### March 26

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Presenter</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 a.m.</td>
<td>Call to Order and Welcome</td>
<td>Beth Willis, Chair</td>
<td>Action</td>
</tr>
<tr>
<td>10:05 a.m.</td>
<td>Limited License Legal Technician</td>
<td>Jan Yoshiwara</td>
<td>Discuss Tab 1</td>
</tr>
<tr>
<td>10:50 a.m.</td>
<td>Capital Budget Status Update</td>
<td>Wayne Doty</td>
<td>Discuss Tab 2</td>
</tr>
<tr>
<td>11:20 a.m.</td>
<td>Operating Budget and Tuition Status Update</td>
<td>Nick Lutes</td>
<td>Discuss Tab 3</td>
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<tr>
<td>11:50 a.m.</td>
<td>Lunch</td>
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<tr>
<td>12:20 p.m.</td>
<td>2015-17 Biennial Budget Development</td>
<td>Nick Lutes</td>
<td>Discuss Tab 4</td>
</tr>
<tr>
<td>1:50 p.m.</td>
<td>Applied Baccalaureate Program Approval Process Review</td>
<td>Edward Esparza</td>
<td>Discuss Tab 5</td>
</tr>
<tr>
<td>2:30 p.m.</td>
<td>Year Up Presentation</td>
<td>Marty Brown</td>
<td>Discuss Tab 6</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>Legislative and Communication Report</td>
<td>Alison Grazzini-Smith and Laura McDowell</td>
<td>Discuss Tab 7</td>
</tr>
<tr>
<td>4:00 p.m.</td>
<td>Trustees’ Association Report</td>
<td>Dan Altmayer, TACTC President</td>
<td>Discuss</td>
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<tr>
<td>4:15 p.m.</td>
<td>Presidents’ Association Report</td>
<td>Ed Brewster, WACTC President-elect</td>
<td>Discuss</td>
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<tr>
<td>4:30 p.m.</td>
<td>Executive Director Report</td>
<td>Marty Brown</td>
<td>Discuss</td>
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<tr>
<td>4:45 p.m.</td>
<td>Adjournment</td>
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<tr>
<td>6:00 p.m.</td>
<td>Dinner Meeting for State Board Members and Executive Director</td>
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### March 27

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Presenter</th>
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<tbody>
<tr>
<td>7:30 a.m.</td>
<td>Breakfast</td>
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<tr>
<td>8:00 a.m.</td>
<td>Call to Order and Adoption of Agenda</td>
<td>Beth Willis, Chair</td>
<td>Action</td>
</tr>
<tr>
<td>8:05 a.m.</td>
<td>Appointment of Nominating Committee for 2014-15 State Board Chair and Vice Chair</td>
<td>Beth Willis, State Board Chair</td>
<td>Action</td>
</tr>
</tbody>
</table>
8:10 a.m.  Approval of Consent Agenda
   a. SBCTC Meeting Minutes, February 6, 2014
   b. Spokane Falls Community College: Local Expenditure
      Authority, Building Equipment
      Resolution 14-03-09
   c. Yakima Valley: Property Surplus and Acquisition for
      Toppenish Learning Center
      Resolution 14-03-10

8:15 a.m.  Improving Outcomes in Pre-College Math Education
            Discuss  Tab 9
            Wayne Martin and Jan Yoshiwara

9:00 a.m.  State Board of Education on College Readiness Policies
            Discuss  Tab 10
            Jan Yoshiwara

9:45 a.m.  Final Considerations of Bachelors of Applied Science
            Action  Tab 11
            Edward Esparza
            a) Cascadia College – Sustainable Practices
               Resolution 14-03-11
            b) Clark College – Dental Hygiene
               Resolution 14-03-12
            c) Clover Park Technical College – Manufacturing Operations
               Resolution 14-03-13
            d) Highline Community College – Youth Development
               Resolution 14-03-14
            e) Skagit Valley College – Environmental Conservation
               Resolution 14-03-15
            f) Yakima Valley Community College – Applied Business
               Management
               Resolution 14-03-16

11:00 a.m. Adjournment

Next Meeting: May 7-8, 2014 ~ Columbia Basin College

12:00 p.m. All Washington Academic Awards
            South Puget Sound Community College
            Student Union Building #27

1:30 p.m. All Washington Academic Awards Reception
            South Puget Sound Community College
            Student Union Building #27

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
Sharon Fairchild  ●  Jim Bricker  ●  Elizabeth Chen
Anne Fennelly  ●  Wayne Martin  ●  Larry Brown  ●  Jay Reich
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
Limited License Legal Technician

Brief Description
The Limited License Legal Technician (LLLT), a landmark state Supreme Court adopted rule that promises to create new jobs and expand public access to legal help is coming to life at Washington’s community and technical colleges. Four colleges—Highline Community College, Edmonds Community College, Tacoma Community College and Spokane Community College—will start training students to become “Limited License Legal Technicians” in spring 2014. The state Supreme Court authorized the new license in 2012, making Washington the first—and currently only—state to endorse this exciting new profession. (Attachment A: Regulations of the APR 28 Limited Legal License Technician Board)

How does this link to the System Direction, Mission Study, and Policy Focus
The adoption of the Limited License Legal Technician addresses several key elements in the System Direction. The 2003 Civil and Legal Needs Study identified significant unmet need of legal services to represent low income populations. The practice areas identified with the greatest need were Housing Law, Family Law, and Consumer Law. The development of the Limited License Legal Technician Family Law practice area addresses economic demand as it meets the needs of an emerging job market and increases the number of skilled employees in an area of identified consumer need. Likewise, the training is responsive to the changing needs of business by offering accessible, high quality, and flexible programs.

The Limited License Legal Technician (LLLT) credential is a new employment opportunity beyond Paralegal. Individuals completing the required training, workplace experience, and required assessment, will have access to a new practice area, and legal career. This new career will give LLLT’s opportunity to advise and assist clients independent of an attorney’s supervision.

Background Information and Analysis
The Washington State Bar Association’s role is to maintain the high standards set for the legal profession and serves as the regulators of this new rule. The goal is to ensure quality implementation and uphold protection of the public. There is no other state with a similar Limited License Legal Technician rule. This rule provides Washington the opportunity to lead the nation in expanding legal services for the people of our state. Given that goal, it is with particular honor that the Limited License Legal Technician Board approached the community and technical college system to provide the delivery of the required coursework.

In order for an individual to apply to become a Limited License Legal Technician, you must complete the following education requirements:
1. An **associate level degree** or higher;
2. **45 credit hours** of core curriculum through an ABA approved law school or ABA approved paralegal program; and
3. **Practice area courses** with curriculum developed by an ABA approved law school;
4. Have **3,000 hours** of substantive law-related experience supervised by a licensed attorney.
(Attachment B: Pathway to LLLT Admission)
In order to satisfy the **core curriculum** requirement the following seven courses are required:

<table>
<thead>
<tr>
<th>Civil Procedure</th>
<th>Contracts</th>
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<tr>
<td>Interviewing and Investigation Techniques</td>
<td>Introduction to Law and Legal Process</td>
</tr>
<tr>
<td>Law Office Procedures and Technology</td>
<td>Legal Research, Writing, and Analysis</td>
</tr>
<tr>
<td>Professional Responsibility</td>
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</tbody>
</table>

Beginning Spring, 2014 four colleges will offer the seven required Limited License Legal Technician (LLLT) classes; Highline Community College, Edmonds Community College, Tacoma Community College, and Spokane Community College. The colleges presently offer five of the seven courses online, and are planning to develop others. Clark College and Whatcom Community College both also hope to offer coursework within the upcoming year. The first specialty area is Family Law. The Limited License Legal Technician Board anticipates future consideration of Landlord Tenant Law, Elder Law, and Immigration Law practice area. Additionally, colleges have collaborated to create a crosswalk of applicable courses available at each location, and established an agreement to accept courses from a co-LLLT college. The crosswalk will serve as a key resource to support greater access and expanded knowledge of the broad availability of Limited License Legal Technician coursework.

**Potential Questions**
- What are the implications for the college system and the impact to individual colleges?
- What are the anticipated future civil and legal needs for Washington State?
- Will the present legal needs of the community be adequately met by the four to six colleges?
- What specialty area is next to be developed, what is the intended timeline, and the possibility for the community and technical colleges to also offer practice area coursework (presently offered by law schools)?

**Recommendation/Preferred Result**
Board members will be provided a comprehensive presentation from a panel comprised of:
- **Barbara Madsen** - Chief Justice, Washington Supreme Court: The purpose of the program and access to justice issues, including the results of the 2003 Civil Legal Needs Study
- **Steve Crossland** - Chair, Limited License Legal Technician Board: The work of the Practice of Law Board and history of the development of the rule
- **Thea Jennings** - Program Lead, Limited License Legal Technician: Program structure, what LLLTs can do and the educational, testing, and experience requirements
- **Jessica Neilsen J.D., LL.M** - Department Coordinator, Paralegal Department, Highline Community College: Discuss the collaboration with the community colleges, the crosswalk, and the work to implement the core education with the ABA approved paralegal programs
- **Marie Bruin** - Policy Associate, Workforce Education, State Board Staff

Policy Manual Change: Yes ☐ No ☒

Prepared by: Marie Bruin, Policy Associate, Workforce Development
360-704-4360, mbruin@sbctc.edu
APPENDIX APR 28. REGULATIONS OF THE APR 28 LIMITED LICENSE LEGAL TECHNICIAN BOARD

REGULATION 2: PRACTICE AREAS—SCOPE OF PRACTICE AUTHORIZED BY LIMITED LICENSE LEGAL TECHNICIAN RULE

In each practice area in which an LLLT is licensed, the LLLT shall comply with the provisions defining the scope of practice as found in APR 28 and as described herein.

A. Issues Beyond the Scope of Authorized Practice.
An LLLT has an affirmative duty under APR 28F to inform clients when issues arise that are beyond the authorized scope of the LLLT’s practice. When an affirmative duty under APR 28F arises, then the LLLT shall inform the client in writing that:

1. the issue may exist, describing in general terms the nature of the issue;
2. the LLLT is not authorized to advise or assist on this issue;
3. the failure to obtain a lawyer’s advice could be adverse to the client’s interests; and,
4. the client should consult with a lawyer to obtain appropriate advice and documents necessary to protect the client's interests.

After an issue beyond the LLLT’s scope of practice has been identified, an LLLT may prepare a document related to the issue only if a lawyer acting on behalf of the client has provided appropriate documents and written instructions for the LLLT as to whether and how to proceed with respect to the issue. The LLLT shall then be required to follow the instructions and incorporate the terms of the necessary documents into the final court orders. The LLLT may proceed in this manner only if no other defined prohibitions apply.

B. Domestic Relations.
1. Domestic Relations, Defined. For the purposes of these Regulations, domestic relations shall include only:
   (a) child support modification actions, (b) dissolution actions, (c) domestic violence actions, except as prohibited by Regulation 2B(3), (d) committed intimate relationship actions only as they pertain to parenting and support issues, (e) legal separation actions, (f) major parenting plan modifications when the terms are agreed to by the parties before the onset of the representation by the LLLT, (g) minor parenting plan modifications, (h) parenting and support actions, (i) paternity actions, and (j) relocation actions, except as prohibited by Regulation 2B(3).

2. Scope of Practice for Limited License Legal Technicians — LLLTs in domestic relations may provide legal services to clients as provided in APR 28F, except as prohibited by APR 28H and Regulation 2B(3). Unless an issue beyond the scope arises or a prohibited act would be required, LLLTs may advise and assist clients (1) to initiate and respond to actions and (2) regarding motions, discovery, trial preparation, temporary and final orders, and modifications of orders.
3. Prohibited Acts. In addition to the prohibitions set forth in APR 28H, in the course of dealing with clients or prospective clients, LLLTs licensed to practice in domestic relations:

a. shall not represent more than one party in any domestic relations matter;

b. shall not provide legal services:
   i. in defacto parentage or nonparental custody actions; and
   ii. if 25 U.S.C. Chapter 21, the Indian Child Welfare Act, or RCW 13.38, the Washington State Indian Child Welfare Act, applies to the matter;

c. shall not advise or assist clients regarding:
   i. division of owned real estate, formal business entities, or retirement assets that require a supplemental order to divide and award, which includes division of all defined benefit plans and defined contribution plans;
   ii. bankruptcy, including obtaining a stay from bankruptcy;
   iii. disposition of debts and assets, if one party is in bankruptcy or files a bankruptcy during the pendency of the proceeding, unless: (a) the LLLT’s client has retained a lawyer to represent him/her in the bankruptcy, (b) the client has consulted with a lawyer and the lawyer has provided written instructions for the LLLT as to whether and how to proceed regarding the division of debts and assets in the domestic relations proceeding, or (c) the bankruptcy has been discharged;
   iv. anti-harassment orders, criminal no contact orders, anti-stalking orders, and sexual assault protection orders in domestic violence actions;
   v. pseudo-community property issues in committed intimate relationship actions;
   vi. major parenting plan modifications unless the terms were agreed to by the parties before the onset of the representation by the LLLT;
   vii. the determination of Uniform Child Custody Jurisdiction and Enforcement Act issues under RCW 26.27 or Uniform Interstate Family Support Act issues under RCW 26.21A unless and until jurisdiction has been resolved;
   viii. objections to relocation petitions, responses to objections to relocation petitions, or temporary orders in relocation actions;
   ix. final revised parenting plans in relocation actions except in the event of default or where the terms have been agreed to by the parties.

d. shall not appear or participate at the taking of a deposition; and

e. shall not initiate or respond to an appeal to an appellate court.
Pathway to LLLT Admission

**STEP 1: COMPLETE EDUCATION**

A. Minimum associate level degree
B. Core Education: 45 credit hours at ABA approved program, including 7 courses with minimum credits:
   - Civil Procedure, 8
   - Contracts, 3
   - Interviewing & Investigation Techniques, 3
   - Intro to Law & Legal Process, 3
   - Law Office Procedures & Technology, 3
   - Legal Research, Writing, & Analysis, 8
   - Professional Responsibility, 3
C. Practice Area Education
   - Family Law: 15 credits

**LIMITED TIME WAIVER**

Waiver of associate degree and core education, if you have:
1. Passed the NFPA PACE Exam OR NALA Certified Paralegal Exam OR NALS Professional Paralegal Exam and have active certification
2. 10 years of substantive law-related experience supervised by a licensed lawyer

Apply for waiver until December 31, 2016

**STEP 2: TAKE & PASS EXAMINATIONS**

Core Education exam
Practice Area exam, which includes multiple choice, essay, and practice exercise sections

**STEP 3: ESTABLISH EXPERIENCE**

3,000 hours of substantive law-related experience; approx. 18 months full time
Supervised by a licensed lawyer
Within 3 years before or after passing examination
Provide Declaration(s) of Supervising Lawyer(s)

*Any discrepancy or conflict between the information provided here and the rules and regulations set by the Washington State Supreme Court, or the bylaws and policies of the Washington State Bar Association, is unintentional and will be resolved in favor of strict compliance with the rules, regulations, bylaws and policies.*
Limited License Legal Technician Program

The History and Future of the Program
General Rule (GR) 24 (2001)

Defined the practice of law in an effort to:

- Provide ethical competent legal services to public
- Protect the public from the unauthorized practice of law
- Not unreasonably restrain trade
Investigate allegations of the unauthorized practice of law

Issue advisory opinions about authority of nonlawyers to perform legal services

Make recommendations to the Supreme Court regarding authorizing non-lawyers to “engage in certain defined activities that would otherwise constitute the practice of law as defined in GR 24.” GR 25(c)(4).
2003 Civil Legal Needs Study

Task Force on Civil Equal Justice Funding

Study into civil legal needs of low-income populations

Revealed glaring unmet need for legal services in the low-income population (defined as families with incomes below 125% of the Federal Poverty Level)

Legal practice areas of greatest need for low- and moderate-income individuals and families: housing, family, and consumer law
Legal Technician Rule History

With Supreme Court directive, drafted proposed “legal technician” rule

In 2005, sought input on proposed rule from numerous interest groups

Mar. 2006, the Board of Governors voted against the proposed rule; others also opposed

Continued its work despite opposition
POLB Practice Area Subcommittees

In 2006, four subcommittees convened to make recommendations regarding a proposed first practice area.

- **Immigration**
  - Determined to be inappropriate practice area
  - Too complex

- **Landlord/Tenant**
  - Determined to be appropriate practice area

- **Elder Law**
  - Determined to be appropriate practice area

- **Family Law**
  - Determined to be appropriate practice area
  - Chosen as area of practice to recommend to Supreme Court
Jan. 2008, POLB reports to Supreme Court on its proposed rule

Recommends initial practice area of family law

Jan. 2009, Supreme Court publishes rule for comment

Feb. 2012, amendments to rule submitted to provide for efficient administration of program

“Limited license legal technician” proposed as name of practitioner
June 15, 2012: Supreme Court issues order adopting LLLT Rule, stating “[w]e have a duty to ensure the public can access affordable legal and law related services, and that they are not left to fall prey to the perils of the unregulated market place.” Order at 5-6.
LLLT Board
Supreme Court board authorized to administer the program

- 13 members, including lawyers, 4 nonlawyers, and a legal educator
- Must create and draft operational details for the program
- First big decisions: practice area and education requirements
Initial Practice Area

Family law chosen as first practice area

Approved by Supreme Court in March 2013
LLLT Board’s Work in 2014

Rules of Professional Conduct (RPC) Subcommittee
- Use existing lawyer RPC as basis
- Must consider limited role of LLLTs when reviewing rules
- Balance protection of the public with the need to increase access to justice

Examination Subcommittee
- Decide core education exam requirements
- Write family law exam
- Include professional responsibility questions

New Practice Area
- Discussions to begin in early 2014
- Recommendation to Supreme Court by mid-2014
Legal technicians shall:

- Be at least 18 years of age
- Have a minimum associate level degree
- Meet education, examination, and experience requirements
- Show proof of financial responsibility
- Show proof of continuing legal education courses
- Abide by a code of ethical conduct (LLLT RPC)
- Be subject to discipline
Legal Technicians may:

<table>
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<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>Inform clients of procedures and course of legal proceedings</td>
<td>Provide approved and lawyer prepared self-help materials</td>
</tr>
<tr>
<td>Review documents and exhibits from opposing party and explain them</td>
<td>Select, complete, file, and serve approved and lawyer prepared forms and advise of their relevance</td>
</tr>
<tr>
<td>Advise clients of necessary documents and explain their relevance</td>
<td>Assist client in obtaining necessary documents</td>
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</table>

Legal technicians may not (unless permitted by GR 24):

- Represent a client in court, administrative, or formal dispute resolution proceedings
- Negotiate the client’s legal rights
- Communicate with another person the client’s position or convey to the client the position of another party
Admission Requirements

**STEP 1: COMPLETE EDUCATION**
- Minimum *associate level degree*
- **Core Education:** 45 credit hours at an ABA approved program
- **Practice Area Education**

**STEP 2: PASS EXAMINATIONS**
- Core education exam
- **Practice area exam:** includes multiple choice, essay, and practice exercise sections

**STEP 3: ESTABLISH EXPERIENCE**
- *3,000 hours of substantive law-related experience*
- Supervised by a licensed lawyer
- Within 3 years before or after passing examination
Core Education, 45 Credit Hours

Intro to Law and Legal Process, 3 credits
Civil Procedure, 8 credits
Legal Research, Writing, and Analysis, 8 credits
Contracts, 3 credits
Professional Responsibility/Ethics, 3 credits
Law Office Procedures and Technology, 3 credits
Interviewing and Investigation Techniques, 3 credits

ELECTIVES: Applicant may take remaining credits as legal studies elective courses
## Practice Area Education

- Must be taken in each practice area
- Must be developed by or in conjunction with an ABA approved law school
- Should include WA law specific topics

## Family Law Courses

- Developed & taught by instructors at all 3 WA law schools
- 5 credits of basic family law & 10 credits of advanced and WA law specific topics
- Offered by live webcast at UW beginning Winter Quarter 2014
Community College Collaboration

SBCTC’s Role
• Staff for SBCTC facilitated collaboration
• Inclusive process

Workgroups
• ABA approved programs course alignment to core
• Options for endorsing non-ABA approved programs

Career Prospective
• New career opportunity & national first
• Income range not yet known
• Community need great
Implementation of Core

Spring 2014 Launch

Alignment across colleges

Online coverage

Offered in Eastern, Western, and Southwest WA

Edmonds, Highline, Spokane, Tacoma

Clark and Whatcom forthcoming
Map of Community Colleges and Law Schools*

- Washington community college
- ABA approved paralegal program offering LLLT education
- Paralegal program seeking ABA approval
- Washington law school contributing to LLLT education

* Map adapted from SBCTC website. See map for schools that correspond with numbers above: [http://www.sbctc.edu/general/c_index.aspx](http://www.sbctc.edu/general/c_index.aspx).
A national first in legal access

A landmark state Supreme Court rule that promises to create new jobs and expand public access to legal help is coming to life at Washington’s community and technical colleges.

Four colleges – Highline, Edmonds, Tacoma and Spokane – will start training students to become “Limited License Legal Technicians” (LLLTs) in spring 2014. The state Supreme Court authorized the new license in 2012, making Washington the first – and currently only – state to endorse this exciting new profession.¹

Much like nurse practitioners in the medical field, the LLLT license has been dubbed the “next big thing” in the rapidly changing legal environment because it allows licensed individuals to provide limited legal services directly to clients.²

Clark College and Whatcom Community College are gearing up to offer LLLT training in the future.

Limits and opportunities

Limited Licensed Legal Technicians are not lawyers, but they can provide limited advice and assistance directly to clients on legal matters related to family law. This includes routine cases of divorce, child residential placement, child support, and other family matters. If the legal issue requires work beyond the LLLT scope of practice, the LLLT must advise clients to seek the advice of an attorney.

LLLTs can:

- Select and complete forms.
- Inform clients of procedures and timelines.
- Review and explain pleadings.
- Identify additional documents that may be needed.

Family law is the only area of practice approved thus far, but the state Supreme Court may add other areas in the future, such as landlord tenant law, elder law, and immigration law.

New career path for paralegals

The LLLT license presents an exciting new career path for paralegals. Paralegals work directly for lawyers and cannot give legal advice. In contrast, LLLTs can open their own businesses, independent of attorneys, and provide limited legal advice directly to clients.

“We need gradations in the [legal] profession. There’s a huge unmet need and we must be creative in order to make the justice system available to everyone…The capacity of the state-funded legal aid system to meet the day-to-day problems of the low-income population is now veneer thin.” – “2014 State of the Judiciary” report presented by Chief Justice Barbara A. Madsen
Academic rigor

To obtain an LLLT license, applicants must:

- Have an associate degree or higher.
- Take 45 credit hours of specific coursework from an American Bar Association (ABA)-approved paralegal program.
- Take additional credits in the particular practice area – such as 15 credits in family law – with curriculum developed by an ABA-approved university law school.
- Have about one-and-a-half years’ worth (3,000 hours) of full-time, substantive law-related experience supervised by a licensed attorney.
- Take an LLLT license exam.

Community and technical colleges and universities have made virtually every course available online. Two-year colleges honor each other’s online LLLT courses so students can take them from any college.

Until Dec. 31, 2016, certified or registered paralegals with at least ten years of experience can apply for a waiver to simply take the practice area credits and sit for the exam.

A 13-member Limited License Legal Technician Board administers the examinations and sets rules and regulations.

The impetus

The court ruling seeks to make simple, routine legal services more available and affordable to people who might otherwise struggle to pay attorneys’ fees, fall prey to unregulated “practitioners,” or forego representation in our justice system altogether.

The LLLT rule was recommended by the Practice of Law Board, created by the Supreme Court in 2001. The Practice of Law Board pushed for the new rule for about ten years.

Two-year colleges a natural fit

In its ruling, the state Supreme Court cited a 2003 Civil Legal Needs Study that found “Nearly half of all low-income people with a legal problem did not seek legal assistance because they did not know that there were laws to protect them or that relief could be obtained from the justice system. Others did not know where to turn, were fearful, believed they could not afford legal help, or had language barriers.”

America’s community and technical colleges are often called “Democracy’s” colleges because their open-door policies give all residents access to higher education. With the new LLLT programs, our two-year colleges are proud to help expand access to justice as well.

Sources:

2. “Next big thing” reference from University of La Verne Department of Legal Studies (California) July 18, 2013 blog post, citing Washington state.

Note: This fact sheet has been approved by the LLLT program of the Washington State Bar Association.
Capital Budget Update

Brief Description
In this study session staff will provide an update on the 2014 supplemental capital budget. We will also go over the major elements of a biennial capital budget request and what is being considered for 2015-17. The Board will be asked to adopt a 2015-17 capital budget request at the May Board meeting.

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 of the intents 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 can support the system direction, strategic plans, and mission study goals. The State Board adopted criteria for the selection of new major projects for the 2015-17 capital budget request in February 2013. Since then, the system groups and staff have been preparing to present the State Board with a budget recommendation based on these criteria. That is now scheduled for May 7, 2014. In this study session we provide an update on the 2014 supplemental capital budget and the major elements being considered for the 2015-17 capital request.

In Attachment A there is a presentation for this study session. Attachment B has draft funding amounts for 2015-17 minor work lists. Attachment C is the WACTC Capital End Run Policy adopted January 21, 2014.

Potential Questions
• Is the budget being developed consistent with the Board’s vision, goals, and plans?
• Is there other information that the Board needs before adopting a 2015-17 capital budget request at the May Board meeting?

Recommendation/Preferred Result
Staff will provide an update on the current biennium capital budget and development of a budget request for next biennium. The Board will be asked to provide feedback for preparation of a 2015-17 capital budget recommendation for the next State Board meeting.

Policy Manual Change Yes ☐ No ☒

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

March 26, 2014

Wayne Doty, PE
Capital Budget Director
State Board for Community and Technical Colleges
(360) 704-4382 wdoty@sbctc.edu

2014 Supplemental Capital Budget
The 2014 Supplemental Requests for New Appropriations were a subset of the 2013-15 Biennial Request

### Priority / Type / College / Number / Project / SBCTC 2013-15 Request / SBCTC 2013-15 Funding / Request / Funding

<table>
<thead>
<tr>
<th>Priority</th>
<th>Type</th>
<th>College</th>
<th>Number</th>
<th>Project</th>
<th>New Approp.</th>
<th>Cumulative</th>
<th>New Approp.</th>
<th>Cumulative</th>
<th>Request / Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Minor Preservation</td>
<td>Statewide</td>
<td>30000709</td>
<td>* Preventive Facility Maintenance and Building</td>
<td>22,800,000</td>
<td>22,800,000</td>
<td>22,800,000</td>
<td>22,800,000</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>Minor Preservation</td>
<td>Statewide</td>
<td>30000779</td>
<td>Emergency Repairs and Improvements</td>
<td>17,600,000</td>
<td>40,400,000</td>
<td>17,600,000</td>
<td>40,400,000</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>Minor Repairs</td>
<td>Statewide</td>
<td>30000844</td>
<td>Roof Repairs</td>
<td>7,785,000</td>
<td>48,185,000</td>
<td>7,785,000</td>
<td>48,185,000</td>
<td>100%</td>
</tr>
<tr>
<td>4</td>
<td>Minor Repairs</td>
<td>Statewide</td>
<td>30000897</td>
<td>Facility Repairs</td>
<td>22,134,000</td>
<td>70,319,000</td>
<td>22,134,000</td>
<td>70,319,000</td>
<td>100%</td>
</tr>
<tr>
<td>5</td>
<td>Minor Program</td>
<td>Statewide</td>
<td>30000941</td>
<td>Site Repairs</td>
<td>2,574,000</td>
<td>72,893,000</td>
<td>2,574,000</td>
<td>72,893,000</td>
<td>100%</td>
</tr>
<tr>
<td>6</td>
<td>Construction</td>
<td>Bellevue</td>
<td>20062702</td>
<td>Health Science Building</td>
<td>22,000,000</td>
<td>94,893,000</td>
<td>38,752,000</td>
<td>91,685,000</td>
<td>85%</td>
</tr>
<tr>
<td>7</td>
<td>Construction</td>
<td>Grays Harbor</td>
<td>20081226</td>
<td>Science and Math Building</td>
<td>46,543,000</td>
<td>173,786,000</td>
<td>41,576,000</td>
<td>161,933,000</td>
<td>89%</td>
</tr>
<tr>
<td>8</td>
<td>Construction</td>
<td>Seattle Central</td>
<td>30000120</td>
<td>Seattle Maritime Academy</td>
<td>18,521,000</td>
<td>192,307,000</td>
<td>15,491,000</td>
<td>177,424,000</td>
<td>84%</td>
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<tr>
<td>9</td>
<td>Construction</td>
<td>Yakima Valley</td>
<td>30000121</td>
<td>Palmer Martin Building</td>
<td>22,160,000</td>
<td>214,467,000</td>
<td>28,240,000</td>
<td>196,667,000</td>
<td>87%</td>
</tr>
<tr>
<td>10</td>
<td>Construction</td>
<td>Green River</td>
<td>20081222</td>
<td>Trades and Industry Building</td>
<td>20,629,000</td>
<td>245,096,000</td>
<td>26,774,000</td>
<td>223,441,000</td>
<td>87%</td>
</tr>
<tr>
<td>11</td>
<td>Design</td>
<td>Centralia</td>
<td>30000123</td>
<td>** Student Services</td>
<td>4,397,000</td>
<td>249,493,000</td>
<td>2,517,000</td>
<td>225,958,000</td>
<td>88%</td>
</tr>
<tr>
<td>12</td>
<td>Construction</td>
<td>Seattle</td>
<td>20082703</td>
<td>Mohler Communications Technology Center</td>
<td>27,040,000</td>
<td>276,533,000</td>
<td>23,808,000</td>
<td>249,766,000</td>
<td>88%</td>
</tr>
<tr>
<td>13</td>
<td>Design</td>
<td>Columbia Basin</td>
<td>20082704</td>
<td>Social Science Center</td>
<td>1,250,000</td>
<td>277,783,000</td>
<td>965,000</td>
<td>250,731,000</td>
<td>77%</td>
</tr>
<tr>
<td>14</td>
<td>Design</td>
<td>Peninsula</td>
<td>30000126</td>
<td>Allied Health and Early Childhood Dev Center</td>
<td>2,189,000</td>
<td>279,972,000</td>
<td>1,850,000</td>
<td>252,541,000</td>
<td>83%</td>
</tr>
<tr>
<td>15</td>
<td>Design</td>
<td>South Seattle</td>
<td>30000128</td>
<td>Cascade Court</td>
<td>2,437,000</td>
<td>282,409,000</td>
<td>2,087,000</td>
<td>254,628,000</td>
<td>83%</td>
</tr>
<tr>
<td>16</td>
<td>Construction</td>
<td>Clark</td>
<td>20082705</td>
<td>Health and Advanced Technologies Building</td>
<td>38,487,000</td>
<td>320,897,000</td>
<td>33,784,000</td>
<td>288,412,000</td>
<td>83%</td>
</tr>
<tr>
<td>17</td>
<td>Design</td>
<td>Renton</td>
<td>30000134</td>
<td>Automotive Complex Renovation</td>
<td>1,910,000</td>
<td>322,806,000</td>
<td>1,583,000</td>
<td>289,995,000</td>
<td>83%</td>
</tr>
<tr>
<td>18</td>
<td>Design</td>
<td>Edmonds</td>
<td>30000137</td>
<td>Science Engineering Technology Bldg</td>
<td>8,291,000</td>
<td>331,097,000</td>
<td>7,820,000</td>
<td>297,815,000</td>
<td>89%</td>
</tr>
<tr>
<td>19</td>
<td>Design</td>
<td>Whatcom</td>
<td>30000138</td>
<td>Learning Commons</td>
<td>2,127,000</td>
<td>333,224,000</td>
<td>1,822,000</td>
<td>299,637,000</td>
<td>89%</td>
</tr>
<tr>
<td>20</td>
<td>Construction</td>
<td>Olympic</td>
<td>30000122</td>
<td>College Instruction Center</td>
<td>53,053,000</td>
<td>386,277,000</td>
<td>0</td>
<td>299,637,000</td>
<td>0%</td>
</tr>
</tbody>
</table>

Notes:
- General Construction occurs in order of system priority.
- * Project 30000709 is a maintenance level request for $60 million originally swapped in 2009-10 for $1 million in the operating budget. The fund swap first occurred in Section 799 of SS8 5401 to offset a corresponding reduction in the Operating budget.
- ** Project 30000123 requesting more of the design and acquisition costs in 2013-15 to be ready for construction phase in 2015-17. The total project cost is unchanged from 2013-15 request.

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Two 2014 Supplemental Requests for New Authorities

### SBCTC Capital Requests for COPs to be paid from non-appropriated funds in 2013-15

<table>
<thead>
<tr>
<th>Request</th>
<th>College</th>
<th>Number</th>
<th>Project</th>
<th>SBCTC Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change Description</td>
<td>Peninsula</td>
<td>30000501</td>
<td>Forks Satellite Site</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>Reauthorize</td>
<td>Spokane</td>
<td>92000052</td>
<td>Extended Learning Center</td>
<td>$3,100,000</td>
</tr>
<tr>
<td>Authorize</td>
<td>South Puget Sound</td>
<td>30000972</td>
<td>Renovation of Lacey Campus</td>
<td>$5,000,000</td>
</tr>
<tr>
<td>Authorize</td>
<td>Green River</td>
<td>30000973</td>
<td>Student Life Replacement Project</td>
<td>$15,000,000</td>
</tr>
<tr>
<td>Authorize</td>
<td>Whatcom</td>
<td>30000975</td>
<td>Student Recreation Center</td>
<td>$11,000,000</td>
</tr>
</tbody>
</table>

### 2014 Supplemental Request

<table>
<thead>
<tr>
<th>Request</th>
<th>College</th>
<th>Number</th>
<th>Project</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authorize</td>
<td>Lower Columbia</td>
<td>30000976</td>
<td>Student Housing</td>
<td>not approved</td>
</tr>
<tr>
<td>Authorize</td>
<td>Lower Columbia</td>
<td>30000978</td>
<td>Main Building Renovation</td>
<td>not approved</td>
</tr>
</tbody>
</table>

Requests were based on May 28, 2010, June 30, 2010 and January 7, 2011 WACTC Recommendations and SBCTC Recommendations 10-06-29, 10-08-33, 11-1-8, 12-06-22, and 13-10-55.
SBCTC 2014 Supplemental Budget Request

These requests were in both the House and Senate budgets passed on their respective floors:

- Funding necessary for the Centralia Student Service project to be ready for construction in 2015-17.

- Authority for Lower Columbia to finance two projects using existing appropriations and local funds. One was to purchase an interest in a multi-purpose building for student housing. The second was to remodel the Main Building on campus.

Neither House or Senate proposals funded the construction for the Olympic College Instruction Center.

The legislature did not adopt a supplemental budget.
Prior Planning

Use technology, collaboration and innovation
Build a 21st Century Learning Infrastructure
Mobilize technology to increase student success

http://www.sbctc.ctc.edu/docs/sbctc_system_direction_final.pdf
http://www.sbctc.edu/docs/strategicplan/strategic_technology_plan.pdf
http://www.sbctc.ctc.edu/docs/sbctc_mission_study-interactive-web.pdf

SBCTC Capital Budget Timeline

<table>
<thead>
<tr>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul</td>
<td>Aug</td>
<td>Sep</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation of 11-13 budget</td>
<td>Legislation develops final 13-15 budget</td>
<td>15-17 prep</td>
</tr>
<tr>
<td>13-15 request</td>
<td>OFM Governor’s 13-15 budget</td>
<td>Scoring</td>
</tr>
<tr>
<td>Finalize Scoring System for 15-17</td>
<td>15-17 instructions</td>
<td>Facility Condition Survey</td>
</tr>
<tr>
<td>2013</td>
<td>2014</td>
<td>2015</td>
</tr>
<tr>
<td>Jul</td>
<td>Aug</td>
<td>Sep</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation of 13-15 budget</td>
<td>Colleges develop 15-17 requests</td>
<td>17-19 prep</td>
</tr>
<tr>
<td>Facility Condition Survey</td>
<td>Scoring</td>
<td>We Are Here</td>
</tr>
<tr>
<td>Stakeholder input.</td>
<td>How is the capital process working?</td>
<td>Principles</td>
</tr>
<tr>
<td>2014</td>
<td>2015</td>
<td>2016</td>
</tr>
<tr>
<td>Jul</td>
<td>Aug</td>
<td>Sep</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation of 13-15 budget</td>
<td>Legislature develops final 15-17 budget</td>
<td>2017-19 WACTC Academy</td>
</tr>
<tr>
<td>15-17 request</td>
<td>OFM Governor’s 15-17 budget</td>
<td>17-19 instructions</td>
</tr>
<tr>
<td>Develop Changes to Scoring System for 17-19</td>
<td>Facility Condition Survey</td>
<td>Feb-28 College Requests</td>
</tr>
</tbody>
</table>
Elements of the Capital Request

In February of 2013, the State Board adopted guidelines for the development of the 2015-17 budget request. These guidelines favor taking care of what we have over adding square footage to a campus.

The State Board’s capital requests usually include advancement of major projects currently in the pipeline, new major projects, new minor projects, new authorities, and allowable reappropriations for ongoing projects.

Minor projects can cost up to $2 million each and are grouped with other similar projects on lists:

- Preservation
  - Emergencies
  - Hazardous Material Abatement
  - Capital Program Staff
  - Facility Condition Survey
  - Facility Inventory
- Repairs
  - Roof
  - Facility
  - Site
- Program Improvements

The following slides will look at these list-based requests in more detail.

Minor Projects – Preservation

This list creates an emergency reserve for each college to manage. The college reserves may be used for unforeseen repairs and minor improvements.

Each college’s reserve amount is based on the number of student FTE, the amount of building square footage, and the age of the buildings on their campus.

The State Board also has pools of funding available for colleges to address larger emergencies and hazardous materials encountered on their campuses. These funds are administered in accordance with State Board policy by your staff.

The funding target in this category is 10% more than requested for the current biennium. All of the increase would be for the college reserves.

Based on these principles, the preservation funding by college and the statewide pools would be as shown in Attachment B.
Minor Projects – Preservation – System-wide Emergency Pool

The State Board policy for management of the emergency pool defines an “emergency” as:

1. Catastrophic loss or failure* of a building or system.
2. When a capital repair cannot be deferred into the next biennial budget cycle.
3. When work cannot be accomplished through RMI and exceeds colleges ability to respond with available minor work preservation funding.
4. When delays in repair would cause costly collateral damage.
5. When large portions of a college’s programs would be placed at risk.
6. When life safety and property risks are too high to leave un-addressed.

* Catastrophic loss or failure often presents an immediate threat to life or property

The policy also stipulates that the funds cannot be used to:

1. Augment a non-emergency local-capital project.
2. Augment another state-funded project.
3. Construct a repair or replacement that is deferrable to the next legislative-funding opportunity.

Minor Projects – Preservation

College Match in System-wide Emergency and HazMat Pools

Allocations from the emergency pool require a college deductible. The college is responsible for the deductible even if their Preservation allocation (RMI) has been spent.

<table>
<thead>
<tr>
<th>Shares of Total Cost Less the Deductible</th>
<th>By College</th>
<th>By SBCTC *</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the first project</td>
<td>50% of cost up to 1/3 of RMI dollars</td>
<td>Remaining costs</td>
</tr>
<tr>
<td>For the second project</td>
<td>50% of cost up to 1/3 of RMI dollars for projects #1 and #2 combined</td>
<td>Remaining costs</td>
</tr>
<tr>
<td>For the third and all subsequent projects</td>
<td>50% of cost up to 3/8 of RMI dollars for all projects</td>
<td>Remaining costs</td>
</tr>
</tbody>
</table>

* Within the total of “emergency pool” funds available.

The State Board also manages a pool of funds for hazardous materials encountered at the colleges. The criteria is the same as for the emergency pool except there is no college deductible.
### Minor Projects - Repairs

Every two years the State Board evaluates the condition of the system’s facilities. The evaluation includes identification of needed repairs and their severity relative to all of the other repairs needed in the system. After a funding target is set for the next budget request, we go down the list of repairs in order of severity until the funding target is reached. The most needed repairs are grouped into Roof, Facility and Site lists for the request. This process has led to steady improvement in the facility conditions toward the State Board’s goal of have all facilities in adequate or better condition by 2030.
Minor Projects - Repairs

The amount allocated to each college is based on funding the highest priority deficiencies identified in the facility condition survey.

The funding target for this biennium was set 10% higher than last biennium, or $36 million. This level of funding will address 64% of the deficiencies identified in the facility condition survey. It would take about $57 million to correct every deficiency.

The list includes $21,509,000 for Facility, $12,575,000 for Roof, and $2,012,000 for Site repairs.

The resultant repair funding by college is in Attachment B.

Minor Projects – Program Improvements

Similar to preservation funding, each college would receive funding for minor program improvements based on the number of student FTE, the amount of building square footage, and the age of the buildings on their campus.

The legislature funded 85% of the system's $22 million budget request in 2013-15. We are targeting funding for next biennium to be 10% higher than our last request.

The resultant funding for minor program improvements by college is in Attachment B.
Alternative Financing

With legislative permission a college can use alternative financing for capital.

Alternative financing includes:

- A lease to own contract.
- A lease over 20 years.
- Any local debt for a capital purpose.*

Alternatively financed projects are usually authorized in the capital budget so requests for them need to be included in our system request.

The only form of local capital debt the legislature authorizes is obtained through the Treasurer’s Certificate of Participation program. When requesting a COP the college must have sufficient resources to pay the debt service without new appropriations. There is often local capital used as cash in these projects too.

* The legislature does not require project specific authorization for debt on energy saving projects that have an internal an internal return on the investment of 7 to 10 years based on an audit-grade evaluation.

New Major Project Requests

About four years ago, the State’s revenue projections and subsequent capacity for new bonds dropped very fast. Our pipeline of projects was prioritized but really only worked if it was funded with around $500 million every biennium.

We used several principles to deal with projects that were already in the pipeline. And, there was a desire to give colleges not in the pipeline a chance to get in sooner than they could if all of the projects already in the pipeline were ahead of them.

The desire to create capacity for new projects was coupled with the idea that we always want to advance the best projects. This led to colleges voluntarily postponing designs if they had more than one already in the pipeline. These projects became known as the “2nd Designs.”

Two sources of projects for the 2015-17 competition:

- **2nd Designs** – projects that previously competed and were added to our pipeline but postponed as part of our effort to re-size the pipeline after the 2008 recession.
- **New Requests** – from colleges that were not in the pipeline as of March 2010. This is their chance to get into the pipeline sooner that they would have if the 2nd designs were not postponed.
Limited Competition

The competition for a new major projects in 2015-17 was limited to the 2nd designs and those not in the pipeline as of March 2010.

Colleges with 2nd designs:
1. Bates
2. Clark
3. Clover Park
4. Everett
5. Grays Harbor
6. Olympic
7. South Seattle
8. Spokane Falls

Colleges without projects in the pipeline:
1. Bellingham
2. Big Bend
3. Cascadia
4. Highline
5. Lake Washington
6. Pierce Fort Steilacoom
7. Pierce Puyallup
8. Shoreline
9. Spokane
10. Walla Walla
11. Wenatchee Valley

To be consistent with the principle that once a project has been added to our pipeline it stays there until funded, WACTC has recommended any 2nd designs not funded in 2015-17 be added back to the pipeline in 2017-19.

College Requests for New Major Projects in 2015-17
In College Alphabetical Order

<table>
<thead>
<tr>
<th>Count</th>
<th>Eligible College</th>
<th>2nd Design, or New Request</th>
<th>Project Name</th>
<th>College Priority</th>
<th>GSF</th>
<th>Cost</th>
<th>Data As Submitted - to be verified</th>
<th>College Matches</th>
<th>Term of Renovation</th>
<th>Replacement</th>
<th>New Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bates 2nd</td>
<td>Medical Mile Health Science Center</td>
<td>1</td>
<td>50,000</td>
<td>40,031,277</td>
<td>0% 0% 93% 7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Bellingham New</td>
<td>Engineering, Technology and Science Center</td>
<td>1</td>
<td>34,120</td>
<td>19,319,796</td>
<td>3% 34% 0% 63%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Big Bend New</td>
<td>Professional-Technical Education Center *</td>
<td>1</td>
<td>76,140</td>
<td>32,521,585</td>
<td>0% 0% 100% 0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Cascadia New</td>
<td>Center for Science and Technology</td>
<td>1</td>
<td>56,618</td>
<td>33,955,000</td>
<td>0% 0% 0% 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Clark 2nd North Clark County</td>
<td></td>
<td>1</td>
<td>69,000</td>
<td>50,953,000</td>
<td>0% 0% 0% 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Clover Park 2nd</td>
<td>Center for Advanced Manufacturing Technologies</td>
<td>1</td>
<td>62,478</td>
<td>36,182,420</td>
<td>0% 0% 95% 5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Everett 2nd</td>
<td>Learning Resource Center</td>
<td>1</td>
<td>69,800</td>
<td>46,991,000</td>
<td>0% 0% 0% 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>Grays Harbor 2nd</td>
<td>Student Services and Instructional Building</td>
<td>1</td>
<td>69,985</td>
<td>52,489,164</td>
<td>14% 0% 43% 43%</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>9</td>
<td>Highline New</td>
<td>Health and Life Sciences</td>
<td>1</td>
<td>46,068</td>
<td>26,244,275</td>
<td>0% 67% 18% 15%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Lake Washington New</td>
<td>Center for Design and Innovation</td>
<td>1</td>
<td>54,700</td>
<td>30,849,133</td>
<td>3% 0% 0% 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Olympic 2nd</td>
<td>Shop Building Renovation **</td>
<td>1</td>
<td>21,665</td>
<td>7,348,000</td>
<td>0% 85% 0% 15%</td>
<td></td>
<td></td>
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<tr>
<td>12</td>
<td>Pierce For Steilacoom New</td>
<td>Cascade Building Renovation - Phase 3</td>
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<td>56,600</td>
<td>31,300,012</td>
<td>0% 67% 0% 33%</td>
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<tr>
<td>13</td>
<td>Pierce Puyallup New</td>
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<td></td>
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<tr>
<td>14</td>
<td>South Seattle 2nd</td>
<td>Automotive Technology</td>
<td>1</td>
<td>69,957</td>
<td>39,741,193</td>
<td>15% 0% 79% 6%</td>
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</tr>
<tr>
<td>15</td>
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<tr>
<td>16</td>
<td>Spokane Falls 2nd</td>
<td>Photography and Fine Arts</td>
<td>1</td>
<td>57,560</td>
<td>31,753,000</td>
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<tr>
<td>17</td>
<td>Walla Walla New</td>
<td>STEM Education and Training Center</td>
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<td>17,498,941</td>
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<tr>
<td>18</td>
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<td>Workforce and Business Development Center</td>
<td>2</td>
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<td>14,365,931</td>
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<tr>
<td>19</td>
<td>Wenatchee New</td>
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<td>30% 0% 28% 0%</td>
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</table>

Notes:
* Needed exception to exceed 70,000 GSF - WACTC Capital Committee approved the submittal of this project with 76,140 GSF on February 20, 2014.
** Needs WACTC Capital Committee approval to submit project with less than 25,000 GSF.
*** Pierce Puyallup chose not to submit a major project request for 2015-17.
**** Walla Walla submitted two major project requests for 2015-17.
Scoring Task Force - Members

The following system representatives volunteered to score major capital projects for possible inclusion in the 2015-17 budget request.

Each scorer will rate each proposal relative to the established criteria. The committee will then reconcile their scores to establish a ranked list of projects. The observers will ensure transparency and consistency in the process.

Scorers

Washington Association of Community and Technical Colleges
Eileen Ely, Green River Community College
Luke Robins, Peninsula College
Steve Hanson, Renton Technical College
Linda Kaminski, Yakima Valley Community College

Instruction Commission
Tom Nielsen, Bellevue College
John Martens, Centralia College

Business Affairs Commission
Bill Saraceno, Columbia Basin College
Nancy McKinney, South Puget Sound Community College

Student Services
Lisa Matye Edwards, Lower Columbia College
Patricia Onion, Whatcom Community College

State Board Staff
Wayne Doty
Jan Yoshiwara

Observers

Trustees Association of Community and Technical Colleges
Jim Lowery, Centralia College
Duke Mitchell, Columbia Basin College

Scoring Task Force - Meetings

Scoring Meeting 1/3
10:00a – 2:00p March 17\textsuperscript{th} at Green River Community College
Handout requests and other information on USB memory stick.
Receive proposals. Discuss criteria and protocols.

Self-study between March 18\textsuperscript{th} – April 9\textsuperscript{th}
Each scorer will assess each request and identify a preliminary score for each criterion. Preliminary scores will be e-mailed to staff for compilation.

Scoring Meeting 2/3
9:00a – 12:00p April 9\textsuperscript{th} (teleconference)
Reconciliation of scores.

Scoring Meeting 3/3
2:30p – 3:30p April 15\textsuperscript{th} (teleconference)
Final score and ranking. Recommendations.
Advancement of Major Projects in the Pipeline

The State Board’s capital budget requests are based on a pipeline of activities to maximize the continuity and efficiency of the projects.

**Major projects are usually funded over two biennia.**

- **The design-phase** appropriations covers everything from pre-design up to bidding the project.
- **The construction-phase** appropriation includes expenses for bidding through closeout of the project. This appropriation is usually about ten times the design-phase appropriation.

New projects are placed into the pipeline based on their score below the projects already in the pipeline. This establishes the order of construction.

The system’s pipeline approach to capital budgeting automatically advances projects from design to construction and minimizes gaps between design and construction.

---

### Pipeline with 7 New Major Project per Biennia

<table>
<thead>
<tr>
<th>Order</th>
<th>Type</th>
<th>College</th>
<th>Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>O&amp;M Fund Swap</td>
<td>Statewide</td>
<td>O&amp;M Fund Swap</td>
</tr>
<tr>
<td>02</td>
<td>Minor Works</td>
<td>Preservation</td>
<td>O&amp;M Fund Swap</td>
</tr>
<tr>
<td>03</td>
<td>Minor Works</td>
<td>Program</td>
<td>O&amp;M Fund Swap</td>
</tr>
<tr>
<td>04</td>
<td>Major Project</td>
<td>Construction</td>
<td>Bellevue Health Science Building</td>
</tr>
<tr>
<td>05</td>
<td>Major Project</td>
<td>Construction</td>
<td>Grays Harbor Science and Math Building</td>
</tr>
<tr>
<td>06</td>
<td>Major Project</td>
<td>Construction</td>
<td>Seattle Central Seattle Maritime Academy</td>
</tr>
<tr>
<td>07</td>
<td>Major Project</td>
<td>Construction</td>
<td>Yakima Valley Palmetto Building</td>
</tr>
<tr>
<td>08</td>
<td>Major Project</td>
<td>Construction</td>
<td>Green River Trades and Industry Building</td>
</tr>
<tr>
<td>09</td>
<td>Major Project</td>
<td>Construction</td>
<td>Bates Technical Communications Technology Center</td>
</tr>
<tr>
<td>10</td>
<td>Major Project</td>
<td>Construction</td>
<td>Clark Health and Advanced Technologies Building</td>
</tr>
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<td>11</td>
<td>Major Project</td>
<td>Construction</td>
<td>Olympic College Instruction Center</td>
</tr>
<tr>
<td>12</td>
<td>Major Project</td>
<td>Design-13-15</td>
<td>Centralia Student Services</td>
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<td>Design-13-15</td>
<td>Columbia Basin Social Science Center</td>
</tr>
<tr>
<td>14</td>
<td>Major Project</td>
<td>Design-13-15</td>
<td>Peninsula Allied Health and Early Childhood Dev Center</td>
</tr>
<tr>
<td>15</td>
<td>Major Project</td>
<td>Design-13-15</td>
<td>South Seattle Cascade Court</td>
</tr>
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<td>16</td>
<td>Major Project</td>
<td>Design-13-15</td>
<td>Renton Automotive Complex Renovation</td>
</tr>
<tr>
<td>17</td>
<td>Major Project</td>
<td>Design-13-15</td>
<td>Edmonds Science Engineering Technology Bldg</td>
</tr>
<tr>
<td>18</td>
<td>Major Project</td>
<td>Design-13-15</td>
<td>Whatcom Learning Commons</td>
</tr>
<tr>
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<td>Major Project</td>
<td>TBD</td>
<td>TBD in 2013-15</td>
</tr>
<tr>
<td>20</td>
<td>Major Project</td>
<td>TBD</td>
<td>TBD in 2013-15</td>
</tr>
<tr>
<td>21</td>
<td>Major Project</td>
<td>TBD</td>
<td>TBD in 2013-15</td>
</tr>
<tr>
<td>22</td>
<td>Major Project</td>
<td>TBD</td>
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<td>TBD in 2013-15</td>
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<td>24</td>
<td>Major Project</td>
<td>TBD</td>
<td>TBD in 2013-15</td>
</tr>
<tr>
<td>25</td>
<td>Major Project</td>
<td>TBD</td>
<td>TBD in 2013-15</td>
</tr>
<tr>
<td>26</td>
<td>Major Project</td>
<td>TBD</td>
<td>TBD in 2013-15</td>
</tr>
<tr>
<td>27</td>
<td>Major Project</td>
<td>TBD</td>
<td>TBD in 2013-15</td>
</tr>
<tr>
<td>28</td>
<td>Major Project</td>
<td>TBD</td>
<td>TBD in 2013-15</td>
</tr>
<tr>
<td>29</td>
<td>Major Project</td>
<td>TBD</td>
<td>TBD in 2013-15</td>
</tr>
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<table>
<thead>
<tr>
<th>2013-15</th>
<th>2015-17</th>
<th>2017-19</th>
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</thead>
<tbody>
<tr>
<td>Total:</td>
<td>$306,007,000</td>
<td>$371,533,435</td>
</tr>
</tbody>
</table>

**Major project construction funding for 2015-17 is based on 2013-15 requests that are being updated now to reflect legislative changes and design details. The costs of future projects are estimated to equal the average costs in the 2013-15 request escalated at 10% per biennium. The new major project estimates will be replaced with the specific projects chosen in the selection.**
Reappropriations

The legislature has allowed reappropriation of unspent appropriations under certain conditions:

• Minor Project funding may be reappropriated once.
• Major Project funding may be reappropriated until complete.
• Unused authorities expire and may be re-requested if still needed.

Our system has been spending about 60% of the minor project funding in the first biennium and reappropriating the balance for a second biennium. This is at odds with the legislative intent for minor projects to be completed in one biennium. The WACTC has adopted a goal of spending 80% of our minor project funding in the first biennium.

At the end of 2011-13 our system returned $3.6 million of savings. And, $3 million of this was returned to the Building Fee account for future use by our system.

WACTC Capital End Run Policy

The WACTC has a policy to discourage colleges from pursuing capital requests outside of the State Board’s process.

The policy originally adopted in 2006 was reviewed last fall. The WACTC adopted a revised policy in January.

Most of the changes were to clarify who does what and when.

The definition of an end run was changed so it only applies to capital funding for projects on college or State Board owned property. It does not apply to leased property or property owned by another agency.

An appeals process was added too.

The policy is in Attachment C.
Questions

Is the budget being developed consistent with the Board's vision, goals, and plans?

Is there other information that the Board needs before adopting a 2015-17 capital budget request at the May Board meeting?
# DRAFT Minor Project Lists for 2015-17 SBCTC Capital Budget Request

## Preservation

<table>
<thead>
<tr>
<th>College</th>
<th>Preservation</th>
<th>College</th>
<th>Preservation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bates</td>
<td>$514,800</td>
<td>Pierce Fort Steilacoom</td>
<td>$416,200</td>
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<tr>
<td>Bellevue</td>
<td>$798,200</td>
<td>Pierce Puyallup</td>
<td>$147,900</td>
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<tr>
<td>Bellingham</td>
<td>$203,400</td>
<td>Renton</td>
<td>$316,100</td>
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<tr>
<td>Big Bend</td>
<td>$338,000</td>
<td>Seattle Central¹</td>
<td>$749,800</td>
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<td>Cascadia</td>
<td>$120,400</td>
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<tr>
<td>Centralia</td>
<td>$233,300</td>
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<td>Clark</td>
<td>$681,300</td>
<td>Shoreline</td>
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<td>Clover Park</td>
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<td>Columbia Basin</td>
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<td>South Puget Sound</td>
<td>$307,900</td>
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<td>Edmonds</td>
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<td>$842,000</td>
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<tr>
<td>Everett</td>
<td>$608,300</td>
<td>Tacoma</td>
<td>$29,300</td>
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<td>Grays Harbor</td>
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<td><strong>Subtotal</strong></td>
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<td>Hazardous Materials Fund</td>
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<td>Capital Staff/Program Dev</td>
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<tr>
<td>Facility Condition Survey/Inventory</td>
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<td><strong>Subtotal</strong></td>
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<tr>
<td><strong>Total System</strong></td>
<td><strong>$19,360,300</strong></td>
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</tr>
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</table>

¹ Seattle Central includes Seattle Vocational Institute
² Spokane includes Institute for Extended Learning
DRAFT Minor Project Lists for 2015-17 SBCTC Capital Budget Request

### Repairs

<table>
<thead>
<tr>
<th>College</th>
<th>Repairs</th>
<th>College</th>
<th>Repairs</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Bellevue</td>
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### Program Improvements

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<th>College</th>
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<tr>
<td>Peninsula</td>
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</tr>
</tbody>
</table>

1 Seattle Central includes Seattle Vocational Institute
2 Spokane includes Institute for Extended Learning
WACTC Capital End Run Policy

Adopted January 21, 2014

Washington State’s community and technical college system has enjoyed tremendous success in acquiring capital funds. A real need for new and improved facilities, combined with an effective legislative strategy and a well-respected process have led to this success.

We have gained the strong support of the legislature in large part because of the integrity of our capital process. The perception of our capital process can certainly influence perceptions of our system as a whole. Therefore, maintaining the integrity of the capital process is critical to our system.

End runs, as defined below, threaten our system’s credibility. In support of our system’s collaboratively developed capital request process, WACTC has undertaken the task of defining what an “end run” is and designing a process to discourage end runs. In doing so, we acknowledge that the political process makes this a complex task.

Definition of an End Run

An End Run is an amendment to a capital request or a new capital request advanced by a college, agreed to by a college, or advanced by another person or entity with the knowledge of the college, with no attempt by the college to discourage progression that:

A) Results in capital funding for a college or State Board owned property or one which will become owned by the college or State Board as a result of the legislation, and
B) Has not come through the system’s capital selection process and could potentially displace projects currently on the approved State Board list, or
C) Has been approved on the State Board list for submission to the legislature but advances beyond projects ranked in the selection process in the final budget.

Special consideration will be given to situations in which the capital project would have gone to another agency or postsecondary institution outside the system if not accepted by the college.

Prevention of an End Run

- WACTC will review the end run policy before the start of each biennial session.
- The issue of end runs will be discussed with TACTC at their Fall Conference.
- The SBCTC Executive Director and WACTC Capital Committee Chair will meet with legislative fiscal committee chairs and ranking members in advance of each biennial session to discuss the system’s end run process and establish expectations to maintain credibility of our colleges.
Review Process to Determine Evidence of an End Run

The president of a college which could be named in capital legislation outside of the State Board request must notify the SBCTC Executive Director and WACTC Capital Committee Chair at the earliest possible time.

The WACTC Capital Committee Chair will immediately inform the WACTC Capital Committee.

The SBCTC Executive Director and WACTC Capital Committee will confer to determine appropriate strategies. Next steps may include, but are not limited to:

1. Discussion with legislative fiscal committee chairs, local legislators, or the affected college president.
2. Recommendation of the project to the State Board for inclusion in their request due to its strategic value to the system, or
3. Notification of the affected college president that the project will be evaluated as an end run by the WACTC Capital Committee.

The WACTC Capital Committee Chair will notify the affected college president of the next steps to be taken.

Potential Sanctions for a College Engaged in an End Run

When the WACTC Capital Committee finds that a college has engaged in an end run it will make a recommendation to the WACTC Executive Committee to determine appropriate sanctions. Potential sanctions could include, but will not be limited to the following:

- A 5 to 10 percent score reduction in the next scoring and ranking process for each project requested by the College.
- Moving the affected college’s first priority major project to the bottom of the list for the next capital request.
- Ineligibility to apply for a new major capital project in the next biennium.
- Loss of a minor work program project.
- Loss of minor work preservation (RMI) funding for one biennium.
- Loss of minor work repair funding for one biennium.

If the WACTC Executive Committee recommends a sanction they will advance it to the State Board for action.

Procedure to Appeal an End Run Sanction

A college which believes it has been unfairly sanctioned may submit an appeal to the WACTC Executive Committee for consideration. The appeal is a written narrative cosigned by the affected college’s president, or chancellor, and chair of the Board of Trustees identifying the reasons why the sanction is not appropriate. The WACTC Executive Committee may request that the president, or chancellor, address the committee in person and answer questions relative to the appeal. The WACTC Executive Committee decision will be made within six weeks of receipt of the narrative or the face-to-face meeting, if applicable. The decision will be advanced to the State Board for action, if necessary.
Implementing the 2014-15 Operating Budget and Tuition Schedules

**Brief Description**
The Legislature passed the 2014 supplemental operating budget (ESSB 6002) on March 13, 2014 and the Governor is anticipated to sign the bill into law by April 5th. In May, the Board will adopt the initial FY 2015 operating budget allocations to colleges, as well as tuition and fee schedules. At this March meeting, staff will provide context and information relevant to those upcoming decisions. The Board will provide direction to staff on the following topics for FY 2015: methodologies to be used in the allocations; establishing the tuition schedule for resident and non-resident students; enrollment rules; and Innovation Account funding (See Attachment A – FY 2015 Budget Allocation and Tuition Schedule Decision Points).

**How does this link to the System Direction, Mission Study, and Policy Focus**
The process for determining the annual allocation of the state appropriation is an opportunity for the State Board to ensure that goals and principles stated in the System Direction and Mission Study are reflected in college allocations.

**Background Information and Analysis**
The 2014 supplemental budget, as delivered to the Governor, decreases biennial state appropriations by $15.3 million or 1.8 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 $623.4 million and includes appropriations made by the Legislature in the November 2013 special session.

**2015 Allocations**

**Methodologies**
The State Board will approve the FY 2015 allocation of state appropriations to the colleges in May. The recommended methodologies to be used for the distribution of various budget changes are contained in Attachment A – FY 2015 Budget Allocation and Tuition Schedule Decision Points. Major policy allocations in FY 2015 include: High Demand Aerospace Enrollments (1,000 FTE); the transfer of the University Center of North Puget Sound to Washington State University; funding to continue the MESA student support pilot projects, and; the implementation of Senate Bill 6129, developing certification pathways for para-educators.

Included with the decision points is the proposed methodology for allocating the Efficiency Savings (LEAN), which was increased in the 2014 Supplemental from $30 million to $40 million in savings statewide. The impact of this reduction is not currently included in our appropriation value (mentioned above). Based on earlier estimates from the Office of Financial Management, our estimated share of the reduction was 7.7 percent, or $3.08 million.

Finally, the level of state appropriations provided for the Student Achievement Initiative (SAI) was not increased in the 2014 Supplemental budget. In 2015, the SAI will continue to distribute $4.7 million from an on-going (also known as ‘variable’) pool of state funding. This represents approximately 0.8% of allocated resources.
**Earmarks**
With the exception of the University Center funding, all earmarks for FY 2014 are recommended for continuation into FY 2015 (See Attachment B – FY 2015 State Board Earmarks and Legislative Provisos).

**2015 Tuition**
When compared to other states, the annual tuition for a full-time student in Washington is the 16th highest in the nation (See Attachment C - 2014 National Tuition Comparison). The initial 2013-15 enacted budget authorized the State Board to increase tuition in FY 2015; however, any increase in tuition was to trigger a one percent increase in the amount of tuition revenue diverted to Institutional Financial Aid. The 2014 Supplemental budget removes this authority and freezes tuition at 2014 levels. This represents the second year in a row of zero percent tuition increases for the CTC system.

**Innovation Account Funding**
Authorized in the 2011 legislative session, the Board is authorized to dedicate up to three percent of operating fee revenues (a portion of tuition) to the community and technical college Innovation Account. Last year, the SBCTC was authorized to issue $50 million in certificates-of-participation (COPs) to fund a portion of the ctcLink project. Estimates indicate the cost of the ctcLink project to be approximately $100 million; the remaining portion (not funded with COPs) is to be funded from cash that accumulates in the Innovation Account.

To provide sufficient revenue for the Innovation Account to cover 2015 expenditure projections related to ctcLink, three percent of operating fee collections is recommended to be dedicated to the account.

**Potential Questions**
- Does the proposed FY 2015 initial allocation methodologies align with the System Direction and Mission Study recommendations?
- Are the proposed earmarks totaling $38,559,764 in funding for certain specified uses consistent with Board priorities?
- Are the proposed recommendations for FY 2015 enrollment rules consistent with the Board’s goals of maintaining access and student success?

**Recommendation/Preferred Result**
The Board will provide direction to staff regarding the development of the 2015 Initial Allocation to colleges. At the May State Board meeting, members will be asked to review and approve the final initial FY 2015 Allocation, the 2015 Tuition Schedules, Earmarks, and Enrollment Rules.

Policy Manual Change Yes ☐ No ☒

Prepared by: Nick Lutes, Operating Budget Director
(360) 704-1023, nlutes@sbctc.edu
## FY 2015 Budget Allocation and Tuition Decision Points

### Operating Budget Allocation Methodologies

<table>
<thead>
<tr>
<th>Methodology</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Demand Aerospace Enrollments and Incumbent Worker Training</td>
<td>$8.5 m</td>
</tr>
<tr>
<td>In their November 2013 special session, the Legislature appropriated $8.0 million to the CTC system for 1,000 additional High Demand Aerospace Enrollments. The distribution of the enrollments and funding are to follow recommendations provided by the Aerospace Pipeline Committee. The committee has recently agreed to conduct a Request for Proposal process to identify where the Aerospace enrollments should be allocated. In addition, $500 thousand was appropriated to develop a Fabrication Wing Incumbent Worker Training program at the WATR center at Edmonds Community College.</td>
<td></td>
</tr>
</tbody>
</table>

**Recommendation:**
- Allocate to Future Allocations -- distribute based on outcome of Request for Proposal process currently underway. ($8.0 million)
- Allocate to Edmonds Community College for WATR Center activity. ($500,000)

<table>
<thead>
<tr>
<th>Methodology</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Achievement Initiative</td>
<td>$1.178 m</td>
</tr>
<tr>
<td>The 2014 Supplemental budget did not increase investment levels for the Student Achievement Initiative beyond the current $5.25 million annual appropriation. Of the current annual amount, $4.7 million is held for re-allocation each year, and is distributed to colleges based on their share of points in three categories: Total SAI Points generated (45%); Total Completions Points generated (10%); and SAI Points per Student (45%).</td>
<td></td>
</tr>
</tbody>
</table>

**Recommendation:**
- Student Achievement Initiative - Maintain current annual investment in SAI variable allocation of $4.7 million, for allocation in Fall of 2014 (after analysis of Academic Year 2014 SAI data).  

<table>
<thead>
<tr>
<th>Methodology</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Services - Under-Represented STEM Students (MESA pilot project)</td>
<td>$410,000</td>
</tr>
<tr>
<td>The 2014 supplemental budget contains funding for our request to maintain the MESA pilot projects at Columbia Basin, Edmonds, Highline, Olympic, Seattle Central, and Yakima Valley Community Colleges. The pilot projects provide support services to traditionally under-represented students in STEM degree programs.</td>
<td></td>
</tr>
</tbody>
</table>

**Recommendation:**
- Allocate to six colleges currently participating in the pilot project.
<table>
<thead>
<tr>
<th>Tab 3</th>
<th>Attachment A</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Box</th>
<th>Description</th>
<th>Amount</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑️</td>
<td>Transfer University Center of North Puget Sound to Washington State Univ.</td>
<td>-$1.989 m</td>
<td>Remove allocation from Everett Community College and allocate to SBCTC Program Budget.</td>
</tr>
<tr>
<td>☑️</td>
<td>Efficiency Savings (LEAN Reduction)</td>
<td>-$53.08 m</td>
<td>Allocate based on pro-rata share of state funding.</td>
</tr>
<tr>
<td>☑️</td>
<td>Para-Educator Development</td>
<td>-$1.989 m</td>
<td>Allocate to the SBCTC Program Budget to implement requirements of Senate Bill 6129.</td>
</tr>
<tr>
<td>☑️</td>
<td>Year-up Pilot Project</td>
<td>$350,000</td>
<td>Allocate to Future Allocations.</td>
</tr>
</tbody>
</table>

Prepared by the SBCTC Operating Budget Office - 2 - March 26, 2014
## STEM in Collective Bargaining

<table>
<thead>
<tr>
<th>$610,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>The 2013-15 enacted budget provides funding to recognize a new step M in classified employee salary tables, as bargained in collective bargaining agreements in Fall 2012. Only employees who have been on step L for six years are eligible for the new step increase. Further, this step is available to all qualified employees in future biennial budgets; however the increase to the base provided in the 2013-15 biennium will not be adjusted to reflect future budget impacts.</td>
</tr>
<tr>
<td>Recommendation:</td>
</tr>
<tr>
<td>- Allocate based on pro-rata share of FY 2013 classified salary expenditures.</td>
</tr>
</tbody>
</table>

## Maintenance and Operations

<table>
<thead>
<tr>
<th>$1.173 m</th>
</tr>
</thead>
<tbody>
<tr>
<td>The enacted 2013-15 biennial budget included additional appropriations in FY 2015 for Maintenance and Operation costs, to reflect the schedule completions of college capital projects. No adjustments are proposed in the 2014 supplemental budget.</td>
</tr>
<tr>
<td>Recommendation:</td>
</tr>
<tr>
<td>- M&amp;O – Allocate to Future Allocations; allocate to colleges when new facilities receive “occupancy permits.”</td>
</tr>
</tbody>
</table>

## Employer Health Insurance Contributions

<table>
<thead>
<tr>
<th>$17.309 m</th>
</tr>
</thead>
<tbody>
<tr>
<td>The 2015 allocation will distribute the net impact of budget adjustments made for Employer Health Insurance Contributions, as well as to reflect the implementation of the Smoker Surcharge and Coverage Waiver Surcharge (for spouses), which were enacted in the 2013-15 initial budget.</td>
</tr>
<tr>
<td>Recommendation:</td>
</tr>
<tr>
<td>- Allocate the net adjustment for all changes based on pro-rata share of FY 2013 state and tuition supported health benefit expenditures.</td>
</tr>
</tbody>
</table>

## Tuition

### Tuition – Resident Undergraduate

Authority to increase tuition in FY 2015 was eliminated in the 2014 Supplemental budget passed by the legislature. |
| Recommendation: |
| - No increase for FY 2015. |

### Tuition – Non-Resident Undergraduate

The 2013-15 enacted biennial budget provides authority for the State Board to increase non-resident undergraduate tuition by amounts “judged reasonable and necessary.” |
| Recommendation: |
| - Mirror the Resident Undergraduate recommendation - no increase for FY 2015. |

### Tuition – Applied Baccalaureate

Prepared by the SBCTC Operating Budget Office - 3 - March 26, 2014
The same authority provided for Resident Undergraduate tuition in FY 2015 is provided for baccalaureate tuition.

**Recommendation:**
- Mirror the Resident Undergraduate recommendation - no increase for FY 2015.

### Innovation Account Funding

<table>
<thead>
<tr>
<th>Percentage of Tuition Dedicated to Innovation Account</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommendation:</strong></td>
</tr>
<tr>
<td>- Maintain the current rate of three percent.</td>
</tr>
</tbody>
</table>
## Washington State Community and Technical Colleges

**FY 2015 State Board Earmarks and Provisos**

<table>
<thead>
<tr>
<th>Earmark</th>
<th>Earmark</th>
<th>FTES?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Aerospace Apprenticeships</td>
<td>$ 2,720,407</td>
<td>Y</td>
</tr>
<tr>
<td>2 Aerospace Training</td>
<td>1,515,400</td>
<td></td>
</tr>
<tr>
<td>3 Applied Baccalaureates</td>
<td>1,599,599</td>
<td>Y</td>
</tr>
<tr>
<td>4 Basic Skills Enhancement</td>
<td>3,469,574</td>
<td></td>
</tr>
<tr>
<td>5 Centers of Excellence</td>
<td>1,541,571</td>
<td></td>
</tr>
<tr>
<td>6 Disability Accomodations</td>
<td>1,740,808</td>
<td></td>
</tr>
<tr>
<td>7 Employment Resource Center</td>
<td>1,139,716</td>
<td></td>
</tr>
<tr>
<td>8 Gateway Center</td>
<td>68,010</td>
<td></td>
</tr>
<tr>
<td>9 Hospital Employee Education &amp; Training</td>
<td>2,040,306</td>
<td>Y</td>
</tr>
<tr>
<td>10 Labor Education &amp; Research Center</td>
<td>162,868</td>
<td></td>
</tr>
<tr>
<td>11 Opportunity Grants</td>
<td>12,500,000</td>
<td></td>
</tr>
<tr>
<td>12 Students of Color</td>
<td>1,011,628</td>
<td></td>
</tr>
<tr>
<td>13 Technology Transformation</td>
<td>1,009,270</td>
<td></td>
</tr>
<tr>
<td>14 BS in Nursing / University Center of N Puget Sound</td>
<td>1,989,000</td>
<td></td>
</tr>
<tr>
<td>15 University Contracts</td>
<td>942,622</td>
<td>Y</td>
</tr>
<tr>
<td>16 Worker Retraining Base</td>
<td>6,498,100</td>
<td>Y</td>
</tr>
<tr>
<td>17 Workforce Development Projects</td>
<td>554,545</td>
<td></td>
</tr>
<tr>
<td>18 Workplace-Based Instructional Programs</td>
<td>45,340</td>
<td></td>
</tr>
<tr>
<td><strong>Total Earmarks</strong></td>
<td>$ 40,548,764</td>
<td></td>
</tr>
</tbody>
</table>

**FY 2015 Provisos**

<table>
<thead>
<tr>
<th>Proviso</th>
<th>Proviso</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Worker Retraining</td>
<td>$ 33,291,000</td>
</tr>
<tr>
<td>2 High Demand Aerospace Enrollments</td>
<td>$ 8,000,000</td>
</tr>
<tr>
<td>3 Student Achievement Initiative</td>
<td>$ 5,250,000</td>
</tr>
<tr>
<td>4 Incumbent Worker Training - WATR Center</td>
<td>$ 500,000</td>
</tr>
<tr>
<td>5 Center of Excellence - Aerospace</td>
<td>$ 100,000</td>
</tr>
<tr>
<td>6 Maritime Industries</td>
<td>$ 255,000</td>
</tr>
<tr>
<td>7 Opportunity Center IT Project</td>
<td>$ 181,000</td>
</tr>
<tr>
<td>8 Year up Pilot Project</td>
<td>$ 350,000</td>
</tr>
<tr>
<td>9 Para-educator Development</td>
<td>$ 168,000</td>
</tr>
<tr>
<td>10 MESA Support Services</td>
<td>$ 410,000</td>
</tr>
<tr>
<td><strong>Total Provisos</strong></td>
<td>$ 48,505,000</td>
</tr>
</tbody>
</table>
Annual Full-time Resident Tuition - 2014 National Comparison
2015 Enrollment Rules

Recommendation: Temporarily suspend the application ‘rule 3’ of the State Enrollment Rules (as stated below) for FY 2015. The rule will be revisited in the fall after the Allocation and Accountability Task Force recommendations have been submitted. Enrollment rules for Worker Retraining, Earmarked, and Other Monitored enrollments remain in effect for FY 2015.

Purpose: The Enrollment Rules are established as a method to ensure legislative targets are met and that resources are deployed systematically within the CTC system.

- The rules are set by which colleges will:
  - Be eligible for additional general purpose enrollments (provided through the budget)
  - Be subject to budget rebasing when enrollment targets are not met
  - Be allowed to count excess enrollments in periods of over-enrollment
- The rules provide parameters and definitions for the specific types of FTEs to be included or excluded in monitoring of state and other enrollments

Parameters and Definitions for Enrollment Types

Running Start students are not included in the monitoring of allocated state enrollments.

International Contract students cannot be counted toward the allocated state enrollment.

State Enrollment Rules

The following rules apply to State enrollments allocated by the State Board:

1. A college district will be eligible to receive general growth enrollments if the district’s prior two year average actual enrollment was at least 100 percent of its prior two year average allocated enrollment.

2. A district will be in enrollment recovery status if its prior two year average enrollment is less than 96 percent of its prior two year average allocated enrollment.

3. If, in the enrollment recovery year, a district’s actual enrollments are less than 96 percent of its allocated enrollments, in the subsequent year the district’s allocated enrollments and associated funding will be reduced by the difference between the recovery year’s actual enrollment and 96 percent of the recovery year’s allocated enrollments.

4. Actual enrollments above 100 percent of a district’s current year allocated enrollment will be counted as excess enrollments.

Worker Retraining Enrollment

In addition to the rules above, the following rule applies to Worker Retraining enrollment allocations: College districts that fail to meet 100 percent of their Worker Retraining enrollment allocation for two consecutive years will have their Worker Retraining enrollment allocation and associated funding in the subsequent year reduced by 75 percent of the difference between the allocated and actual enrollment in the second year.
Earmarked Enrollments

The funding for the following types of enrollments has been earmarked by the State Board and must be spent on these programs:

- Aerospace Apprenticeships
- Aerospace Enrollment Expansion (November 2013)
- Health Employee Education and Training
- University Center of North Puget Sound (Remove: Transferred to WSU)
- University Contracts
- Applied Baccalaureate Programs

Actual enrollments in earmarked programs will be tracked against allocated enrollments and will be reviewed by the Board quarterly. Districts are expected to enroll at allocated enrollment levels. Colleges under-enrolled in an earmarked program may be subject to a reduction in earmarked enrollments and associated funding.

Other Monitored Enrollments

Districts are expected to maintain strong commitment to the following types of enrollments:

- Adult Basic Education
- Apprenticeships
- I-BEST
2015-17 Biennial Budget Development

Brief Description
Board members and participants representing trustees, labor, presidents, and students (see Attachments A and B for participant information) will break into small groups and engage in discussions to identify potential budget investments for consideration in the 2015-17 budget development process over the next few months (see Attachment C: 2015-17 Operating Budget Development Timeline). The goal of the process at this meeting is to identify potential budget items that focus on answering the thematic questions (see Attachment D: 2015-17 Budget Development Questions) developed from the Board’s February panel discussion regarding the 2015-17 biennial budget.

How does this link to the System Direction, Mission Study, and Policy Focus
As the governing body of the community and technical college system, the State Board is responsible for developing and submitting a budget to the Governor and State Legislature on behalf of the 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
Over the past 20 years, general growth enrollments have been a central feature of our system budget requests. The underlying justification for this enrollment growth has been the annual growth in Washington’s population -- 15-19 year olds in particular. As growth in this age group slows over the next 20 years, our older students (20 through 44) become the age demographic with the highest population growth projections (See Chart 1). Further, most of the system’s projected population growth is going to occur in our state’s most ethnically diverse regions (See Chart 2). Given these pending realities and our current declining enrollment levels, requests for funding to support general growth above our existing legislative target are less than compelling investment strategies.

At last month’s Board meeting, after having reviewed the system’s changing demographic projections and budget context, Board members held a panel discussion to identify policy focus areas to guide the development of the biennial budget. From this discussion, six questions emerged addressing the multiple concerns expressed by members and participants (see Attachment D: 2015-17 Budget Development Questions). These
questions will serve as the starting point for the small group activity identified in Attachment A. The goal of the activity is to take 35 minutes to discuss and identify potential budget requests to be used during the remainder of the biennial budget development process (see Attachment D.1 - Examples of items to address Budget Development Questions). The items generated should focus on questions posed in Attachment D. Finally, the ideas generated do not require any prioritization. Prioritization will occur at the May Board meeting. Each of the three groups will report their ideas to the reconvened meeting during the final portion of the study session.

Potential Questions

- **What budget investment ideas are to be considered when developing the system’s 2015-17 Biennial Budget request?**

**Recommendation/Preferred Result**

Investment items identified by small groups during today’s meeting will serve as the raw material to develop the final 2015-17 biennial budget in the coming months. The Board will use their meeting in May to prioritize potential requests, provide final direction at their June meeting, and approve the submission of the budget to the Office of Financial Management in September of this year.

Policy Manual Change Yes ☐ No ☒

Prepared by: Nick Lutes, Operating Budget Director
(360) 704-1023, nlutes@sbctc.edu
## 2015-17 Budget Development Group Activity: Identifying Policy Areas for Investment

### Round-table Participants

**Students**
- Matt Brown, Clark College
- Brian McQuay, Pierce College Puyallup
- Al Tidmore III, Edmonds Community College

**Presidents**
- Ed Brewster, Grays Harbor College
- Jack Bermingham, Highline Community College
- Kathi Hiyane-Brown, Whatcom Community College
- Patricia McKeown, Bellingham Technical College
- Jim Richardson, Wenatchee Valley College
- David Rule, Bellevue College

**Labor**
- Carla Naccarato-Sinclair, Washington Education Association
- Karen Strickland, Washington American Federation of Teachers

**Trustees**
- Dan Altmyer, Highline Community College
- Greg Bever, Community Colleges of Spokane
- Judy Hartmann, South Puget Sound Community College

### Group Task:
Using the questions provided in *Attachment D* as a prompt, identify at least 10 ideas for state investment that address the challenges identified by the questions. Along with each idea, try to identify the issue being dealt with and the anticipated outcomes it could produce.

**Example**

**Idea:** Increase funding per Basic Skills student to increase participation in I-BEST

**Issue:** Low number of credential/degrees earned by students participating in traditional Basic Skills

**Outcome:** Increased percentage of former ABE students earning college level credential/degree

### Group One (Tahoma CR 3rd Floor)
- Elizabeth Chen
- Sharon Fairchild
- Jay Reich
- Ed Brewster
- Christine Johnson
- Judy Hartmann
- Brian McQuay

**Facilitator:** Denise Graham  
** Recorder:** Nick Lutes

### Group Two (Cascade CR 4th Floor)
- Wayne Martin
- Beth Willis
- Patricia McKeown
- David Rule
- Dan Altmyer
- Karen Strickland
- Al Tidmore III
- Jan Yoshiwara
- Laura McDowell

**Facilitator:** Denise Graham  
** Recorder:** Laura McDowell

### Group Three (Olympus CR 4th Floor)
- Jim Bricker
- Anne Fennessy
- Shaunta Hyde
- Jack Bermingham
- Jim Richardson
- Greg Bevers
- Carla Naccarato-Sinclair
- Matt Brown

**Facilitator:** Jan Yoshiwara  
** Recorder:** Nick Lutes
Student Biographies

1. **Brian McQuay** is a student at Pierce College Puyallup and has just completed the requirements for his Associate of Arts Transfer degree. He is currently working on obtaining a certificate of Marketing. Brian moved to Washington State from Missouri while serving with the National Guard. When his contract had reached its end, he decided to stay in Washington instead of moving back to the Midwest. Upon entering the community and technical college system, he decided that the main area of study that he would focus on would be Political Science, which he believed would be the best way to be a benefit to himself and the people of the state.

2. **Alfred Tidmore III** is a seventh quarter Restoration Horticulture student at Edmonds Community College. He currently serves as Executive Officer for Student Relations, works seasonally at a nursery, and volunteers his time as a mentor for men and women transitioning from incarceration. In the past he worked as an electrician and chef and is a first generation college student and a member of TRIO. A few years ago he had the opportunity to manage a landscape for four seasons and observe various plant species at each stage of their life cycle. It was at this point that he fell in love with plants and nature and decided to become formally educated in horticulture. Alfred is originally from Los Angeles, California, but has resided in the Seattle area for more than 25 years.

3. **Paul Mathew Brown** is a native of Vancouver, Washington. He is a first generation college student and a veteran of the United States Marines. Paul chose to serve within the military as a second option knowing his family did not have the resources to support his higher education endeavors. After serving as a Public Affairs Specialist, Paul decided to return to Vancouver to work on his transfer degree, after which he will be moving on to Washington State University where he plans to major in Public Relations. He is currently employed with the Associated Students of Clark College.
2015-17 SBCTC Operating Budget Development Timeline

State Board Meeting February 5-6, 2014
- Initial discussion on 2015-17 operating budget development
- Staff presentation on recent budget history, outlook for 15-17 state budget
  - Roundtable discussion with presidents, trustees, labor, students, and staff on potential budget themes and priorities.
- Outcome: Provide direction to staff on potential priorities and themes

Activities between February and March Board meetings:
- WACTC meetings
  - February 20- 21– Context; discuss system principles and further develop priorities and themes
- February 20th Revenue Forecast – first look at 2015-17
- 60-day legislative session adjourns March 13
  - Legislative 2014 supplemental budgets released (enacted)

State Board / WACTC Meeting March 26-28, 2014
- State Board 26-27
  - Staff presentation on impacts of 2014 supplemental budget, updated context and outlook on 2015-17 state budget, outcomes resulting from prior discussions on principles and themes.
  - Study session discussion format: Small group and roundtable discussion with presidents, trustees, labor, students, and staff.
    - Question: What are the budget investment items you believe address the current budget development questions?
  - Outcome: Direction to staff on potential budget request items to include in the 2015-17 biennial budget request

Activities between March and May Board meetings:
- WACTC Meetings
  - March 27-28
    - Updated budget context
    - Outcome of 2014 Legislative Session
  - April 24-25 -- WACTC Budget Academy
    - Prioritize themes and items from March State Board small group discussions

State Board Meeting May 7-8, 2014
- Presentation on Presidents’ Budget Academy discussion.
- Study session discussion format: Small group and roundtable discussion with presidents, trustees, labor, students, and staff.
  - Question: What is the proper prioritization of the potential request items generated at the Board’s March meeting?
- Outcome: Prioritization of items to include in budget request, before approval in June

Activities between May and June Board meetings:
- May 29-30 WACTC Meets

State Board Meeting June 18-19, 2014
- Outcome: Direction to staff on list of items to include in request and direction to staff complete the request

System activities between June and September Board meetings:
- WACTC Retreat

State Board Meeting September 2014
- Outcome: Board finalizes and approves budget request, directs staff to submit to Governor

Prepared by SBCTC Operating Budget Office
Introduction Question
How do we increase educational attainment for Washington residents to meet future statewide needs (such as meeting demand for a skilled workforce as quantified by the gap between available jobs and qualified workers), when population projections show much slower growth in traditional college-age populations during the next twenty years?

2015-17 Budget Development Questions
1. What is the best way to characterize requests for investment in the CTC system?
   • Is there any case to be made for continuing to request general growth enrollments?
   • What opportunities are there to increase service levels (and our enrollment levels) if provided resources for targeted enrollments?

2. Given the slow growth in college-age populations, we will need to do more with the students we have. What resources do we need to facilitate increases in student success, including retention and completions?

3. Are there opportunities to increase participation rates among certain populations?

4. What additional state resources do we need to attract and retain excellent faculty and staff?
   • What are contexts for investing in faculty and staff?

5. Is there a minimum level of state investment required to limit tuition increases? If the system received other funding, invested similarly to the ideas identified above, would it limit the need for tuition increases?

6. Should the system develop a position on tax increases to support education?
EXAMPLES OF INVESTMENT APPROACHES FOR THE 2015-17 BUDGET DEVELOPMENT QUESTIONS

Question 1.

1. High demand technical programs  
   A. e.g., Composite Manufacturing  
   B. e.g., Associate degrees with STEM emphasis  
2. Applied Baccalaureate programs  
3. Adult Basic Ed/ESL  
   A. Increase investments per FTE to transition more students to:  
      i. Integrated-Basic Education and Skills Training (I-BEST)  
      ii. High School 21+  
      iii. Integrated-Digital English Acceleration (I-DEA)

Question 2.

1. Performance funding through Student Achievement Initiative  
2. Support Services  
   A. Instructional Support Services  
      i. Tutoring  
      ii. Access to facility dependent services (e.g., computer labs, libraries)  
      iii. Instructional Equipment  
      iv. Math Remediation  
   B. Non-Instructional Support Services  
      i. Peer Mentoring  
      ii. Career Counseling  
      iii. Financial Literacy/Personal Finances  
   C. And for Whom?  
      i. Targeted  
         A. Underserved  
            i. MESA model expanded statewide  
         B. High Profile/Emergent Needs  
            i. Veterans/Returning soldiers  
      ii. Generally applied  
         A. Available for all students pursuing credential/degree  
3. Opportunity Grant Expansion  
   A. More funding per existing student  
   B. Increase the number served

Question 3

1. Older Students  
   A. Increased evening offerings?  
2. Traditionally underserved students  
   A. Increased ‘satellite’ locations?  
3. Are answers to Budget Development Questions 1 and 2 (above) enough to stimulate increased participation?  
4. Or are there barriers that can’t be addressed simply by increasing state funding to institutions?  
   A. e.g., Cost of Attendance issues
Question 3
1. Cost of Living
2. Increasing use of full-time faculty
3. Faculty Increments for Professional Development
4. Retention and Competitive Recruitment

Question 5.
1. Should the system request ‘inflationary funding’?
   A. The cost to maintain a status quo level of service delivery from year to year
      i. Defined as a minimum state investment or % tuition authority required
Applied Baccalaureate Approval Process Review

**Brief Description**

Since its inception in 2006, the Bachelor of Applied Science (BAS) program has realized significant growth in the number of colleges that have developed programs and the number of programs that have been implemented. This discussion provides an opportunity for the State Board to examine the BAS process as it relates to Board approval.

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

The State Board for Community and Technical College’s vision is 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. This applied baccalaureate discussion will focus on:

- Examination of the current growth and status of BAS programs system wide (Attachment A: Applied Baccalaureate Degree Programs);
- Examination of the current BAS approval process (Attachment B: Applied Baccalaureate Process), and
- Commitment by the Instruction Commission to make recommendations to WACTC and the State Board related to oversight, responsiveness, and program duplication.

Applied baccalaureate degree proposals address **Economic Demand, Student Success, and Innovation** in their Statements of Need. Colleges meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest unmet need. Applied baccalaureate degrees expand the pipeline from associate to bachelor’s degrees in critical areas in demand by employers and students.

To date, the Board has approved 28 BAS programs at 11 colleges, 13 proposals are engaged in the approval process, and colleges have expressed interest in 38 additional programs.

**Background Information and Analysis**

The 2005 Legislature passed E2SHB 1794, authorizing the State Board to select four pilot applied baccalaureate degree programs at community and technical colleges.

As part of the Higher Education Coordinating Board’s 2010 System Design Plan legislation (SSB 6355), the pilot status of applied baccalaureate degrees offered by Washington's community and technical colleges was removed, eliminating the limitation on the number of applied baccalaureate degrees approved by the Board.

Growth and expansion of applied baccalaureate degrees is identified in the Board’s Mission Study and in the Higher Education Coordinating Board’s System Design Plan as a means to raise educational attainment for all adults in the state. The System Design goal for community and technical colleges is to produce 1,400 applied baccalaureate degree graduates across the state by 2030.

The Board has been essentially using the process developed in 2005 when applied baccalaureate degree proposals were limited to a few approvals per year. In 2011, after the Legislature removed pilot status of applied baccalaureate degrees, the Board added a Statement of Need discussion between the Board and proposing college to the approval process. At the same time, colleges have been proposing applied
baccalaureate degrees at an increasing rate. From October 2013 through March 2014, the Board has had 15 Statement of Need discussions and 18 final considerations for degree approvals on its study session and regular business agendas, with an additional three Statement of Need discussions and five final considerations for degree approvals anticipated for the May Board meeting.

Given this level of activity the Board may wish to consider options for modifying the applied baccalaureate degree approval process:

**Board options for reviewing Statements of Need:**
1. Continue current Statement of Need presentations at Board Study Sessions.
2. Board reviews Statement of Need proposals at select meetings: Oct, Dec, February.
3. Board members review Statement of Need proposals outside of Board meetings, Board member comments conveyed to colleagues.
4. Board members identify priority areas for staff review, staff provides written report to Board on Statement of Need proposals.
5. Use current process for proposals from new BAS colleges, use streamlined process such as #3 or #4 above for colleges that have already implemented BAS programs.

**Board options for final consideration of Program Proposals:**
1. Continue current Program Proposal presentations and Board consideration during business meetings.
2. Board considers Program Proposals at select meetings: February, March, April, May.
3. Board acts on Program Proposals through the consent agenda, similar to capital projects.
4. Use current process for proposals from new BAS colleges, use streamlined process such as #3 for colleges that have already implemented BAS programs.

Both of the #2 options will not reduce Board agenda time spent on BAS approvals, it will clump the same amount of time into fewer meetings.

**Potential Questions**

- How does the Board wish to engage with the degree approval process for applied baccalaureate degrees?
- What information is needed by the Board to make informed decisions about approving proposed degrees?
- What role does the Board want staff to assume in the Board’s degree approval decisions?

**Recommendation/Preferred Result**
State Board staff will review the current degree approval process with the Board to support a discussion about Board member preferences for involvement in and information needed for degree approval decisions by the Board. Staff will propose potential changes to the Board’s approval process consistent with this discussion at a subsequent Board meeting.

Policy Manual Change Yes □ No ☒

Prepared by: Edward Esparza, Policy Associate, Student Services  
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Jan Yoshiwara, Deputy Executive Director, Education Services Division  
360-704-4553, jyoshiwara@sbctc.edu
## Washington’s Community and Technical Colleges
### Applied Baccalaureate Degree Programs

March 2014

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<th>College</th>
<th>Degree</th>
<th>Status</th>
<th>Outcomes</th>
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<td><strong>Total</strong></td>
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Applied Baccalaureate Process

Edward Esparza
Policy Associate

March 26, 2014
# Applied Baccalaureate Process

## Notice of Intent
1. College informs SBCTC of intent

## 30 Day Review
2. SBCTC staff informs higher education community of intent
3. College develops Statement of Need

## Board Study Session
1. SBCTC staff reviews Statement of Need
2. College develops Program Proposal
3. SBCTC staff schedules Peer Review of Program Proposal

## Peer Review

## Board Approval
1. Program proposal is scheduled with State Board for approval
2. If approved

## Accreditation
1. College moves program to NWCCU for accreditation
2. College submits application for Veterans Services approval

## DOE/Financial Aid & Veterans Approval
College moves program to Department of Education for Financial Aid approval

**SBCTC**
Washington State Board for Community & Technical College
Applied Baccalaureate Timeline

**Phase 1**
- College develops Statement of Need (A&B)
- 4 Months

**Phase 2**
- Discuss Statement of Need (A&B) with State Board
- College develops Program Proposal
- 8 Months

**Phase 3**
- Submission and approval of Program Proposal (C&D)
- 5 Months

**Phase 4**
- Accreditation: Financial Aid, Veterans, and Marketing
- Program Implementation Fall
- 3 Months
Opportunity For Efficiencies

- Adjust the Statement of Need (A&B) placing greater emphasis on labor market information.
- Adjust the Program Proposal (C&D) requirements to include the Centers of Excellence to support greater collaboration among similar programs.
- Adjust the Peer Review process to focus on colleges new to offering applied baccalaureate degrees.
- Integrate Board preferences for engagement in program approval.
- Instruction Commission recommendations for supporting development of applied baccalaureate degree programs within the WACTC structure.
Year Up Presentation

Brief Description
Over 15,000 young adults in the Puget Sound region do not have access to higher education that results in living wage careers. Year Up Puget Sound is a one-year, intensive training program that provides low-income young adults ages 18-24 with a combination of hands-on skill development, college credits, and corporate internships.

How does this link to the System Direction, Mission Study, and Policy Focus
The Year Up program contributes to accomplishing the Board’s 2013-14 policy focus and dashboard goals of increasing student success, educating more Washingtonians for good jobs through certificates and apprenticeships, and serving more students from traditionally underserved populations.

Background Information and Analysis
The Puget Sound chapter of Boston-based Year Up was founded in 2011 and graduates 160 students a year in two groups. The program places all of its students in internships. Ninety percent of the 2013 graduate class landed full-time jobs at an average wage of $15.52 an hour. The young people, from ages 18 to 24, receive skills training as well as instruction in functioning in a corporate environment. They also get 20 college credits.

Year Up students across the nation are proving that these young adults are capable of adding immediate value to local companies. Leading Puget Sound area companies are hiring young people they rarely would have considered in the past, through collaboration with Year Up which trains those young people to function in the corporate world.

Year Up Puget Sound graduated its most recent class of 80 students on January 29, after six months of training for quality assurance and help-desk jobs, and a six-month internship. About 90 percent of the students, most of them from economically disadvantaged backgrounds, go on to land full-time jobs. Year Up serves young people who are capable of the college route, but who never had the chance due to economic or family circumstances.

The Fred Hutchinson Cancer Research Center has supported Year Up by taking on interns and has had 12 interns. Other companies taking on interns include Microsoft, Perkins Coie, Washington Federal, Swedish Medical Centers, Children’s Hospital, and Nordstrom. They pay $23,000 per intern, which includes six months of training and six months of actual intern work. The payments are the primary funding point for the local Year Up office. The local office carefully screens for young people with a will to succeed.

Potential Questions
- How is Year Up being implemented on college campuses?
- How successful is Year Up on campuses currently using the program?

Recommendation/Preferred Result
State Board members will have an opportunity to provide input on the Year Up program.

Policy Manual Change Yes ☐ No ☒
Prepared by: Marty Brown, Executive Director
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Legislative and Communications Report

Brief Description
The Board will be briefed on legislative session outcomes, including policy and budget impacts to the community and technical college system. The Board will also receive a preview of interim legislative outreach planning that includes preparations for the 2015 session.

The Board will be briefed on communication activities, including one-pagers, website redesign, staffing, and Seattle Times advertising.

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

Government Relations
Building a successful state and federal legislative strategy, as detailed in the 2013-15 Legislative Outreach Plan, supports critical system goals in the following ways:

- Legislative outreach and related messaging reflect system priorities:
  - **Student success** – increase educational attainment for all Washingtonians through a variety of mechanisms;
  - **Economic demand** – strengthen Washington’s economy and narrow skill gaps by meeting emerging workforce needs; and
  - **Innovation** – leverage technology to meet unique student needs to ensure overall success.
- Strategies to reach goals include communicating with key stakeholders and constituencies to increase community and technical colleges’ visibility.
- Outreach materials reflect system best practices and are tailored to resonate with elected officials and stakeholders on a state and national level.

Communications
Communications Department activities align with the 2013-2015 SBCTC Communications Plan and support the following policy focus:

- Increase communication and partnerships across the community and technical college system and business, labor, and other stakeholders to strengthen the overall goals and mission.

Background Information and Analysis

**Government Relations: 2014 session**
Board members will be briefed on outcomes of the 2014 regular legislative session. An updated Bill Watch List will be provided to illustrate policy changes and impacts to the community and technical college system with a discussion about impacts of state budget decisions.

Next steps include debriefing the legislative session with system representatives and creating an action plan for improving the internal legislative process to increase overall system success. In addition, publishing the End of Session Report that summarizes legislative activity during session.

**Government Relations: 2014 interim outreach**
Government Relations is actively planning for interim activities at the state and national levels. Board members will be provided a preview of interim legislative strategies that range from legislator meetings;
coordinated campus visits with higher education and workforce stakeholders; and strategic messaging to
frontload conversations for the 2015 legislative session.

**Communications**
The Communications Department has produced several one-pagers to help announce innovative new
programs and equip college presidents and staff for federal and state policy meetings. Staff will brief the
Board on the selection of a vendor to redesign the system’s two websites – sbctc.edu and
CheckOutACollege.com – and discuss ads that will appear in a special, college-focused tabloid in the
Seattle Times. The Board will also be introduced to Katie Rose, our new communications and outreach
associate, who is filling Sherry Nelson’s role as Sherry moves into her new position as online content
and new media manager.

**Potential Questions**

- Does the Board have feedback on the legislative session?
- Are there suggestions from Board members about specific interim work?
- What other communications products does the Board need or recommend?

**Recommendation/Preferred Result**
Next steps include ongoing communication about legislative activity including outreach opportunities at
the state and federal levels.

Policy Manual Change Yes ☒ No ☐

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Laura McDowell, SBCTC Communications Director
360-704-4310; lmcdowell@sbctc.edu
A sea change in adult education

Adult education is changing dramatically in Washington state. Students are moving faster and purposefully toward degrees and certificates thanks to new strategies that move the finish line from passing the GED® to obtaining higher education and family-wage jobs.

Skills change lives, drive economy

The need for adult education is big and the stakes are high:

- An estimated one million Washingtonians lack the basic math, reading, or English-language skills to succeed at work. In the 2012-2013 school year, 53,425 students enrolled in adult basic education programs in Washington.

- This segment of the population is growing the fastest while the educational bar to get a living-wage is getting higher. By 2019, two-thirds of all new jobs in Washington State will require at least one year of college education.

- And, over the next 20 years, there simply won’t be enough high school graduates to meet the higher-education needs of Washington’s workforce. Washington will need to fill the gap with older adults – a faster growing population that is burgeoning in areas of the state with less educational attainment.

Adult education bridges these gaps, creating pathways to college and careers for Washington’s emerging workforce. It is a powerful, life-changing opportunity for adults who lack the foundational skills they need to succeed as workers, parents and citizens.

Tapping potential

Washington’s 34 community and technical colleges and partnering community-based organizations provide the vast majority of adult education in the state. Adult education is a mission of the community and technical college system and is mandated under state law.

Adult education programs:

- Serve adults at least 16 years old who have below high-school-level academic skills or who need English language skills.

- Teach skills in reading, writing, math and English language.

- Enable students to prepare for the GED® or earn a high school diploma.

Instruction is integrated with technology and includes “soft” skills, such as critical thinking, problem solving, time management and team work.

Most of the tuition is waived by colleges; students pay $25 per quarter.
Strategies break barriers
Guided by the Washington State Adult Education Plan, programs are designed to:

• Directly connect adult education to college and careers.
• Set a clear destination for students from the very beginning.
• Provide instruction in job-relevant contexts.
• Advance students based on competency and skills learned rather than on seat time, accelerating their progress.

Innovations

I-BEST
Washington’s nationally renowned Integrated Basic Education and Skills Training program (I-BEST) uses a team-teaching approach to combine adult education classes with regular, credit-bearing academic or job training classes so students get through school and into jobs faster.

I-BEST students are nine times more likely to earn a workforce credential than are students in traditional programs who must complete basic skills first, before training for a job.6

High School 21+
Adults who lack a high school diploma have a new way to get a second chance thanks to “High School 21+,” a competency-based high school diploma launched in 2013.

Adults 21 years old and older can go to participating colleges to earn a high school diploma. An advisor will look at transcripts and knowledge gained from life experience, and work with the student to craft an educational plan to fill gaps.

High School 21+ is infusing basic skills classes with more rigorous, high-school level education and training so students can upgrade their skills while working toward a high school credential.

Project I-DEA
Washington state has a large and rapidly growing foreign-born population.7 With I-DEA, English language learners who face the largest language gaps are learning English quickly and in practical ways.

Like I-BEST, this project uses an integrated, team-teaching approach so students learn English in tandem with job skills and life skills. Classes are “flipped”: Students learn basic words and ideas online and cement their knowledge in class with the aid of instructors and peers. Computers and 24-hour internet access allow students to learn topics that matter most to them, anytime, anywhere.

Outcomes from the first quarter of instruction show student learning gains that are 9 percent to 10 percent higher than the gains of English language learners in traditional programs.8

Competency-based education
Many adult education courses are competency-based; students move through adult education into pre-college (remedial) or college-level courses based on knowledge gained rather than time spent in a classroom. Students move as quickly through courses as their competencies take them.

Student Achievement Initiative
Washington’s performance-based funding system, known as the “Student Achievement Initiative,” awards colleges points and funding when students reach key academic milestones that lead to certificates and degrees. Recognizing that adult education students have a more challenging educational journey, the initiative awards extra points for adult education students who reach the milestones. This approach reinforces the importance of adult education among all colleges.

Sources:
1. Estimate based on US Census, 2011 American Community Survey, total of those with limited English language skills and adults lacking a high school diploma.
5. RCW 28B.090.50.
8. Fall 2013 quarterly data, SBCTC.
Air Washington is a consortium of 11 Washington State community and technical colleges which have received a $20 million Department of Labor Trade Adjustment Assistance Community College Career Training (TAACCCT) grant to strengthen the state’s aerospace industry workforce. The grant is active Oct. 1, 2011 through Sept. 30, 2014.* The original goal of the grant was to train 2,615 workers by fall of 2014 in advanced manufacturing, composites, electronics/avionics, aircraft assembly, and aircraft maintenance. That goal has already been exceeded with colleges training 3,155 new workers as of Dec. 2013.

 Consortia colleges (participants)

- Big Bend Community College (104)
- Clover Park Technical College (179)
- Everett Community College (546)
- North Seattle Community College (427)
- Olympic College (366)
- Peninsula College (147)
- Renton Technical College (518)
- Skagit Valley College (147)
- South Seattle Community College (240)
- Spokane Community College (356)
- Wenatchee Valley College (125)

 Five project focus areas

- Advanced manufacturing (587 participants)
  CNC Machining Welding/Fabrication • Non-Destructive Testing
- Aircraft assembly (434 participants)
  Assembly • Tooling • Quality Assurance
- Airframe & Powerplant (765 participants)
  In accordance with FAA regulations
- Composites (411 participants)
  Fabrication • Non-destructive Testing • Quality Assurance/Quality Control
- Electronics/Avionics (789 participants)
  Aviation • Fiber Optics • Wire Assembly

 Critical target populations

Veterans • Trade Adjustment Assistance-eligible
  • non-traditional • ESL • needing basic skills

 Key subcontractors

- Aerospace Joint Apprenticeship Committee (AJAC): Common A&P curriculum and EASA
- Center of Excellence for Aerospace and Advanced Manufacturing (CoE): Pre-employment curriculum
- Workforce Development Councils (WDC): Aerospace industry job placement services
- Washington State Board for Community and Technical Colleges (SBCTC): Third-party review of project outcomes and deliverables

 Overarching area

Pre-employment (169 participants)

- WorkKeys • OSHA • First Aid • WA State Flagging
- Forklift Operation • Computer Basics • LEAN Manufacturing • Blueprint Reading • Inventory Management
- Applied Mathematics • ESL for Aerospace (I-BEST) • Workplace Communication • Tool use and identification

 Student success

Enrolled (as of December 2013): 3,155

Number of students completing a program:

- 1,269 complete
- 132 additional students completed one program and working on another Air Washington program.

Number working in the aerospace industry:

- 763 employed in a job after completion
- 478 related to area of study

Number of aerospace companies involved in hiring and employee retentions:

- 350 companies hiring new employees
- 184 companies retaining workers with better education related to area of study
- Number working for Boeing: 134

Number of certificates and degrees:

- 2,094 short certificates earned by 1,253 students
- 454 long certificates earned by 346 students
- 128 degrees

*A no-cost extension was approved with a limited scope of work, focusing on veterans and long-term program completion, extending the grant through Sept. 30, 2015.
A better idea for Adult English Language learners

Washington state has a large and rapidly growing foreign-born population. In 2011, immigrants made up 16.5 percent of Washington's civilian employed workforce, up from 7.1 percent in 1990.¹

These new arrivals create jobs by forming businesses, spending income in local economies, and raising employers’ productivity. Thanks to project I-DEA (Integrated Digital English Acceleration), English language learners who face the largest language gaps are learning English quickly and in practical ways.

Now in its pilot phase, I-DEA already shows great promise. Outcomes from the first quarter of instruction show student learning gains that are 9 percent to 10 percent higher than the gains of English language learners in traditional programs.²

How it works

Funded with a grant from the Bill and Melinda Gates Foundation, I-DEA features:

- **Community-based “hubs”**: Groups of 25 adults learn at local “hubs,” partnerships between community and technical colleges and community-based organizations. Students participate in 30, week-long courses that blend English language instruction with practical skills. Topics range from “navigating your community” and information literacy, to professional communication, job exploration, and interview skills.

- **Integrated learning**: Unlike the traditional approach – in which learners are expected to learn English before pursuing job-training – I-DEA teaches English in tandem with job and life skills. Students quickly learn skills relevant to their new American lives.

- **“Flipped” classes**: I-DEA features the “flipped” classroom model. Students learn basic words and ideas online and use classroom time to apply and practice the skills they’ve learned. In-class instructors and peer support cement their understanding.

“Immigrants (are) insistent that learning English is critical for their success. Focus group discussions made it clear that this conviction is driven by pragmatism and the desire to be understood. Fully 85 percent say it is hard to get a good job or do well in this country without learning English; only 12 percent say it is easy. Some immigrants also see learning English as an ethical obligation.” – Migration Policy Institute article citing a research study by Public Agenda, May 2003.
• **Computer access:** Students receive computers and 24-7 internet access to learn topics that matter most to them, anytime, anywhere.

• **Transition to I-BEST:** I-DEA is based on Washington’s nationally recognized I-BEST program, which uses team-teaching to combine college-readiness classes with job training. I-DEA was designed to connect students to I-BEST and other college programs that lead to certificates, degrees, and family-wage jobs.

Community and technical colleges provide the bulk of English-language instruction in Washington. Project I-DEA is transforming instruction statewide.

### Pilot colleges

Nine colleges currently offer I-DEA:

- Big Bend Community College
- Lake Washington Institute of Technology
- North Seattle Community College
- Pierce College Fort Steilacoom
- Renton Technical College
- Seattle Central Community College
- Spokane Community College
- Tacoma Community College
- Walla Walla Community College

The following colleges will offer I-DEA in the 2014-2015 school year, with the program expected to grow system-wide by 2015-2016:

- Bellingham Technical College
- Clark College
- Edmonds Community College
- Grays Harbor College
- Green River Community College
- Lower Columbia College
- Olympic College
- Peninsula College
- Pierce College Puyallup
- Wenatchee Valley College

### Topics taught

- Introduction to Project I-DEA
- Technology Skills
- Social Media and Learning
- Education and Career Planning
- Team Work and Using Personal Strengths
- Time Management
- Health and Wellness
- Navigating Your Community
- Information Literacy
- Financial Literacy and Money Management
- College Pathways and the American Education System
- Assessment Presentation
- Communications Skills for the 21st Century
- Communicating Online
- Powerful Presentations
- Study Skills
- Team Collaboration in Project Development
- Work Readiness and Career Exploration
- Contemporary World Problems and the Individual
- Math Basics – Self-tutoring Using Online Resources
- Budgeting and Consumer Economics
- Assessment Presentation
- Professional and Interpersonal Communication Skills
- Effective Online Presentations
- Washington State History
- Diversity/Cross Cultural Communication
- Stress Management/Balancing Life and Work
- Exploring Occupations
- Environmental Issues
- Social Studies and Pathways to Citizenship
- Job Search and Online Interviewing

### Sources:

2. Fall 2013 quarterly data, SBCTC.
“It is the focus on finding successful, student-centered ways to transmit skill and knowledge that is the hallmark of community and technical colleges.” – Governor Jay Inslee, speech to Association of Community College Trustees (ACCT), October 2013

“SBCTC has an envious national reputation as a coordinating entity that works effectively. This reputation is justified by three sets of accomplishments: 1) establishing a cohesive system mission of public value; 2) facilitating policy changes at scale; and 3) balancing and mediating relationships among multiple participants.” – Institute for Higher Education Leadership & Policy, California State University, Sacramento, July 2012

Transforming education, lives

Serving nearly 400,000 students each year, Washington’s community and technical colleges set a national example for innovative policies, practices, and research for student success.

National recognitions

High national ranking in completions

Washington’s community and technical college system ranks 12th in the nation for graduation rates, and 7th for certificates and degrees produced.

Aspen Prize: best college in the nation

Walla Walla Community College in 2013 was named the top community college in the nation by the prestigious Aspen Institute, along with Santa Barbara City College in California.

The Aspen Institute has named six colleges among the top 150 in the country and placed them in the running for the 2015 Aspen Prize: Columbia Basin College, Olympic College, Renton Technical College, Skagit Valley College, Walla Walla Community College, and Whatcom Community College.

Student success

“Tipping point” research, performance funding

Washington’s performance-based funding system, known as the “Student Achievement Initiative,” awards colleges points and funding when students reach key academic milestones that lead to certificates and degrees. The milestone metrics have influenced performance funding models across the country and have been incorporated into national campaigns that promote accountability.

The goal is to propel students to and through the “tipping point” – the level of education that means the difference between struggling in a low-wage job and having a career that leads to a better life. The State Board for Community and Technical Colleges’ tipping point research has made national news in higher education circles.

Sources on this page:

1&2. CollegeMeasures.org, supported by the Bill & Melinda Gates Foundation
3. The national references for the Student Achievement Initiative and related tipping point research are too numerous to list in their entirety. Among them: “Performance Incentives to Improve Community College Completion: Learning from Washington State’s Student Achievement Initiative,” Community College Research Center and Institute for Higher Education Leadership & Policy, March 2011.
I-BEST
Washington’s nationally acclaimed Integrated Basic Education and Skills Training program (I-BEST) uses a team-teaching approach to combine adult education classes with regular, credit-bearing academic or job training classes so students get through school and into jobs faster.

I-BEST was named a Bright Idea by Harvard’s John F. Kennedy School of Government in 2011 and has been designated by the U.S. Department of Education as one of the most significant national innovations.

The I-BEST approach is spreading across the country. Washington’s community and technical college system has provided information and assistance to 20 other states seeking to adopt I-BEST and similar programs.

Project I-DEA
English language learners who face the largest language gaps are learning English quickly and in practical ways with project I-DEA (Integrated Digital English Acceleration).

Unlike the traditional approach – in which learners are expected to learn English before pursuing job-training – I-DEA teaches English in tandem with job and life skills. Students receive computers and 24-7 internet access to learn topics that matter most to them, anytime, anywhere. The Bill & Melinda Gates Foundation provided grant funding with the expectation that I-DEA will become a national model.

Core-to-College
Washington is one of 12 states that will serve as a national model for implementing Common Core State Standards – rigorous new math and English standards adopted by most states to prepare students for college, work and a global economy. Rockefeller Philanthropy Advisors in January 2011 distributed grants to help the 12 states align K-12 schools and colleges to the Common Core Standards and to the assessments that will measure students’ success. The 12 selected states are expected to share their approaches and knowledge with other states across the nation.

Correctional education
The state Department of Corrections contracts with community and technical colleges to provide basic skills and job training at each of the state’s 12 adult prisons so upon release, individuals are more likely to get jobs and less likely to return.

Washington was ranked first in the nation for the rate of offenders completing their GEDs, according to a policy brief by the Correctional Institution Inspection Committee, an Ohio legislative committee.

Centers of Excellence
The National Governor’s Association credits Washington with undertaking bold, comprehensive strategies to align postsecondary education with state economic goals, spotlighting the community and technical college system’s Centers of Excellence.

Basic Food and Employment Training
SBCTC is a partner agency in implementing Washington’s SNAP program, Basic Food Employment and Training (BFE&T) which helps move people out of poverty by providing critical access to basic education, vocational training, and job search assistance. Funds designated in Title IV of the Farm Bill provide funding to an important part of the state’s workforce development system.

Congresswoman Suzan DelBene has championed pilot funding that will create programs across the country modeled after Washington’s state’s BFET Program.

Limited Legal License Technician Training
A landmark state Supreme Court rule that promises to create new jobs and expand public access to legal help is coming to life at Washington’s community and technical colleges.

Four colleges – Highline, Edmonds, Tacoma and Spokane – will start training students to become “Limited License Legal Technicians” (LLLTs) in spring 2014. The state Supreme Court authorized the new license in 2012, making Washington the first – and currently only – state to endorse this exciting new profession.

Nursing Transfer Agreement
In a move to boost the number of nurses with bachelor’s degrees, the community and technical college system and universities, public and private alike, have struck a landmark agreement to create a shorter, smoother process for achieving the degree. The agreement is thought to be among the most collaborative and creative in the nation.

Sources on this page:
8. Presentations from higher-education institutions before the State Board for Community and Technical Colleges, Feb. 5, 2014.
“The region is offering more and more jobs with good salaries. The vast majority of these jobs require advanced training that many residents don’t have... [This means] expanding community/technical college training and increasing bachelor’s and master’s degree capacity, particularly in high-demand areas like science, technology, engineering, and math.” – Regional Economic Strategy for the Central Puget Sound Region, July 2012

Colleges mean business

Community and technical colleges are a collective, powerful, unmatched resource for advancing Central Puget Sound’s prosperity. Nineteen of the state’s 34 colleges – more than half – are located in King, Pierce, Snohomish, and Kitsap counties.

Colleges not only connect with specific employers, but with each other through common programs – like aerospace and maritime training – that align with the Puget Sound Regional Council’s economic strategy. People land good jobs, businesses grow and thrive, and the economy prospers.

Targeted industry clusters

Credentials are offered at all levels, from certificates to associate degrees and applied bachelor’s degrees (see reverse side). The following colleges offer applied bachelor’s degrees related to targeted industry clusters.

Bellevue: Radiation and Imaging Sciences; Health Care Technology and Management; Nursing; Information Systems and Technology; Data Analytics

Green River: Information Technology; Network Administration and Security

Highline: Cyber Security and Forensics; Global Trade and Logistics; Respiratory Care

Lake Washington: Applied Design; Transportation and Logistics; Public Health

North Seattle: International Business; Application Development

Olympic College: Nursing; Information Systems

Seattle Central: Behavioral Science; Allied Health

South Seattle: Hospitality Management; Sustainable Building Science Technology

Fast facts

2012-2013 school year

Students served - all colleges combined

Headcount: 251,802

Full time equivalent: 113,214

Of the students who attend for workforce training or to transfer: The ratio is roughly 50:50; about half pursue each area.

Tuition for one year: $4,000
Sample programs by cluster

Aerospace/manufacturing/STEM
Civil & mechanical engineering
AutoCad drafting
Biomanufacturing
Biotechnology lab technician
Scale modeling
CNC machining and operation
Sheet metal production, welding
Composite technician
Airframe, powerplant maintenance technician/mechanic
Robotics
Aerospace electronics, electrical assembly
Nanotechnology
Aerospace & advanced manufacturing, quality assurance

Also:
Washington Aerospace Technology and Research Center
(Edmonds Community College, training at Paine Field)
Center of Excellence for Aerospace and Materials Manufacturing (located at Everett Community College)*

Business services
Marketing, entrepreneurship, sales
Bookkeeping, office support, accounting assistant
Inventory/stock specialist
Warehouse/distribution specialist
Human resources
Retail management

Clean technology
Green construction, remodeling, business practices
Energy audit/management specialist
Clean energy technology
Bioenergy

Also: Pacific Northwest Center of Excellence for Clean Energy (located at Centralia College)*

Military
Twenty-seven Washington community and technical colleges are among the top military friendly schools in the nation according to the 2014 Military Friendly Schools list produced by Victory Media, including those in the Central Puget Sound region. Pierce College offers education programs at Joint Base Lewis-McChord.

Information technology
Business application development, programming
Database - technician, developer, analyst
Web technician
Computer repair and network support
Wireless voice and data communications
Software test and development engineer
Javascript
Mobile apps
GIS technology
Cybersecurity

Also: Center of Excellence for Information and Computing Technology (located at Bellevue College)*

Life sciences and global health
Flow cytometry
Tissue culture
Nursing
Phlebotomy
Healthcare IT, data analytics
Radiology
Dental hygiene
Pharmacy
Polysomnography
Surgical technology
Additional allied health fields

Also: Allied Health Center of Excellence (located at Yakima Valley Community College)*

Maritime
Boat building and repair
Composite technician
Welding
Able Seaman’s courses
Marine deck technology
Marine engineering/electrical technology

Also: Center of Excellence for Marine Manufacturing and Technology (located at Skagit Valley College)*

Tourism and visitors
Translation, language interpreting
Global business professional
Hospitality and tourism management

Transporation and logistics
Logistics, transportation, and supply chain management
International business and trade, global logistics
Cargo transportation and logistics
Transportation technology

Also: Center of Excellence for Global Trade and Supply Chain Management (located at Highline Community College)*

*Each Center of Excellence serves the entire industry sector and community and technical colleges across the state.

1. SBCTC research report: The Role of Transfer in the Attainment of Baccalaureate degrees at Washington’s Public Bachelor’s Degree Institutions, class of 2011, August 2013.
2. Headcount/FTE numbers are from all funding sources, totaled from 2012-2013 Academic Year Report.
3. Averages from SBCTC Field Guide, represents state-funded students (as opposed to all funding sources).
REGULAR MEETING OF THE STATE BOARD FOR
COMMUNITY AND TECHNICAL COLLEGES

MEETING MINUTES
February 6, 2014

State Board Members

Beth Willis (Chair), Lakewood
Shaunta Hyde (Vice Chair), Lake Forest Park
Sharon Fairchild, Spokane
Jim Bricker, Coupeville
Elizabeth Chen, Federal Way
Anne Fennessy, Seattle
Wayne Martin, Richland
Larry Brown, Auburn
Jay Reich, Seattle

Statutory Authority: Laws of 1967, Chapter 28B.50 Revised Code of Washington
<table>
<thead>
<tr>
<th>Resolution Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>14-02-00</td>
<td>Adoption of Consent Agenda: 1</td>
<td>1</td>
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<tr>
<td>14-02-01</td>
<td>- Centralia College: Local Expenditure Authority, 201 S. Ash Road</td>
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<tr>
<td>14-02-02</td>
<td>- South Puget Sound Community College: Surplus Property, Marvin Road</td>
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<tr>
<td>14-02-03</td>
<td>- Green River Community College: Local Expenditure Authority, New Auburn Center</td>
<td>3</td>
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<tr>
<td>14-02-04</td>
<td>Approval of Olympic College’s Bachelor of Applied Science in Computer Information Systems</td>
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<tr>
<td>14-02-05</td>
<td>Approval of Centralia College’s Bachelor of Applied Science in Diesel Technology</td>
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<tr>
<td>14-02-06</td>
<td>Approval of Highline Community College’s Bachelor of Applied Science in Global Trade and Logistics</td>
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<tr>
<td>14-02-07</td>
<td>Approval of Highline Community College’s Bachelor of Applied Science in Respiratory Care</td>
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<tr>
<td>14-02-08</td>
<td>Approval of North Seattle Community College’s Bachelor of Applied Science in Application Development</td>
<td>4</td>
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The State Board held a study session on February 5, 2014, from 1:00 p.m. to 5:00 p.m. The Board heard presentations on subjects including: 1) 2015-17 Operating Budget Development, 2) Allocation and Accountability Task Force, 3) Applied Baccalaureate Degree Statements of Need, and 4) Nursing Transfer Agreement. No action was taken at the study session.

State Board Members Present: Beth Willis, Shaunta Hyde, Sharon Fairchild, Jim Bricker, Elizabeth Chen, Larry Brown, Wayne Martin, Anne Fennessy, Jay Reich

State Board Members Absent:

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 Jim Bricker that the State Board adopt its February 6, 2014, regular meeting agenda as presented.

ADOPTION OF CONSENT AGENDA (Resolutions 14-02-01 through 14-02-03)

MOTION: Moved by Shaunta Hyde and seconded by Elizabeth Chen that the State Board adopt the consent agenda for its February 6, 2014, regular meeting as follows:

   a) Approval of December 5, 2013, State Board regular meeting minutes
   b) Resolution 14-02-01: Centralia College: Local Expenditure Authority, 201 S. Ash Road
   c) Resolution 14-02-02: South Puget Sound Community College: Surplus Property, Marvin Road
   d) Resolution 14-02-03: Green River Community College: Local Expenditure Authority, New Auburn Center

MOTION CARRIED.

TRUSTEES’ ASSOCIATION REPORT

Dan Altmayer, TACTC President, reported on the topics of: TACTC Winter Conference, Transforming Lives, Association of Community College Trustees National Legislative Summit and Trustee Confirmations.
PRESIDENTS ASSOCIATION REPORT

Jill Wakefield, WACTC President, reported on the topics of: WACTC Winter meeting in conjunction with TACTC, New Presidents, Salary Taskforce, Baccalaureate degree funding models, All Washington Academic Ceremony, and Updated Capital Projects End Run Policies.

ADULT BASIC EDUCATION STATE PLAN

Jon Kerr of the State Board staff presented that At the December 4, 2013 meeting, the State Board adopted the Washington State Adult Education 5-year Plan – 2014-2019: Pathways to College and Careers for Washington’s Emerging Workforce and requested a study session to detail implementation of the plan. The new direction for adult education outlined in the state plan strategically provides guidance for all providers of adult basic education to develop clear college and career readiness pathways strategically targeted to accelerate completion of high school credentials and postsecondary certificates and degrees with the goal of getting all students to the tipping point and beyond.

In order to fully implement this plan, the Board will find a way to neutralize the financial disincentive to basic skills programs and design a 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 Plan.

APPROVAL OF OLYMPIC COLLEGE’S BACHELOR OF APPLIED SCIENCE IN COMPUTER INFORMATION SYSTEMS (RESOLUTION 14-02-04)

Edward Esparza of the State Board staff presented that Olympic 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 Information Systems aligns with the college’s strategic goals and meets regional/statewide needs.

Olympic College proposes a Bachelor of Applied Science degree in Computer Information Systems. This is one of five STEM degree proposals selected to receive development funding provided by the passage of 2SSB 5624 last year. The proposed degree responds to proven industry demand for bachelor’s level information technology professionals. This degree will draw from the expertise of the college’s business and technology faculty as well as Olympic College’s experience successfully delivering a bachelor’s degree in Nursing. Industry partners have committed to ensuring the program’s success by working closely with faculty on curriculum, standards and work-based learning internships. Both business and technology faculty and K-12 teachers will have critical opportunities for networking and professional development. The K-12 consortium that Olympic College will be working with includes Bremerton, North Kitsap, and South Kitsap school districts.

**MOTION:** Moved by Shaunta Hyde and seconded by Sharon Fairchild that the State Board adopt Resolution 14-02-04 approving Olympic College’s Bachelor of Applied Science in Computer Information Systems.

**MOTION CARRIED.**
APPROVAL OF CENTRALIA COLLEGE’S BACHELOR OF APPLIED SCIENCE IN DIESEL TECHNOLOGY (RESOLUTION 14-02-05)

Edward Esparza of the State Board staff presented that Centralia College completed an initial step in the approval process when college administrators met with State Board members on December 4, 2013, to discuss how the proposed Bachelor of Applied Science Degree in Diesel Technology aligns with the college’s strategic goals and meets regional/statewide needs.

Centralia College proposes a Bachelor of Applied Science degree in Diesel Technology. The mission of the Centralia College is to provide accessible, high-quality educational programs that lead to intellectual growth and meaningful employment. This degree will provide important education in advanced diesel technologies in preparation for management positions within the transportation industry. The percent of the Lewis County population over age 25 holding baccalaureate degrees was 16 percent in 2011. In comparison, King County, which has the lowest unemployment rate at 5.6 percent, also has the highest attainment of baccalaureate degrees at 45.7 percent. Lewis County is in need of local options for baccalaureate degrees and a very telling consequence of the relatively low educational attainment in Lewis County is that the per capita income as a percentage of the same metric for the entire state has dropped significantly.

MOTION: Moved by Jim Bricker and seconded by Shaunta Hyde that the State Board adopt Resolution 14-02-05 approving Centralia College’s Bachelor of Applied Science in Diesel Technology.

MOTION CARRIED.

APPROVAL OF HIGHLINE COMMUNITY COLLEGE’S BACHELOR OF APPLIED SCIENCE IN GLOBAL TRADE AND LOGISTICS (RESOLUTION 14-02-06)

Edward Esparza of the State Board staff presented that Highline Community College completed an initial step in the approval process when college administrators met with State Board members on December 4, 2013, to discuss how the proposed Bachelor of Applied Science Degree in Global Trade and Logistics aligns with the college’s strategic goals and meets regional/statewide needs.

Highline Community College proposes a Bachelor of Applied Science degree in Global Trade and Logistics. In today’s global economy, major companies across a wide spectrum of industries recognize that effective supply chain management is a key factor in their international success. Washington’s companies have supply chains that are truly global in nature. Nearly every type of company and organization is involved in purchasing goods, controlling inventory, building products, moving freight, and/or managing relationships. These include transport companies, manufacturing and production companies, retailers and distributors, consulting firms, third-party logistics firms, universities and educational institutions, as well as government agencies and non-profits.

MOTION: Moved by Elizabeth Chen and seconded by Jim Bricker that the State Board adopt Resolution 14-02-06 approving Highline Community College’s Bachelor of Applied Science in Global Trade and Logistics.

MOTION CARRIED.
APPROVAL OF HIGHLINE COMMUNITY COLLEGE’S BACHELOR OF APPLIED SCIENCE IN RESPIRATORY CARE (RESOLUTION 14-02-07)

Edward Esparza of the State Board staff presented that Highline Community College completed an initial step in the approval process when college administrators met with State Board members on June 19, 2013, to discuss how the proposed Bachelor of Applied Science Degree in Respiratory Care aligns with the college’s strategic goals and meets regional/statewide needs.

Highline Community College proposes to develop a Bachelor of Applied Science in Respiratory Care. The purpose of this degree is to address the enormous growth in scope and complexity in this field over the past 20 years. As the profession has matured, associate degree programs have not been able to adequately address the need for graduates with high level leadership training, research skills, advanced clinical diagnostic abilities, and competence in care plan development, protocol administration, disease management and patient education.

With an emerging, profession-wide need for a baccalaureate option in the respiratory care field, respiratory care has seen a gradual, yet consistent movement toward the bachelor’s degree as a desirable credential. Already, many leadership and advancement opportunities call for it. While the professional community has yet to reach full consensus on the matter, Highline’s proposal reflects the college’s interest in keeping ahead of that trend.

MOTION: Moved by Sharon Fairchild and seconded by Elizabeth Chen that the State Board adopt Resolution 14-02-07 approving Highline Community College’s Bachelor of Applied Science in Respiratory Care.

MOTION CARRIED.

APPROVAL OF NORTH SEATTLE COMMUNITY COLLEGE’S BACHELOR OF APPLIED SCIENCE IN APPLICATION DEVELOPMENT (RESOLUTION 14-02-08)

Edward Esparza of the State Board staff presented that North Seattle Community College completed an initial step in the approval process when college administrators met with State Board members on December 4, 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.

North Seattle Community College is proposing to be the lead institution for the Seattle District in offering a Bachelor of Applied Science (BAS) degree in Application Development. If approved this will be the second BAS degree that North Seattle is offering.

North Seattle is working with the Computer Science Department at Seattle University and Eastern Washington University’s Computer Science Department to ensure that they are proposing a viable degree with sufficient curricular rigor and student support mechanisms. In addition, North Seattle Community College will be working with eight high schools in the Seattle Public School District to ensure a career path with clear articulation from high school through the Associate of Applied Science Degree and on to the BAS degree.

MOTION: Moved by Anne Fennessy and seconded by Larry Brown that the State Board adopt Resolution 14-02-08 approving North Seattle Community College’s Bachelor of Applied Science in Respiratory Care.

MOTION CARRIED.
LEGISLATIVE UPDATE

Alison Grazzini-Smith of the State Board staff presented on recent state legislative outreach including meetings with legislators, staff, and stakeholders to gather support for the community and technical colleges’ (CTCs) 2014 session priorities.

Session Issues
Board members will be briefed on a variety of issues that are emerging during the legislative session. In conjunction with the Bill Watch List, Board members will have an opportunity to hear the system’s perspective on legislation concerning dual credit programs, financial aid, tuition, veterans, faculty compensation, and others. Staff will bring real-time information on bills to the Board during their meeting.

Student Rally
The annual Student Rally is scheduled for Friday, Feb. 7, 2014 in the Capitol Rotunda. Key legislators will speak about the future of higher education and how CTC student advocacy efforts can be most effective. In addition, CTC system representatives will also speak about the importance of student engagement in the legislative process and our system’s long-term goal of improving student success.

Last year, approximately 400 CTC students participated in this event and SBCTC expects similar attendance this year.

Legislative Open House
The annual CTC Legislative Open House is scheduled for Feb. 20, 2014 in the Columbia Room of the Legislative Building. SBCTC has broadened the event focus this year to include basic skills, transfer, and applied baccalaureate opportunities at CTCs across the state. College programs chosen to be featured include:

- Diagnostic Ultrasound – Bellevue College
- NASA Rocket Project – Clark College
- Aviation Technology – Green River Community College
- Digital Gaming & Media (I-BEST and Project IDEA) – Lake Washington Institute of Technology
- Nanotechnology – North Seattle Community College
- Wine Technology (Bachelor of Applied Science) – South Seattle Community College
- Orthotic-Prosthetic Technician – Spokane Falls Community College
- Cybersecurity (transfer program) – Whatcom Community College

In addition, student-produced wine will be provided by Walla Walla Community College as well as confections by a variety of other community and technical colleges.

EXECUTIVE DIRECTOR REPORT

Marty Brown reported on the topics of:

- Basic Food Employment and Training Model
- Summary of Approved Local Capital Projects over $1 million
- State Board Parking Lot
ADJOURNMENT/NEXT MEETING

There being no further business, the State Board adjourned its regular meeting of February 6, 2014, at 12:00 p.m. The State Board will hold next meeting March 26-27, 2014, at the Olympia State Board Office.

______________________________
Elizabeth Willis, Chair

ATTEST:

______________________________
Marty Brown, Secretary
Spokane Falls Community College’s Building Equipment

**Brief Description**
Spokane Falls Community College seeks authority to spend up to $653,000 in local funds to purchase equipment for their new Campus Classroom Building to help offset the $3,114,000 reduction in construction phase funding for the project.

**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 (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. The College requests authority to spend up to $653,000 in local funds to purchase this equipment. The Community Colleges of Spokane’s Board has approved the purchase. This authority will bring the total project cost to $19,170,000.

**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 14-03-09, giving Spokane Falls Community College authority to use up to $653,000 in local funds to purchase equipment for their Campus Classroom Building.

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 14-03-09

A resolution relating to Spokane Falls Community College’s request for authority to use up to $653,000 in local funds to purchase equipment for their Campus Classroom Building.

WHEREAS, Spokane Falls Community College is building their new Campus Classroom Building which needs equipment 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 $653,000 in local funds to purchase equipment for their Campus Classroom Building.

APPROVED AND ADOPTED on March 27, 2014.

ATTEST:

_______________________________               __________________________________
Marty Brown, Secretary                              Elizabeth Willis, Chair
Yakima Valley Community College Property Surplus and Acquisition, 516 West First Avenue & 503 South Elm Street

Brief Description
Yakima Valley Community College seeks to surplus .49 acres at 516 West First Avenue in Toppenish, Washington and also to purchase 2.79 acres at 503 South Elm Street in Toppenish, Washington, in order to build the new Toppenish Learning Center.

How does this link to the System Direction, Mission Study, and Policy Focus
This surplus will allow the College to buy the South Elm property, which can become revenue-generating. This will allow the College to build a more efficient and flexible education space for future growth of educational offerings in Toppenish.

Background Information and Analysis
The money earned from surplusing the property at 516 West First Avenue will be put toward purchasing the property at 503 South Elm Street and building an educational building, the Toppenish Learning Center, on the vacant lot there. Yakima Valley Farm Workers Clinic has agreed to purchase the 516 West First Avenue property for $500,000. The College will remain in the building until February of 2016, when the Toppenish Learning Center will be ready for occupation.

The 503 South Elm Street property has an existing rental office/garage, which is occupied by the current long-standing tenant, Yakama Nation Water Department. Revenue generated from the continued tenant lease will be used to support the ongoing operations of the new Toppenish Learning Center. The property will be purchased for $500,000 using local funds.

The Yakima Valley Community College Board of Trustees has approved the expenditure of local funds for these transactions in accordance with Department of Enterprise Services guidelines. A map of the properties is on Attachment A.

The college plans to pay for future construction costs with local funds they have set aside for this purpose. A detailed budget and request for expenditure authority related to the construction will be submitted to the State Board in the future.

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 14-03-10, giving Yakima Valley Community College authority to use local funds for the surplus of .49 acres at 516 West First Avenue in Toppenish, Washington and also to purchase 2.79 acres at 503 South Elm Street in Toppenish, Washington, in order to build the new Toppenish Learning Center.
Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, Capital Budget Director
360-704-4382, wdoty@sbctc.edu
A resolution relating to Yakima Valley Community College’s request to surplus .49 acres at 516 West First Avenue in Toppenish, Washington and also to purchase 2.79 acres at 503 South Elm Street in Toppenish, Washington, in order to build the new Toppenish Learning Center.

WHEREAS, Yakima Valley Community College has requested authority to surplus .49 acres at 516 West First Avenue in Toppenish, Washington for an estimated $500,000, which the Yakima Valley Farm Workers Clinic has agreed to purchase; and

WHEREAS, the College has requested authority to purchase 2.79 acres at 503 South Elm Street in Toppenish, Washington, for an estimated $500,000 in order to build the new Toppenish Learning Center, using the local funds earned from the surplusing of the property at 516 West First Avenue; and

WHEREAS, the continued tenant lease for the current long-standing tenant of the existing building at 503 South Elm Street, Yakama Nation Water Department, will be used to support the ongoing operations of the new Toppenish Learning Center;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Yakima Valley Community College to surplus .49 acres at 516 West First Avenue in Toppenish, Washington and also use up to $500,000 to purchase 2.79 acres at 503 South Elm Street in Toppenish, Washington, in order to build the new Toppenish Learning Center.

APPROVED AND ADOPTED on March 27, 2014.

ATTEST:

_______________________________               ______________________________
Marty Brown, Secretary                              Elizabeth Willis, Chair
Proposed Acquisition and Sale of Property in Toppenish, Washington for Yakima Valley Community College

Sell Parcel 201009111038

Purchase Parcel 20100912007
Improving Outcomes in Pre-College Math Education

Brief Description
Washington community and technical colleges, like many two-year colleges across the nation, have focused significant attention in recent years on improving student success and completion in developmental education programs, especially in mathematics. The specific reform approaches most frequently used have focused on reducing the length of remedial programs through “acceleration” models, including new curricular structures and new content pathways; instructional approaches emphasizing real-world contexts in the learning; and placement reforms incorporating multiple measures to the process of placing students into appropriate courses. The innovations in developmental education have been so extensive, both at the local college level and systemic, that there is a critical need now to understand more clearly how these innovations have worked and create a strategic plan for scaling the successes. This discussion will provide an overview of system level actions in this area to date, share some key examples of college district-wide actions, and propose an approach to the Board for developing a strategic plan for math completion.

How does this link to the System Direction, Mission Study, and Policy Focus
Improvements in developmental education, especially in mathematics, are critical to addressing all aspects of SBCTC’s System Direction: meeting the demands for a skilled workforce, increasing educational attainment for state residents, and using innovative approaches to address these needs. These innovations are helping to close the statewide skills gap, create new pathways for students, and invest in faculty/staff excellence, all important aspects of SBCTC’s Mission Study.

Background Information and Analysis
In Washington State, 57 percent of the roughly 20,000 students entering the community and technical college system directly from high school enrolled in at least one pre-college course in 2010-11, 51 percent in math compared to only 19 percent in writing (SBCTC, Research Report 12-2, December 2012, Role of Pre-College (Developmental and Remedial) Education). Hispanics and African Americans were substantially more likely than all other students to be enrolled in these classes. While developmental education within community and technical colleges serves as a critical access point for many students into post-secondary education, fewer than half of those students referred to developmental education complete the recommended pre-college courses, and fewer still enroll, let alone complete, the college-level courses they need to pursue their college degrees. Given the significant societal role that two-year colleges play in addressing equity and opportunity issues for students historically underserved by higher education, these data suggest that developmental coursework in math remains a serious roadblock for these students in their efforts to get the courses they need to achieve their life goals and career plans.

Concerns about student success in getting to and through a college-level course in mathematics, especially for students coming directly to the community and technical colleges from Washington high schools, has been a focus for the system since at least the early 2000s. At that time discussions among agency staff at SBCTC, Office of Superintendent of Public Instruction, and the Higher Education Coordinating Board led to focused data-gathering clarifying for the first time the extent of the problem, providing a foundation for first-ever statewide gatherings of 2-year college presidents, local school superintendents, and 4-year provosts to explore solutions to the problems.
Since that time SBCTC has developed and led initiatives like the Transition Math Project, Re-Thinking Pre-College Math, I-BEST, and the “Improving Efficiency and Student Achievement” effort all focused wholly or in part on addressing the issues of student college readiness in mathematics. This work has led to a number of changes in the system and had some impact on student success in math as measured by the Student Achievement Initiative, producing among other things the systems Accelerated Outcomes-based Contextualized Learning Model (adopted in 2012) and a system-wide placement reciprocity model adopted in 2013. Remediation is also a major element in the Washington Student Achievement Council’s 2013 Roadmap Report and a focus of one of its key recommendations. Through the Core to College project, SBCTC, in partnership with OSPI, is also continuing to address the issue by working with school districts to improve the college readiness of high school students before they leave high school.

There is still considerable room for systemic improvement in this area, and given that every 1 percent reduction in remediation effort allows an estimated 1.2 million to be redeployed to serve students in college level classes, accelerating our progress in this area is vital in tight fiscal times.

To build on and strengthen the current efforts around the system in pre-college math, a 5-year Math Acceleration and Success Strategic Plan should be developed, beginning with establishing a system-level Steering Committee to guide and coordinate the process. The Steering Committee will develop the process and timeline for the Strategic Plan based on the preferred elements defined by the Board and a set of fundamental principles of pre-college math reform established in consultation with a national advisory committee. The advisory committee will include representatives from major national projects like the University of Texas Dana Center New Mathways, Carnegie Foundation’s Pathways, and California’s Acceleration in Context, as well as key national mathematical associations, like the Mathematical Association of America (MAA) and the American Mathematical Association of Two-Year Colleges (AMATYC).

Potential Questions

- Where are we currently with respect to major college- and system-level initiatives designed to improve college readiness and college-level course completion in mathematics?
- What are some of major lessons learned from recent initiatives focused on college readiness in mathematics?
- What are the benefits and challenges in developing a system strategic plan with system level actions aimed at improving our students’ success with completing college level math, including metrics that track effectiveness of those strategies and improvement over time?

Recommendation/Preferred Result

- Direct staff to compile a more comprehensive summary of the range and status of current local college and systemic initiatives addressing college readiness in mathematics.
- Propose preferred elements of a strategic plan (including timeline, metrics, and a national advisory board) for improving student success in mathematics.

Policy Manual Change Yes ☐ No ☒

Prepared by: Bill Moore, Core to College Alignment Director
360-704-4346, bmoore@sbctc.edu
State Board of Education on College Readiness Policies

Brief Description
The State Board of Education is the state’s policy agency for K12 education, including responsibility for setting high school graduation requirements with the goal of career and college readiness for high school graduates.

How does this link to the System Design, Mission Study, and Policy Focus
The missions and visions for the State Board of Education and the State Board for Community and Technical Colleges are consistent with a focus on student achievement and academic success. The mission of the State Board of Education is “to lead the development of state policy, provide system oversight, and advocate for student success.” In addition, the State Board of Education “envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life.” Both their mission and vision are consistent with SBCTC’s System Direction goals for meeting demands for a well-educated and skilled workforce, increasing educational attainment for all residents, and using technology, collaboration and innovation to improve student success.

Background Information and Analysis
The State Board of Education has increased credits required to earn a high school diploma, including a greater emphasis on mathematics. Among issues the Board is currently engaged in are implementation of their new high school graduation requirements, the relationship between the Smarter Balanced Assessment and the Board’s policy on the High School and Beyond plan for each high school student, and uses of the 11th grade Smarter Balanced Assessment for high school graduation, college readiness assessment and placement, and admissions by higher education institutions.

A panel of three individuals representing the State Board of Education will participate in the Board meeting to engage with the Board about college readiness strategies and collaboration between the K12 sector and community and technical college sector.

- Deborah Wilds, Board member and former president of the College Success Foundation
- Connie Fletcher, Board member and former Issaquah School Board member and officer with the Washington State School Directors Association
- Ben Rarick, Executive Director for the State Board of Education

Biographies for the panel members are provided in Attachment A.

Potential Questions
- What strategies is the State Board of Education working on to achieve their goal of career and college readiness for high school graduates?
- How do those strategies intersect with SBCTC efforts to increase student achievement and certificate and degree completions for our students?
- How can the two Boards collaborate to support each other’s efforts?
**Recommendation/Preferred Result**

Board members will have an opportunity to interact with State Board of Education members and staff on common efforts to improve college access, readiness and completion among high school graduates.

Policy Manual Change Yes ☐ No ☒

Prepared by: Jan Yoshiwara, Deputy Executive Director for Education Services
360-704-4353, jyoshiwara@sbetc.edu
Deborah J. Wilds, Ph.D.
Issaquah
Appointed March 2013
Term expires January 2017
Executive Committee Vice-Chair

Prior to retirement, Deborah Wilds served as the President and Chief Operating Officer of the College Success Foundation (CSF). CSF’s mission is to inspire underserved, low-income students to finish high school and to provide them with the supports and scholarships they need to graduate college and succeed in life.

Dr. Wilds also worked as a senior program officer for education at the Bill & Melinda Gates Foundation, where she led efforts for the Gates Millennium Scholars Program, Gates Cambridge Scholars, and Washington State Achievers Program. She also oversaw the early college initiative creating 250 new early college high schools across the country.

Prior to her tenure at the Gates Foundation, Dr. Wilds was the deputy director of the American Council on Education's (ACE) Office of Minorities in Higher Education, in Washington, D.C. She has co-authored several books, written more than 20 articles, and co-authored ACE’s Annual Status Report on Minorities in Higher Education. She was the co-founder and chair of the Board of Directors of New Era Education, an independent school and pre-school located in Baltimore, Maryland.

In 2013, she was appointed to the Washington State Board of Education. She also serves on the boards of College Success Foundation, Washington State Mentors, College Spark Washington, The Corporation for Enterprise Development, and the Seattle University Board of Regents.

Dr. Wilds has a Ph.D. in Education Policy, Planning, and Administration from the University of Maryland at College Park; an M.S. degree from Howard University; and a B.S. degree from California State University, San Diego.

Connie Fletcher
Issaquah
Appointed January 2012
Term expires January 2015

Ms. Connie Fletcher has served on the Washington State Board of Education since 2009. Prior to this she served on the Issaquah School Board for 16 years and as WSSDA President and other officer positions from 2000 through 2003.

She was honored for her service with the WSPTA Educator of the Year, the Issaquah Schools Foundation Golden Apple and by the Issaquah Community as Community Volunteer of the Year.
Professionally, she served as a consultant to nonprofit organizations, municipalities and school districts in governance, planning and major gifts fundraising. She also served as a human services planner and administrator for the City of Seattle and for two United Way organizations.

Connie is a native of Minnesota, earning her bachelor’s degree from the University of Minnesota in political science and completing graduate studies in public administration from Mankato State University. She is a Carver Policy Governance Academy graduate.

Fletcher has served on the Washington State Learning First Alliance, the National Association of State Boards of Education Governmental Affairs Committee, the Washington State Army Advisory Board, the Issaquah Kiwanis Club and the boards of several other child welfare and social service organizations. Connie lives in Issaquah, has four children and three grandchildren.

**Ben Rarick**  
Executive Director

Ben became the Executive Director in 2011. Prior to the State Board of Education, Ben worked six years for the Washington State House of Representatives as a non-partisan Senior Budget Analyst for the Ways and Means Committee, staffing the K-12 education budget. During his time in the legislature, Ben staffed the Joint Task Force on Basic Education Finance and resulting legislation, including ESHB 2261 (2009), which redefined the constitutionally-protected program of “basic education,” and implemented a new school funding framework to support it.

Prior to his time in the legislature, Ben worked as staff to the School Finance Redesign Project at the University of Washington, a multi-state research project designed to help policymakers develop school funding frameworks that support the implementation of evidence-based teaching and learning strategies. He also served as Director of the Office of State-Operated School Districts in the New Jersey Department of Education. There he worked with struggling school districts in receivership status with the state education agency, and helped implement school finance reforms associated with the *Abbott vs. Burke* case, a landmark New Jersey school funding adequacy court decision.

Ben holds B.A. degrees in both English Literature and Political Science from Linfield College in McMinnville, Oregon, and a M.A. in Education Administration and Policy Analysis from Stanford University. He enjoys traveling with his family, coaching youth sports, watching college football, and collecting vintage college pennants. He lives with his wife and three children in Olympia, where his children attend North Thurston Public Schools.
Vision for Career and College-Readiness for All Students
Opportunities for SBE and SBCTC Collaboration

BEN RARICK,
EXECUTIVE DIRECTOR

MARCH 27, 2014
Topics for Today

• Bridging the Gap between High School and College
  - How to Leverage the 11th grade Common Core (SBAC) assessment results towards improved course-taking in high school and less remediation in college.
  - The potential for pre-remedial college transition courses in our high schools.
  - What role can the high school and beyond planning process play?

• What would it take to cut remediation rates in half by 2020?
Strengthening High School Graduation Requirements

- “Core 24” was not well received – SBE spent the last year building more flexibility into the framework.
  - Restore Electives
  - Strengthen Math & Science CTE Course Equivalencies so that CTE is embedded, rather than separate.
  - Build around the concept of Personalized Pathway Requirements (PPR)

- Focus more on the outcomes (Career-and-College Readiness), and less on inputs (1080 hours).

- In the 21st century, all students need Science, Technology, Engineering and Math (STEM) skills; 3 credits of math and 3 credits of science are foundational course credits that keep our students competitive.

- Every student should have a High School and Beyond Plan by 9th grade or earlier, upon which all course-taking decisions will be based.

- All students should be preparing for their life after high school; each student’s High School and Beyond Plan should identify a postsecondary pathway.
  - “College” is more than just a 4-yr degree! Community colleges, trades, industry certification, etc. – many individualized pathways for students of all interests and abilities.
HIGHLIGHTS
ENGROSSED SECOND SUBSTITUTE SENATE BILL 6552
(as passed Legislature – pending Governor’s signature)

- More Flexible Instructional Hour Requirements & Funding
  - 1000 hours in grades 1-8 & 1080 hours in grades 9-12, “all of which may be calculated… using a district-wide annual average… over grades one through twelve.” (read: average of 1027 hours)
  - $97 million provided for instructional hours increase last year is “redirected” to guidance counselors, supplies, class size.
    - $34 million for lower class size for high school lab science classes.
    - $16 million for guidance counselors
    - $45 million for high school materials and supplies (“MSOC”)
  - NOTE: $58 million in MSOC added to the budget beyond existing money that was “redirected”

- SBE to implement 24 career and college-ready framework for the Class of 2019.

- Individual school districts shall receive 1 or 2-year implementation extensions by filing with the state board of education.

- The culminating project is eliminated as a high school graduation requirement.

*This is an initial interpretation. Rules will ultimately implement these provisions and districts should not use this presentation in place of rule language.

Washington State Board of Education
• The third credit of math and science are student choice, based on HSBP, with the approval of a counselor, principal, parent, or guardian.

• SBE must allow districts to waive 2 credits for a student, on a case-by-case basis, based on “unusual circumstances.”
  - Districts must adopt local policies to administer this waiver, and WSSDA is to develop a model policy and make available for districts.

• Districts must offer at least one CTE math and at least one CTE science equivalency course. Districts with fewer than 2000 kids can seek a waiver. OSPI, w/ SBE, to develop more standardized approach to CTE equivalency in math & science.

• A new task force is created on success of students with special needs. Headed up by Office of Education Ombuds. SBE is a member of this task force.
## Graduation Requirements

24 credit framework

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirements for the Classes of 2016, 2017 &amp; 2018</th>
<th>Career &amp; College-Ready Graduation Requirements for the Class of 2019 &amp; Beyond*</th>
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<td>English</td>
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<tr>
<td>Math</td>
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<td>3</td>
</tr>
<tr>
<td>Science</td>
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<td>3 [2 lab]</td>
</tr>
<tr>
<td>Social Studies</td>
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<td>3</td>
</tr>
<tr>
<td>Career and Technical Education¹</td>
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<td>1</td>
</tr>
<tr>
<td>Health and Fitness</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Arts</td>
<td>1</td>
<td>2 (1 can be PPR)</td>
</tr>
<tr>
<td>General Electives</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>World Language (or) Personalized Pathway Requirement (PPR)</td>
<td>2 (Both can be PPR)</td>
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</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>20</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

**Personalized Pathway Requirement** are related courses that lead to a specific post high school career or educational outcome chosen by the student based on the student’s interests and High School and Beyond Plan, that may include Career and Technical Education, and are intended to provide a focus for the student’s learning.

*Subject to the Governor’s signature

¹ Or 1 Occupational Education credit, as defined in WAC 180-51-067.

² Up to 2 credits can be waived locally based on a student’s unusual circumstances.
“Personalized Pathway Requirements” are locally determined, but should reflect coursework important to pursuing a variety of post-secondary pathways, including:

- Attend a skills center or pursue a Career and Technical Education program of study.
- Pursue a certificate or degree in a professional/technical program.
- Pursue a 2 or 4-year degree via a college, university, or college transfer program.
Potential Next Steps

- **SBE rule-making**
  - Instructional hours requirement
  - 24 credit framework
  - CTE waiver process (potentially)

- **Work on development of math & science CTE course equivalencies that deliver needed rigor.**

- **Collaborate on use of 11th grade SBAC test results for course placement purposes (see feedback letter).**

- **Collaborate on High School and Beyond Plan.**
Remediation

• What would it take to cut remediation rates in half by 2020?
  ▫ Strengthened course-taking in senior year (particularly math)
  ▫ Strengthened High School and Beyond Plan
  ▫ Linking the third credit of math to the content of credit-bearing coursework at community college level.
  ▫ Ever improving awareness/planning between the two systems.
Stepping Stones to Career and College Readiness for ALL Students

**Draft 2020 Targets**

- **Kindergarten Readiness**
  - Indicator: WoKIDS
  - 2013 Status: 41% of students demonstrating kindergarten readiness
  - Change from 2012: +3.6

- **3rd Grade Literacy**
  - Indicator: 3rd Grade MSP
  - 2013 Status: 73%
  - Change from 2012: +4.3

- **8th Grade High School Readiness**
  - Indicator: 8th Grade MSP
  - 2013 Status: 44%
  - Change from 2012: -2.0

- **High School Graduation**
  - Indicator: 4-Year Graduation Rate
  - 2013 Status: 76%
  - Change from 2012: -1.2

- **Quality of High School Diploma**
  - Indicator: Students Bypassing Remedial College Courses
  - 2013 Status: 65% (88 or 62,000 students in CTC institutions) of students not enrolled in remedial courses

- **Post-Secondary Attainment**
  - Indicator: Post-Secondary Earned Credential, Certificate, or Apprenticeship
  - 2012 Status: 50%

*Draft 2023 Target*
Questions?
Resources

- Website: www.SBE.wa.gov
- Blog: washingtonSBE.wordpress.com
- Facebook: www.facebook.com/washingtonSBE
- Twitter: www.twitter.com/wa_SBE
- Email: sbe@sbe.wa.gov
- Phone: 360-725-6025
Final Consideration of Cascadia Community College’s Bachelor of Applied Science in Sustainable Practices

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 an applied baccalaureate program.

Cascadia Community 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 Sustainable Practices 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 who provide applied baccalaureate programs are focused within 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. 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
Cascadia Community College proposes a Bachelor of Applied Science Degree in Sustainable Practices. This is one of five STEM degree proposals selected to receive development funding provided by 2SSB 5624 in 2013. The Bachelor of Applied Science for Sustainable Practices expands Cascadia’s commitment to sustainability and to the mission of transforming lives; it also fulfills crucial local and regional needs. Feedback from industries that work closely with Cascadia Community College, and the documented gaps in baccalaureate level workers in a variety of STEM areas in Washington State, indicate that this degree fills a crucial local industry and state need.

Potential Questions
- Does Cascadia Community College’s Bachelor of Applied Science Degree in Sustainable Practices 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 14-03-11, approving Cascadia Community College’s application for a Bachelor of Applied Science in Sustainable Practices degree program.

Policy Manual Change Yes ☐ No ☒

Prepared by: Edward Esparza, Policy Associate, Student Services
360-704-4319, eesparza@sbctc.edu
State of Washington  
State Board for Community and Technical Colleges  
Resolution 14-03-11

A resolution to approve Cascadia Community College’s application to offer a Bachelor of Applied Science in Sustainable Practices 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 Cascadia Community 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 Cascadia Community College’s Bachelor of Applied Science Degree in Sustainable Practices.

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

APPROVED AND ADOPTED on March 27, 2014.

ATTEST:

_______________________________               ________________________________
Marty Brown, Secretary                              Elizabeth Willis, Chair
Final Consideration of Clark College’s Bachelor of Applied Science in Dental Hygiene

**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 an applied baccalaureate program.

Clark College completed an initial step in the approval process when college administrators met with State Board members on December 4, 2013 to discuss how the proposed Bachelor of Applied Science Degree in Dental Hygiene 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 who provide applied baccalaureate programs are focused within 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. 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**

Clark College’s Bachelor of Applied Science Degree in Dental Hygiene is designed to help meet current and future employment needs within the college’s service district of Clark, Skamania, and western Klickitat counties. This degree will expedite the students’ time from classroom to work and save students money they can use towards the attainment of a master’s degree or to earn a living. In addition, this degree will open up occupational choices that are not available to graduates with an associate degree. Graduates from the program will be qualified for jobs in public health, education, research, sales, and other dental health related fields that require a baccalaureate degree.

**Potential Questions**

- Does Clark College’s Bachelor of Applied Science Degree in Dental Hygiene 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 14-03-12, approving Clark College’s application for a Bachelor of Applied Science in Dental Hygiene degree program.

Policy Manual Change Yes ☐ No ☒

Prepared by: Edward Esparza, Policy Associate, Student Services
360-704-4319, eesparza@sbctc.edu
State of Washington
State Board for Community and Technical Colleges
Resolution 14-03-12

A resolution to approve Clark College’s application to offer a Bachelor of Applied Science in Dental Hygiene 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 Clark 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 Clark College’s Bachelor of Applied Science Degree in Dental Hygiene.

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

APPROVED AND ADOPTED on March 27, 2014.

ATTEST:

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Marty Brown, Secretary                              Elizabeth Willis, Chair
Final Consideration of Clover Park Technical College’s Bachelor of Applied Science in Manufacturing Operations

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 an applied baccalaureate program.

Clover Park Technical College completed an initial step in the approval process when college administrators met with State Board members on March 27, 2013 to discuss how the proposed Bachelor of Applied Science Degree in Manufacturing Operations 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 who provide applied baccalaureate programs are focused within 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. 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
Clover Park Technical College has designed a Bachelor of Applied Science in Manufacturing Operations degree to meet the needs of students who want to advance their careers into supervisory and management roles in the manufacturing industry. While earning this degree, students will learn about operations management tools and techniques, develop their business skills, and apply them to solve problems in the manufacturing industry.

The delivery model for this degree has been designed to meet the educational needs of working adults. This program design is based on a combination of asynchronous and synchronous web-based instruction with study groups meeting at times convenient to students. Mentored “focused study” courses, and individual and group capstones will be used to develop students’ independent thought and critical thinking skills to the level expected in a baccalaureate degree and required for a successful career in a manufacturing management role.
Potential Questions

- Does Clover Park Technical College’s Bachelor of Applied Science Degree in Manufacturing Operations 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 14-03-13, approving Clover Park Technical College’s application for a Bachelor of Applied Science in Manufacturing Operations degree program.

Policy Manual Change Yes ☐ No ☒

Prepared by: Edward Esparza, Policy Associate, Student Services
360-704-4319, eesparza@sbctc.edu
A resolution to approve Clover Park Technical College’s application to offer a Bachelor of Applied Science in Manufacturing Operations 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 Clover Park Technical College’s application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves the recommendation of the Review Committee to authorize Clover Park Technical College’s Bachelor of Applied Science Degree in Manufacturing Operations.

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

APPROVED AND ADOPTED on March 27, 2014.

ATTEST:

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Marty Brown, Secretary                              Elizabeth Willis, Chair
Final Consideration of Highline Community College’s Bachelor of Applied Behavioral Science in Youth 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 an applied baccalaureate program.

Highline Community College completed an initial step in the approval process when college administrators met with State Board members on June 19, 2013 to discuss how the proposed Bachelor of Applied Behavioral Science Degree in Youth 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 who provide applied baccalaureate programs are focused within 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. 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
Highline Community College proposes a Bachelor of Applied Behavioral Science degree in Youth Development. The purpose of this degree is to address the shortage of qualified personnel working within the field of human services, working with youth and the development of their leadership. In order to ensure that professionals bring expertise in these areas, programs must employ staff who are prepared to design high-quality community-based youth development programs, oversee their implementation, supervise staff, and evaluate program effectiveness.

Potential Questions
• Does Highline Community College’s Bachelor of Applied Behavior Science Degree in Youth 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 14-03-14, approving Highline Community College’s application for a Bachelor of Applied Behavioral Science in Youth Development degree program.

Policy Manual Change Yes ☐ No ☒

Prepared by: Edward Esparza, Policy Associate, Student Services  
360-704-4319, eesparza@sbctc.edu
A resolution to approve Highline Community College’s application to offer a Bachelor of Applied Behavioral Science in Youth 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 Highline Community 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 Highline Community College’s Bachelor of Applied Behavioral Science Degree in Youth 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 March 27, 2014.

ATTEST:

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Marty Brown, Secretary                              Elizabeth Willis, Chair
Final Consideration of Skagit Valley College’s Bachelor of Applied Science in Environmental Conservation

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 an applied baccalaureate program.

Skagit Valley 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 Environmental Conservation 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 who provide applied baccalaureate programs are focused within 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. 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

Skagit Valley College proposes a Bachelor of Applied Science Degree in Environmental Conservation which will prepare students for a variety of high paying jobs that are expected to experience significant growth in the coming years due to substantial investment in environmental restoration projects in the Puget Sound region. Many stakeholders in the region participated in creating Envision Skagit 2060, a long-term planning initiative that placed a high priority on preserving and restoring the natural resources of our area. In order to positively impact recovery efforts in our imperiled ecosystems in the Pacific Northwest, Skagit Valley College will develop highly trained ecology professionals with a depth of understanding of the unique issues facing our region. Employment opportunities would include: Environmental Scientist, Soil and Life Scientist, Conservation Scientist and Foresters, and Natural Science Managers.
The applied baccalaureate degree in Environmental Conservation, in particular, directly relates to the core themes of the college to create educational access and to support educational achievement and transitions to the workplace.

**Potential Questions**

- Does Skagit Valley College’s Bachelor of Applied Science Degree in Environmental Conservation 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 14-03-15, approving Skagit Valley College’s application for a Bachelor of Applied Science in Environmental Conservation degree program.

Policy Manual Change Yes ☐ No ☒

Prepared by: Edward Esparza, Policy Associate, Student Services
360-704-4319, eesparza@sbctc.edu
State of Washington
State Board for Community and Technical Colleges
Resolution 14-03-15

A resolution to approve Skagit Valley College’s application to offer a Bachelor of Applied Science in Environmental Conservation 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 Skagit Valley 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 Skagit Valley College’s Bachelor of Applied Science Degree in Environmental Conservation.

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

APPROVED AND ADOPTED on March 27, 2014.

ATTEST:

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Marty Brown, Secretary                              Elizabeth Willis, Chair
Final Consideration of Yakima Valley Community College’s Bachelor of Applied Science in Applied Business Management

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 an applied baccalaureate program.

Yakima Valley Community College completed an initial step in the approval process when college administrators met with State Board members on December 4, 2013 to discuss how the proposed Bachelor of Applied Science Degree in Applied Business Management 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 who provide applied baccalaureate programs are focused within 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. 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
Yakima Valley Community College proposes a Bachelor of Applied Science Degree in Applied Business Management. This degree will address two important needs. First, employers need access to a more educated workforce to enable them to compete and expand their businesses in the current global economic environment, and to enable institutions to manage more efficiently and effectively. Secondly, place-bound working adults need to further their education, to qualify for a promotion or compete for job vacancies that require a bachelor’s degree. Employers would have the benefit of retaining motivated employees, avoiding replacement costs, and reap the benefits of a more educated work force. These developments will contribute to a more attractive business environment, giving businesses a competitive edge in the market place. In addition, employers will benefit from employees who are able to compete for leadership positions within their organizations.
Potential Questions

- Does Yakima Valley Community College’s Bachelor of Applied Science Degree in Applied Business Management 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 14-03-16, approving Yakima Valley Community College’s application for a Bachelor of Applied Science in Applied Business Management degree program.

Policy Manual Change Yes ☒ No ☐

Prepared by: Edward Esparza, Policy Associate, Student Services
360-704-4319, eesparza@sbctc.edu
State of Washington  
State Board for Community and Technical Colleges  
Resolution 14-03-16

A resolution to approve Yakima Valley Community College’s application to offer a Bachelor of Applied Science in Applied Business Management 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 Yakima Valley Community 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 Yakima Valley Community College’s Bachelor of Applied Science Degree in Applied Business Management.

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

APPROVED AND ADOPTED on March 27, 2014.

ATTEST:

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Marty Brown, Secretary                              Elizabeth Willis, Chair