate degree proposals by community and technical colleges is in alignment with the Board’s System Direction, Mission Study, and Policy Focus.

System Direction. Applied baccalaureate degrees address Student Success by increasing educational attainment especially for place bound, working adult students. In addition, these degrees address Economic Demand by meeting demands for a well-educated and skilled workforce and increasing the number of skilled workers in high demand occupations.

Mission Study. Applied baccalaureate degrees contribute to two goals: Close the skills gap for technically trained workers, and contribute more to the production of baccalaureate degrees. Expansion of applied baccalaureate degrees is specifically identified as a means to increase our contribution.

Policy Focus. The college system is implementing applied bachelor’s degrees as a system level effort under the State Board’s authority to approve degree programs. Washington is known nationally as a state that approached BAS degrees as a system level effort, rather than direct authority provided by the legislature to individual colleges. We have been asked to participate in national studies on bachelor’s degrees offered by community and technical colleges.

Background Information and Analysis
Proposed changes to the applied baccalaureate degree approval process. At the March meeting, Board members considered a number of options for revising the degree approval process. Given the discussion the following changes are proposed.

1. Continue the current Statement of Need presentations at Board study sessions. Refocus the staff agenda item descriptions and college presentations on student demand, employer demand, wages, and unmet need for the proposed program.
2. Consolidate the Statement of Need presentations at two to three Board meetings during the year.
3. Continue the current Program Proposal presentations and Board consideration during business meetings. Agenda item descriptions will restate the unmet need for the program, identify Board member questions raised during the Statement of Need discussion, summarize feedback to the college from staff or the peer review committee, and summarize college responses.
4. Program proposals will describe collaboration with similar degree programs offered by other community and technical colleges either on upper division curricula or articulation agreements with their associate degree programs.

5. Colleges that already have implemented and received accreditation through NWCCU to offer BAS degrees will have a staff review for their program proposal rather than a staff review and peer review. Agenda item descriptions will indicate whether the college is proposing their first applied bachelor’s degree or the current status of approved programs.

The Instruction Commission (college vice presidents of instruction) has been asked by the presidents to make recommendations about how to fit BAS programs into the WACTC structure and how to promote collaboration among colleges to increase articulation agreements and avoid unnecessary program duplication. An Instruction Commission subcommittee developed a number of recommendations earlier this spring that were considered by the full Commission on May 8-9, and provided to WACTC at their meeting May 29-30. The proposed outcome is a leadership role for the Instruction Commission in developing specific evaluation rubrics for employer and student demand; facilitating collaboration among colleges with similar associate and applied bachelor’s degree programs on degree titles, shared curricula, and articulation agreements; and providing peer training and advising opportunities for new colleges developing and implementing applied bachelor’s degree programs.

Given this proposed leadership role by the Instruction Commission, staff worked with the Commission to revise the BAS approval process consistent with the Board’s changes listed above.

**Evaluation of applied baccalaureate degrees.** Staff has contracted with third-party researchers to evaluate the impact of BAS programs on college missions. Community and technical college presidents have been notified of the evaluation process and specific, representative colleges selected by the researchers based on the study design. The goal is to complete this evaluation by the September Board retreat. In addition, WACTC asked its Research and Planning Commission to estimate future demand for applied bachelor’s degrees. SBCTC research staff are working with the Research and Planning Commission committee on this analysis, which will be available for the Board’s retreat.

**Potential Questions**

- Do the proposed changes to the applied baccalaureate degree approval process align with Board members’ recommendations?
- What direction to staff on next steps does the Board wish to make?

**Recommendation/Preferred Result**

Staff recommends State Board action on Resolution 14-06-44, approving the new Applied Baccalaureate Degree Program Approval Process.

Policy Manual Change Yes ☑ No ☐

Prepared by: Joyce Hammer, Director, Transfer Education
360 704-4338, jhammer@sbctc.edu
A resolution relating to updating the Applied Baccalaureate Degree program approval process.

WHEREAS, the State Board for Community and Technical Colleges and the Higher Education Coordinating Board approved a selection process used for applied baccalaureate degrees in 2010; approved initial revisions to the approval process in February 2013; and

WHEREAS, the State Board for Community and Technical Colleges wishes to maintain a rigorous yet efficient, streamlined process for approving Applied Baccalaureate Degrees that adheres to detailed core criteria; and

WHEREAS, the State Board for Community and Technical Colleges requires the process for approving Applied Baccalaureate Degrees to include a strong focus on a statement of need for proposed programs.

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves the revised Applied Baccalaureate Degree Program Approval Process (Attachment A).

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

APPROVED AND ADOPTED on June 19, 2014.

ATTEST:

________________________________________  _______________________________________
Marty Brown, Secretary                              Elizabeth Willis, Chair
Applied Baccalaureate Degree
Program Approval Process
Revised June 2014

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

1. Serve professional and technical degree-holding students who have limited access to bachelor degree programs after completing their associate of applied science degree or its equivalent.

2. Provide opportunities for working adults who are place-bound to a specific geographic region and want to earn a baccalaureate degree.

3. Fill skills and credentials gaps and needs in specific occupations, particularly specific professional and technical fields requiring applied knowledge and skills.

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

**Step 1:** Institutions notify SBCTC and higher education partners of their intent to offer an applied bachelor degree program by placing the program title and anticipated date of enrollment on the higher education Inter-institutional Committee on Academic Program Planning (ICAPP) Grid.

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

- Institutions simply send an email to the SBCTC staff responsible for reviewing applied baccalaureate degree program proposals. The body of the email must include the working title of the degree program and the anticipated enrollment date.

- SBCTC staff will place the program information on the ICAPP grid for notice to the higher education community.
SBCTC staff members will provide quarterly updates to State Board members regarding potential upcoming applied baccalaureate programs being considered by colleges.

**Step 2:** Institutions submit a Statement of Need to SBCTC staff and a brief analysis of the College’s content area strength and capacity for the applied bachelor degree.

((In addition, SBCTC staff will forward the Statement of Need to SBCTC board members and schedule a “conceptual discussion” between board members and the lead administrator of the proposed applied baccalaureate degree program. The conceptual discussion will focus on the role of the applied baccalaureate program related to the mission, vision and goals of the college and the system.))

Institutions can download the cover sheet and document entitled “Statement of Need Criteria” (Forms A and B) from the SBCTC website. Institutions must complete all elements of Forms A and B and then submit the completed forms to SBCTC staff within the specified period of time.

- The Statement of Need will be reviewed by SBCTC staff to ensure that all criteria have been met. SBCTC staff will forward feedback regarding the strengths of the plan and areas needing improvement to the college with the goal of strengthening the proposal to ensure required criteria are met. The college may submit revised documents as many times as appropriate.

- Once criteria are met, staff from the SBCTC will send out a notice to universities and community and technical colleges officially informing them of the proposed program. Questions or concerns about the proposal must be submitted to the SBCTC within 30 days. Concerns will be forwarded to the submitting college.

**Step 3:** SBCTC staff forward the Statement of Need to SBCTC board members and schedule a “conceptual discussion” between board members and the lead administrator of the proposed applied baccalaureate degree program.

- The conceptual discussion will focus on the unmet need for the program in the region.

- The Statement of Need will also address the relationship of the proposal to the institutional role, mission, and program priorities; employer and community unmet need; evidence of the baccalaureate degree building on an existing professional and technical degree program; student demand for the program; and efforts to maximize state resources for place-bound students through collaboration with similar CTC associate degree and applied bachelor’s degree programs and the CTC Centers of Excellence.
Step 4: Institutions submit program approval application to the SBCTC. (Institutions can download the) The cover sheet and (document entitled) “New Degree Program Proposal” (document can be downloaded from the SBCTC website. (Institutions must complete all required elements of Forms C and D and submit the completed documents to SBCTC staff within a specified period of time.)

- A committee of higher education representatives will review the application. The committee will be comprised of community and technical college vice presidents of instruction, student services, and finance/business (a community or technical college president), and others as appropriate. (A representative from the proposing college will be encouraged to attend the review committee meeting to respond to questions and concerns.) The committee will make recommendations to the SBCTC staff.

- A peer review is not required for colleges that are already accredited as bachelor degree granting institutions through the NWCCU. SBCTC staff will review proposals from accredited colleges and make recommendations to the SBCTC.

- The New Degree Program Proposal should clearly address concerns raised by the State Board during the Statement of Need phase of the process.

- In addition to demonstrating sustainability, rigor, and appropriate student support services, the New Degree Program Proposal should reflect collaboration with CTC’s and neighboring baccalaureate institutions when applicable and foster pathway options among the various institutions.

Step 5: The State Board for Community and Technical College board members (will) officially vote on the program proposal. A college representative will participate in the Board meeting and provide oral support for the proposal and respond to Board member questions.
2015-17 Biennial Budget Development – Preliminary Recommended Policy Request

Brief Description
The State Board will adopt a resolution identifying the policy investments to be included in the 2015-17 operating budget request for the community and technical college system. The request is due to the Office of Financial Management (OFM) in September, 2014. With the adoption of the Preliminary Recommended Policy items (see Attachment A - 2015-17 Biennial Budget Request Comprehensive Summary), the Board will be directing staff to develop the formal biennial request document to be submitted to OFM. Final consideration and adoption of the Board’s 2015-17 budget request will occur at the September retreat.

How does this link to the System Direction, Mission Study, and Policy Focus
The State Board is responsible for developing and submitting a budget to the Governor and State Legislature on behalf of the community and technical college system. The biennial budget request is an important vehicle for expressing some of the system’s policy priorities. The ability of the system to meet the principles and goals identified in the System Direction and Mission Study are directly impacted by the outcomes of the biennial budget process, beginning with the Board’s biennial budget request.

Background Information and Analysis
What follows is an abstract of the 2015-17 budget request environment, based upon the discussions held by the State Board and the system between January and May of this year. The discussion below will serve as the framework around which our policy level request will be built. In addition to the strategies included below, OFM has requested agencies include in their biennial budget request proposals outlining how a 15 percent reduction in state funding would be implemented. State Board staff will work during the summer to identify the impact of this level of state funding.

2015-17 Budget Request Abstract and Recommended Policy Investments
Last year, the Washington Student Achievement Council examined and provided recommendations on long term post-secondary education goals for the State of Washington (Washington Student Achievement Council, 2013). The goals are straightforward: By 2023 all adults in Washington between the ages of 25 and 44 will have a high school diploma or equivalent and at least 70 percent of the same age group will have a post-secondary credential (p. 35).

The Washington Legislature affirmed these goals in 2014 with the passage of ESSB 2626. By placing the goals in statute, the Legislature has created a formal degree/credential milestone for higher education.

A comparison of current educational attainment to the goal of 70 percent of adults having a post-secondary credential reveals that only 49 percent of Washington residents have a post-secondary certificate, credential, or degree (p. 2). Current annual degree and credentialing output across all of higher education needs to increase by over 40 percent to reach the state’s education goals by 2023.¹ As our system is responsible for approximately 50 percent of current degree and credentialing output

¹ SBCTC Staff calculation, based on current OFM population projections and WaSAC degree/credential output levels.
statewide, our share of the additional degree/credential output required to meet the long term goal is over 11,000 credentialed students annually.

Ongoing analysis of Washington’s job market and the supply of potential employees, as conducted in the joint report *A Skilled and Educated Workforce* (Daryl Monear, Bloomer, Wilson, et al., October 2013), supports the need to generate a workforce with the proper levels of post-secondary education. The most recent update of the joint report explains that the most sought after credentials by Washington employers are vocational certificates and associates degrees (Daryl Monear, Bloomer, Wilson, et al., p. 6). Analyses of high demand occupations requiring mid-level knowledge and skills indicate that current annual certificate/degree production will need to increase by 55 percent between 2016 and 2020 to meet employer demand. This projected increased need for educated employees and the newly established goal of 70 percent of the 25-44 year old population educated at or beyond a two-year post-secondary credential supports the rationale for increasing output efforts in our higher education system.

Any push to increase the rate of educational attainment in our state is going to face a demographic challenge. Between 1991 and 2001, the number of 15 to 19 year olds grew by 45 percent. The growth in this traditional college-age group spurred the enrollment growth the higher education system experienced over the same time period. Over the next the next twenty years, the state’s projected growth in the 15 to 19 year old demographic will be much slower, at just eight percent.

This change in state demographics creates a scenario of slow overall enrollment growth for the community and technical college system over the next twenty years. Over time, the average age for our students will increase. Further, the growth that is anticipated over the next twenty years is projected to occur in our most ethnically diverse communities. To successfully complete a degree or credential, an older student with a diverse ethnic heritage must overcome many complex circumstances. Issues related to familial status, transportation and geographic limitations, flexibility to accommodate employment, as well as cultural barriers contribute to overall lower retention and completion rates for these students.

In conclusion, to reach the education attainment goals set by the Legislature, we cannot rely, as we have in the past, on younger populations to gradually become educated and replace aging non-educated populations, thereby increasing the rate of educational attainment. The growth in the number of young people is not sufficient to reach statewide goals. The pathway to reaching statewide education goals within the projected student population environment is to increase our system’s student retention and completion rates. The methods for increasing retention and completions among existing students can vary, but ultimately they reduce down to a simple concept: SUPPORT.

---

2 Occupations in Manufacturing, Production; Protective Services; Selected Health Occupations in Shortage; Science Technology. Daryl Monear, Ph.D.; Bloomer, Tina; Wilson, Ph.D., Bryan; et al., October 2013, p. 17.

3 Mid-level workforce supply includes two-year degree graduates, as well as completers of long-term certificates and apprenticeships from CTCs and Private Career Schools, and students who have attempted at least 45 credit hours with a 2.0 GPA at a public four-year college but did not complete. (p. 16)
Supporting Washington’s…

...Economic future, by supporting Washington’s 
...Educational Goals, by supporting Washington’s 
...Educational achievement, by supporting Washington’s 
...Traditionally under-served populations enrolled in CTC’s, by supporting 
...Existing and emerging services that promote student progression and completion.

Just as the education and skill level goals of Washington are multi-biennial projections, the fiscal level of support required to climb this ladder will require a multi-biennial perspective. After multiple meetings to develop themes and investment strategies, the following policy requests are recommended for inclusion in the 2015-17 State Board for Community and Technical Colleges’ budget request.

**Recommended Policy Investments for 2015-17.** The displayed policy investment levels⁴ equal a total investment of $161.6 million. (This level of investment would represent a 23 percent increase in annual budgeted per student funding).

### Support and Improve Student Achievement

- **Direct funding for Student Achievement Initiative (SAI)** $35,575,000 – This investment would take SAI funding to 2.5 percent of the agency requested policy level total. Current annual funding for SAI is $5.25M and represents < 1 percent of the annual system appropriation. The request supports the policy of increasing emphasis on student outcomes when distributing state funding.

- **Opportunity Grant** $11,405,000 – Provides additional funding for a program proven to improve student outcomes. Expands the program by 600 students and increases the grant level by 25 percent. (Current program ≈ 3,650 students @ $3,200 per grant)

### Support the Dedication of our Students

- **Academic, Completion, and Career Counseling** $22,442,000 – Provide assistance to students as they integrate their educational experience and their life experience through traditional and non-traditional guidance methods such as Navigators, mandatory orientations, and academic coaches. Includes a one-time request for $2.5 million per year of the biennium to provide accommodations for our military veteran students who are returning to Washington from overseas deployments.

- **Employee Compensation** $26,730,000 – Provide assistance to students by investing in the faculty and staff responsible for delivering the education. The request provides $16,788,000 for an annual two percent COLA for system staff not included in the I-732 COLA adjustment and $9,942,000 to fund the state share of Faculty Increments. (NOTE: The COLA portion of this request will mirror the maintenance level I-732 request)

- **Emerging Workforce Program Demand** $5,000,000 – Provides funding for one-time development costs associated with implementing a new workforce program. The initiation of program development would be in response to quantifiable demand within the system for new workforce programs not currently offered.

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³ The SBCTC 2015-17 Agency Biennial Budget will include requests at the Maintenance Level to address: I-732 Salary Inflation; Maintenance and Operations for new capital facilities; Lease and Local Assessment increases; and, increased costs due to annual inflation. Please see Attachment A - 2015-17 Biennial Budget Request Comprehensive Summary.
Support and Improve Student Progress

- **Basic Education for Adults** $35,649,000 – Dedicate funding for adult basic education services; increase available funding per student by linking ABE funding to K12 Basic Education Rate; and, increase enrollments by 2,000 FTE over two years. (See Attachment B - Basic Education Policy Proposal).

- **I-BEST** $15,000,000 – A national best practice, I-BEST provides an accelerated pathway for Basic Education students to reach a post-secondary credential, contributing toward overall education attainment goals. Requested funding will establish a dedicated funding pool for 1,250 I-BEST enrollments at $6,000 annually per FTE. (2013 I-BEST enrollments 1,749 FTE)

- **Math Pathways** $9,804,000 – Implement best practices system wide to assist students in moving to and staying in college level math. Includes $2.14 million for expansion of the MESA program to 20 total campuses at $125,000 per site.

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**Works Cited**


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**Potential Questions**

- Do the Recommended Policy Investments for the 2015-17 biennium align with the Board’s priorities for the community and technical college system?

**Recommendation/Preferred Result**
The Board directs staff to include requests for the Recommended Policy Investment items, approved in today’s meeting, in the SBCTC 2015-17 biennial budget request.

Policy Manual Change Yes ☐ No ☒

Prepared by: Nick Lutes, Operating Budget Director
360-704-1023, nlutes@sbctc.edu
A resolution relating to the development of the 2015-17 biennial operating budget development.

WHEREAS, RCW 28B.15.090 authorizes the State Board authority to prepare a single budget for the support of the state system of community and technical colleges; and

WHEREAS, the State Board has determined that meeting the State's educational goals and workforce needs even as population growth slows and demographics shift will require an intense focus on increasing student achievement and completions; and

WHEREAS, the State Board has determined that the policy investments listed on Attachment A will result in increased student achievement and completions;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves and directs the State Board staff to prepare the community and technical college system biennial operating budget request as set forth in Attachment A – 2015-17 Biennial Budget Request Comprehensive Summary for final board approval in September 2014.

APPROVED AND ADOPTED on June 19, 2014.

ATTEST:

________________________________________________________________________
Marty Brown, Secretary

_______________________________               ________________________________
Marty Brown, Secretary                              Elizabeth Willis, Chair
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<tr>
<th>Maintenance Level</th>
<th>2015-17 Biennial Level</th>
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<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Four Year Fiscal Impact</th>
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| Budget Total | $ 232,226,000 | $ 92,951,000 | $ 138,711,000 | $ 81,901,000 | $ 65,481,000 | $ 379,044,000 |

Prepared by SBCTC Budget Office

6/9/2014
## Fund Enrollments in Basic Skills for Adults as a Caseload

1. Establish a policy to fund Adult Basic Education enrollments as they increase, or decrease, in a fashion similar to K12 per student funding.
2. Increase per student funding over four years to level equal to the K12 Basic Education Rate.
3. Increase funding to reflect projected increased enrollment levels (as the result of consistent funding). 1,000 additional per year in 2016 and 2017.

### Step One:
Identify the Current Adult Basic Education State Effort (2013 average expenditure for the mission)

<table>
<thead>
<tr>
<th>Year</th>
<th>2015-17</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>TOTAL with CFL</th>
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### Step Two:
Increase $/student investment to incent maintenance of existing workload

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<th>Year</th>
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<th>2017</th>
<th>2018</th>
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<tr>
<td></td>
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#### Current $ per FTE:

**Proposal:** Reach the K12 Basic Ed Rate over 4 years

- **2013 FTEs:** $2,700
- **19,912 FTEs:** $5,800

**Total Proposed increase in rate:** $3,100

**Phased in Rates:**
- 15% increase years one and two: 25% in year three and 30% in year four

<table>
<thead>
<tr>
<th>Year</th>
<th>2015-17</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
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### Step Three:
Increase Enrollments in Adult Basic Education to reflect incentive created by dedicated funding stream and increased funding per enrollment.

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<th>Year</th>
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<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
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#### Proposed Policy:

**Increase Enrollments by 2,000 per FY in 15-17**

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<th>2019</th>
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**$ per add'l student**

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<th>2018</th>
<th>2019</th>
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<td></td>
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### Total Investments

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<td>Carry Forward</td>
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### Proviso Amounts

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Prepared by SBCTC Operating Budget Office 6/9/2014
2014-15 Adult Basic Education Awards and Allocations

Brief Description
Recommendations for the distribution of federal funds for Adult Basic Education to 34 colleges and nine community-based organizations are based on the first year of awards resulting from the 2014-19 five-year, competitive application process. These applications detail innovations and improvements in instructional programming to increase student progress toward federal performance targets, student progression and transition to postsecondary education and employment, and the completion of high school credentials, certificates, and degrees that lead to family sustaining employment. Applicants also outlined plans and strategies to implement the new Washington State Adult Education 5-year Plan – 2014-2019: Pathways to College and Careers for Washington’s Emerging Workforce.

All providers set higher outcome targets and provided a detailed map of the implementation of the new Adult Basic Education State Plan’s six overarching goals key to the success of learners over the next five years. Providers identified specific program improvements and innovations that reflect their own data and validated research.

How does this link to the System Direction, Mission Study, and Policy Focus
The new state plan requires that allocation of funds be clearly aligned to goals and policies laid out by the following guiding documents:
- The Governor’s Results Washington goal to increase transition and completions of Adult Basic Education students;
- The Student Achievement Council’s Strategic Master Plan for Higher Education;
- SBCTC’s System Direction and Mission Study, and Policy Focus and Dashboard; and
- The Workforce Education and Training Coordinating Board’s High Skills High Wages Plan.

Background Information and Analysis
The new plan builds on a decade of innovation that includes the complete I-BEST pathway, High School 21+, and other research-based and data-driven practices that move more adults more quickly through basic education to certificates and degrees that will result in family-wage jobs.

The FY14-19 Adult Basic Education funding formula is working as intended in support of these proven innovative best practices. The new funding formula is based upon a three-year average of actual numbers for enrollments, Student Achievement total points and points per student and transition. In contrast, previous funding was a legacy formula based upon census need. In the old formula, funding to each college in a region was pooled and then divided up by the providers as they saw fit. In addition, a hold harmless made it difficult to move money from one region to another. Each region retained the money regardless of actual services provided, which for some was a disincentive to maintain or expand basic skills programming.

Because the FY 14-19 formula was put into effect without any hold harmless (per input from stakeholders), the most significant funding shifts will occur during this first year. In subsequent years, providers will see more modest changes, largely driven by increases or decreases in student achievement points and any enrollment changes in Basic Skills. The goal of the new formula is to focus providers on
student advancement, expanding access through increased basic skills enrollments rather than cutting programming.

**Potential Questions**

- How will proposed awards and allocations strengthen the alignment of Adult Basic Education policies, programs, and initiatives with the State Board’s System Direction and Mission Study?
- How will proposed awards and allocations maintain accountability and leverage innovation in the face of limited funding and the financial disincentive to serve adult basic education students?
- How will future awards and allocations leverage innovation and increased student progression, transition, and completion and the implementation of comprehensive college and career readiness pathways?
- What is the effect of the new Adult Basic Education funding formula on the allocations of funds?

**Recommendation/Preferred Result**

In order to fully implement the new plan, the Board will find a way to neutralize the disincentive to basic skills programs and design a financial solution that will enable programs to meet the expanding basic skills needs in their communities and successfully scale innovation to meet the requirements of the *Washington State Adult Education 5-year Plan – 2014-2019: Pathways to College and Careers for Washington’s Emerging Workforce.*

Staff recommends approval of Resolution 14-06-46, awarding targeted funds to Adult Basic Education providers for fiscal year 2014-15 as described in Attachment A.

Policy Manual Change Yes ☐ No ☒

Prepared by: Jon M. Kerr, Director, Adult Basic Education
jkerr@sbctc.edu, 360-704-4326
A resolution awarding $9,234,403 of federal adult and family literacy funds.

WHEREAS, the State Board has the authority to award federal adult and family literacy funds; and

WHEREAS, the requirements set forth in the request for proposals align with the State Board’s System Direction and the Board-approved plan for Adult Basic Education; and

WHEREAS, individual applicants have fulfilled the requirements set forth in the request for application; and

WHEREAS, each application has gone through a state level application and review process and has been recommended to the State Board for funding;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges awards a total of $9,234,403 of federal funds as outlined in Attachment A; and

BE IT FURTHER RESOLVED that the State Board for Community and Technical Colleges grants the Executive Director authority to make adjustments to the proposed awards if the anticipated program funding changes due to state or federal action; and

BE IT FURTHER RESOLVED that the State Board for Community and Technical Colleges grants the Executive Director authority to spend carryover funds and grant final spending authority to designated providers in a manner consistent with the State Plan for Adult Literacy, the terms of the Requests for Proposals, and this resolution.

APPROVED AND ADOPTED on June 19, 2014.

ATTEST:

_______________________________               __________________________________
Marty Brown, Secretary                              Elizabeth Willis, Chair
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<th>FY15 Basic Grant</th>
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<th>FY15 EL Civics</th>
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<th>FY15 Total</th>
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1 These funds will be held at SBCTC and will be used for programs, leadership and administration. Funds will be awarded based upon RFP, application, special projects and contracts.
2014-15 Federal Workforce Education Awards

Brief Description
Colleges fund workforce education programs in multiple ways, including the use of general enrollment funding and state and federal targeted funding. The state targeted funding for fiscal year 2014-15 was approved by the Board at the May 2014 meeting. What follows is proposed targeted federal funding for:
- Carl D. Perkins Grant
- WorkFirst
- Basic Food Employment and Training
- Early Achievers Opportunity Grant

How does this link to the System Direction, Mission Study, and Policy Focus
The federal workforce education programs continue to align with the System Direction by successfully implementing its goals specific to student success and increasing access for underserved populations.

Background Information and Analysis
The State Board for Community and Technical Colleges awards federal workforce training funds to the community and technical colleges to support programs operated for entry level training, skills upgrade, or retraining for the state’s workforce. Each program provides for residents across the state to achieve increased educational attainment. Specific programs also address the System Direction’s strategic objectives as described below:

Carl D. Perkins Grant – $10,347,517
Action authorizes FY2015 Carl D. Perkins awards to 33 community and technical colleges to improve outcomes for students by supporting and strengthening career and technical education programs.

The federal Perkins program provides funding for career and technical education programs targeted to underserved populations. This funding aligns with all three major priorities of the Board as outlined in the System Direction, “strengthening state and local economies by meeting the demands for a well-educated and skilled workforce,” “achieving increased educational attainment for all residents across the state,” and “using technology, collaboration and innovation to meet the demands of the economy and improving student success.”

The Perkins program, last authorized in 2006, was scheduled for congressional reauthorization by July 1, 2013, and is operating under a continuing resolution. The U.S. Department of Education has unveiled their blueprint, “Investing in America’s Future: Transforming Career and Technical Education,” as a plan for the reauthorization of the Carl D. Perkins Career and Technical Education Act. Programs of Study continue to be the emphasis going forward. Programs of Study are collaborative education programs that begin in high school and continue at a community or technical college leading to the completion of a credential. Program content is jointly developed by secondary and postsecondary faculty and is administered through local articulation agreements.

Department of Education Blueprint Summary:
http://www2.ed.gov/about/offices/list/ovae/pi/cte/transforming-career-technical-education-summary.pdf
The Carl D. Perkins Act sets aside one percent of the State Leadership funds to serve individuals in state institutions, such as state correctional institutions or institutions that serve individuals with disabilities. These funds will be used to support I-BEST programs at the Cedar Creek Corrections Center and the Washington Corrections Center for Women.

**WorkFirst – $14,601,000**

Action authorizes 2014-15 WorkFirst awards to 33 community and technical colleges, four community-based organizations, and one private career school to provide education and training to students receiving WorkFirst Temporary Assistance for Needy Families (TANF) assistance. This funding level represents a 25 percent reduction from the 2012-13 funding level and a 50 percent reduction since 2010-11. The reduced funding levels have resulted in a significantly fewer students served.

Washington State began WorkFirst, the state’s Temporary Assistance for Needy Families (TANF) program, in August 1997 in response to the 1996 federal Temporary Assistance to Needy Families (TANF) welfare reform legislation.

The Office of Financial Management, Department of Social and Health Services, Employment Security Department, State Board for Community and Technical Colleges, Department of Commerce, Department of Early Learning (added in 2006), and a bi-partisan legislative task force provide oversight to the WorkFirst program and operation of TANF (SB 5912).

Funding for the WorkFirst program is provided through state funds and the federal TANF block grant. The Department of Social and Health Services contracts with the State Board for Community and Technical Colleges to provide education and training services to prepare WorkFirst parents for work and job placement. SBCTC subsequently awards block grants totaling over $14 million to 33 community and technical colleges plus community-based organizations and private career schools to deliver education and job skills training services. An additional $1 million was directed by the legislature in FY15 to be utilized specifically for WorkFirst work study and will be awarded to colleges.

SBCTC staff will be working with colleges, community-based organizations, and private WorkFirst providers to align their 2015 grant deliverables with the core concepts of the WorkFirst program, focus diminished resources on providing evidence based strategies to support student success, and to address the significant number of programmatic and legislative changes.

**Basic Food Employment and Training (BFET) – $11,373,877**

Action authorizes 2014-15 funding to be awarded to colleges with approved BFET applications. These colleges assist Basic Food recipients to gain the skills necessary for higher wages, better jobs, and further advancement. The intent of the program is to expand access to training opportunities for Basic Food recipients that assist in developing skilled workers to help meet the demands of future economic trends and support the attainment of a livable wage.

The Basic Food Employment and Training Program began as a pilot in October 2005, through the Department of Social and Health Services. All 34 community and technical colleges offer BFET services to eligible students. Basic Food Employment and Training resources help support employment and training services for Basic Food eligible, low-income individuals. Fifty percent of any allowable expense incurred by a college contractor will be reimbursed by the Food and Nutrition Service within the U.S. Department of Agriculture.
Each August, Washington State submits a plan to the regional Department of Agriculture, Food and Nutrition Services encompassing all Basic Food Employment and Training services. The colleges participate in an annual grant application process. Budget amounts are developed by anticipated local capacity and the availability of non-federal eligible resources.

Funds will provide resources to pay tuition, books, fees, and support services necessary for participation in a professional/technical education and training program.

Our program was recently audited by the Food and Nutrition Services with great results. It is being highlighted as a model program to be replicated by other states.

**Early Achievers Opportunity Grant – $3,082,895**
Action authorizes FY2015 Early Achiever Opportunity Grant awards to 23 community and technical colleges providing financial assistance to employed students enrolled in Early Childhood Education programs.

In 2012 the Department of Early Learning was awarded a $60 million Race to the Top – Early Learning Challenge Grant. Part of the funding is being used to support a student financial aid program. The purpose of the funding granted to the State Board is to enhance the state’s professional development system for individuals working with and caring for young children.

The Early Achievers Opportunity Grant Program began as a pilot in July 2012, serving students working in the child care and early education programs. It is very similar to the statewide Opportunity Grant program. Seven colleges participated in the pilot. Since 2012, the number of participating colleges has grown to 18. This year 23 colleges applied for grant funds.

Each spring the colleges participate in a competitive grant application process. Funding for each college is based on the number of eligible child care, Head Start, ECEAP (the state’s Head Start program) and family care providers in each college’s service district. Colleges must also describe program capacity, student intake and monitoring processes, and wrap-around support services.

Funds provide resources to pay tuition, fees, textbooks, and support services necessary for participation in an Early Childhood Education program. Funding is also provided to support a Point-of-Contact for grant recipients. The Point-of-Contact provides a one-stop approach supporting students from intake, admissions, and academic advising, through monitoring progress and providing assistance for struggling students.

**Potential Questions**
- What has been the general focus of federal funding to our system?
- How will the increased focus on workforce and economic development affect our mission?
**Recommendation/Preferred Result**
Staff recommends approval of Resolution 14-06-47, awarding federal Workforce Education targeted funds to community and technical colleges for fiscal year 2014 as described in Attachment A.

Policy Manual Change Yes ☐ No ☒

Prepared by: Jim Crabbe, Director Workforce Education
360-704-4333, jcrabbe@sbctc.edu
State of Washington
State Board for Community and Technical Colleges
Resolution 14-06-47

A resolution allocating and awarding $39,405,289 of federal workforce training funds to the community and technical colleges. (See Attachment A).

WHEREAS, the State Board has the authority to allocate and award federal job training funds; and

WHEREAS, the individual community and technical colleges have fulfilled the application requirements set forth for Carl D. Perkins, WorkFirst, Basic Food Employment and Training, and Early Achievers Opportunity Grants; and

WHEREAS, each Carl D. Perkins, WorkFirst, Basic Food Employment and Training, and Early Achievers Opportunity Grants application has gone through a state level review process and has been recommended by their respective advisory committee to the State Board for Community and Technical Colleges for funding;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges awards a total of $39,405,289 for FY2015, as detailed in Attachment A, consisting of:

1. $10,347,517 for Carl D. Perkins Grant
2. $14,601,000 for WorkFirst
3. $11,373,877 for Basic Food Employment and Training
4. $3,082,895 for Early Achievers Opportunity Grants

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

APPROVED AND ADOPTED on June 19, 2014.

ATTEST:

_______________________________               __________________________________
Marty Brown, Secretary                              Elizabeth Willis, Chair
## STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

### Workforce Education – FY 15 Grants Distributions

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Tab 10, Attachment A
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**Notes:**
The amount available on the SBCTC line will be used for programs, special projects, and administration. Funds will be awarded based upon RFPs, applications, etc.