March 25  Study session agenda

1 p.m.  Call to order and welcome
Beth Willis, chair

1:05 p.m.  Managing and maximizing the generational mix
Jan Yoshiwara
Discuss Tab 1

3:05 p.m.  Break

3:15 p.m.  ctcLink project update
Mike Scroggins
Discuss Tab 2

4 p.m.  Peninsula Longhouse
Luke Robins and Tom Keegan
Discuss

5 p.m.  Executive director report
Marty Brown
Discuss

5:15 p.m.  Adjournment

6 p.m.  Dinner meeting for State Board members and executive director
Anthony’s Hearthfire Grill, 1675 Marine Dr. NE, Olympia, WA 98501

March 26  Regular business meeting agenda

7:30 a.m.  Breakfast

8 a.m.  Call to order and adoption of agenda
Beth Willis, chair
Action

8:05 a.m.  Approval of consent agenda
Action Tab 3
a.  SBCTC meeting minutes, Feb. 4, 2015
b.  Columbia Basin College, land acquisition and disposal in Richland
Resolution 15-03-09
c.  Clover Park Technical College, local expenditure, building demo
Resolution 15-03-10
<table>
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<tr>
<th>Time</th>
<th>Agenda Item</th>
<th>Speaker(s)</th>
<th>Discussion/Action</th>
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<tr>
<td>8:10 a.m.</td>
<td>TACTC report</td>
<td>Tyler Page, TACTC president-elect</td>
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<td>8:20 a.m.</td>
<td>WACTC report</td>
<td>Ed Brewster, WACTC chair</td>
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<td>8:30 a.m.</td>
<td>WACTC Allocation model recommendations – subcommittee update</td>
<td>Nick Lutes</td>
<td>Discuss</td>
<td>Tab 4</td>
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<td>8:50 a.m.</td>
<td>2015-17 Budget status and tuition update</td>
<td>Wayne Doty and Nick Lutes</td>
<td>Discuss</td>
<td>Tab 5</td>
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<td>9:20 a.m.</td>
<td>Math Acceleration and Student Success Strategic Plan</td>
<td>Elizabeth Chen, Wayne Martin and Jan Yoshiwara</td>
<td>Discuss</td>
<td>Tab 6</td>
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<td>9:50 a.m.</td>
<td>Legislative report</td>
<td>Alison Grazzini</td>
<td>Discuss</td>
<td>Tab 7</td>
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<td>10:10 a.m.</td>
<td>Chair's report</td>
<td>Beth Willis</td>
<td>Discuss</td>
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<td>10:20 a.m.</td>
<td>Appointment of nominating committee for 2015-16 state board chair</td>
<td>Beth Willis</td>
<td>Action</td>
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<td>10:30 a.m.</td>
<td>Bellevue College report</td>
<td>David Rule, president and Steve Miller, board chair</td>
<td>Discuss</td>
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<td>11 a.m.</td>
<td>Adjournment</td>
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<td>Next meeting: May 6-7, 2015 ~ Clark College</td>
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<td>12 p.m.</td>
<td>All Washington Academic Awards and Reception</td>
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<td>South Puget Sound Community College, Student Union Building #27</td>
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<tr>
<td>6 p.m.</td>
<td>Legislative reception</td>
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**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.
Managing and maximizing the generational mix

Brief description
Washington’s community and technical colleges are where four different generations meet to work and learn together. Today’s colleges are among the most generationally-blended workplaces in history. Each generation represents a different mix of values, goals and approaches to work, and these differences can result in conflicts and misunderstandings. By developing an understanding of how each generation’s style is created, what strengths each generation offers, and learning how to leverage those strengths, Washington’s college system can be on the forefront of effectively leveraging the convergence of generations.

How does this link to the System Direction, Mission Study and Policy Focus
Understanding the multi-generational diversity of students and employees and the impact of that diversity on the teaching, learning and workplace environments is important to achieving the goals of the System Direction: meeting the demands for a skilled workforce, increasing student success and educational attainment for all residents across the state, and using technology, collaboration and innovation to address those needs.

Background information and analysis
Ana Hernandez Blackstad, dean for student success, Bellevue College and Sally Zeiger Hanson, project manager, SBCTC, will provide an interactive workshop designed to help participants understand:

- The forces that shape a generation's values
- How generational theory can be used to predict the needs of incoming students and staff
- Which policies can leverage the strengths of each generation

Ana and Sally have been researching and teaching about the generational mix for more than 15 years. Specializing in information about teaching effectively in cross-generational classrooms and hiring, retention and succession planning strategies for generationally-blended workplaces, they have presented to the League of Innovation, WACTC, The ASSOCIATION, the Washington Student Services Commission Conference, Workforce Central’s Conference and many others.

Potential questions
- How can generational differences affect strategies for student success and effective campus environments?

Recommendation/preferred result
Board members will have an opportunity to participate in an engaging, interactive workshop on generational differences.

Policy Manual change Yes ☐ No ☒

Prepared by: Jan Yoshiwara, deputy executive director, Education Services
360 704-4353, jyoshiwara@sbctc.edu
The scheduled go-live date for the FirstLink phase of the ctcLink project was August 2014. The adjusted go-live date is August 2015. The project required more time and the decision was made to delay the go-live date. That date was established based on the best estimates with the information known before the actual work began. Although Enterprise Resource Planning (ERP) projects are not uncommon, some aspects of each major ERP project are unique. Significant aspects of the project have been completed. The final details needed to go-live have been analyzed and the time and staff resources required are in place for completion.

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

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

Background Information and Analysis

The ctcLink project is the largest project of its kind in higher education in the country. It has a very large college system implementation footprint which adds additional complexity to an already complex process. Most higher education ERP projects of this type take a staggered implementation by application pillar. For example financial aid goes in first, then payroll, etc. Because of the uniqueness of the college’s existing legacy system all modules had to be replaced at the same time for each college. The goal of the ctcLink project is to define and configure the ERP software for the entire system in the beginning, and rolling out the implementation in waves. The SBCTC, Ciber, and the colleges have invested significant time and care in addressing system wide functionality issues upfront in order to maintain a system that has the same look and feel for all colleges with as few modifications possible.

The implementation of the FirstLink colleges will not only implement a new system for them to operate the colleges and serve students, but will also validate the system can be replicated at the subsequent 31 colleges.

- During the period since the initial go-live date the project has focused on an even more detailed implementation plan and the revised go-live date founded on a detailed staff resource allocation plan. This detailed staff resource allocation plan is specific to the SBCTC project team, the Ciber project team, and the college staff resources required for a definite go-live date.

- An external review of the project was commissioned to evaluate the schedule, analyze SBCTC, Ciber, and college staff resource allocation, project management, testing, training, and overall FirstLink go-live risk.

- The SBCTC has taken advantage of the FirstLink go-live delay to establish the permanent training program, the mobility strategy, the data and reporting strategy, and the student message center.
Potential Questions

- The FirstLink implementation has been delayed two times already. How confident is the SBCTC project team, Ciber project team, and colleges in the new “go-live” date?
- How has this affected the commitment, momentum, and enthusiasm for the FirstLink colleges?
- What effect does the most recent delay have on the Wave implementation cycle and the overall project timeline?
- What have been the most significant challenges encountered?

Recommendation/Preferred Result

The State Board will hear from a panel comprised of SBCTC project staff, Ciber project staff, and college staff directly involved in the FirstLink phase of the ctcLink project. The State Board will have a conversation with the panel and provide feedback on their perspective on the project. The State Board will have a confidence that the FirstLink colleges will “go-live” as planned.

Policy Manual Change Yes ☒ No ☐

Prepared by: Michael Scroggins, deputy executive director, Information Technology Division
360-704-4377, mscroggins@sbctc.edu
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<td>Lake Washington Institute of Technology, surplus property, 10 acres in Duval, WA</td>
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<td>ctcLink Mobility Initiative</td>
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<td>Bellevue College, applied baccalaureate degree, Applied Accounting</td>
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<td>Olympic College, applied baccalaureate degree, Organization Leadership and Technical Management</td>
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<td>15-02-07</td>
<td>Spokane Falls Community College, applied baccalaureate degree, Information Systems and Technology</td>
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<td>15-02-08</td>
<td>Approval of the 2017-19 capital budget criteria selection</td>
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State Board members present
Beth Willis, Shaunta Hyde, Jim Bricker, Elizabeth Chen, Larry Brown, Jay Reich and Carol Landa-McVicker

State Board members absent
Wayne Martin, Anne Fennessy

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 Feb. 5, 2015, regular meeting agenda as presented.

Adoption of consent agenda (Resolutions 15-02-01 through 15-02-03)
Motion: Moved by Carol Landa McVicker and seconded by Shaunta Hyde that the State Board adopt the consent agenda for its Feb. 5, 2015, regular meeting as presented:
   a) Approval of State Board regular meeting minutes for Dec. 3, 2015
   b) Resolution 15-02-01: Common Integrated Library System Project
   c) Resolution 15-02-02: Lake Washington Institute of Technology, surplus property, 10 Acres, Duval, Wash.
   d) Resolution 15-02-03: ctcLink Mobility Initiative

Presidents’ Association report
- Allocation Subcommittee - Moving ahead with formula based system
- Bellevue College discussions with Washington State University
- Corrections programs at colleges
- I-1351 letter

Trustees’ Association report
- Name change - Washington Association of Community College Trustees
- New trustee orientation and winter conference recap
- Transforming lives dinner
- ACCT Legislative Summit preparations
- President Obama’s free community college proposal
**Applied baccalaureate degree statements of need**

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

3a) **Whatcom Community College – BAS Information Technology: Networking**

Whatcom Community College proposes to develop a Bachelor of Applied Science in Information Technology: Networking degree beginning fall 2017. This degree will build upon Whatcom's current Associate in Science in Computer Information Systems and Associate in Applied Science-Transfer in Cybersecurity while focusing on industry sectors including Industrial Control Systems, Cloud Computing and Mobile Technologies. Graduates will be prepared to enter the workforce as network administrators, computer and information systems managers, or computer network architects. Whatcom Community College is a National Center of Academic Excellence in Information Assurance 2-Year Education and the lead institution for CyberWatch West, a National Science Foundation regional center for cybersecurity education. Whatcom will utilize these unique resources and expertise in developing the new degree while offering opportunities for place bound students limited to options in the Whatcom County area. If approved, this would be the first applied baccalaureate degree program for Whatcom Community College.

3b) **Tacoma Community College – BAS Health Informatics and Information Administration**

Tacoma Community College proposes to develop a Bachelor of Applied Science in Health Informatics and Information Administration which will prepare students for careers that involve “the practice of acquiring, analyzing and protecting digital and traditional media information vital to providing quality patient care.” How health information is collected and disseminated are key components to this long established field. With the move toward electronic health records and the implementation of the Affordable Care Act, professionals in the health information technology fields are in high demand. This applied baccalaureate degree is designed to build upon Tacoma Community College’s current Associate of Applied Science in Health Information Technology it will also provide a pathway for students currently certified as Registered Health Information Technicians who wish to earn the bachelor’s degree and Registered Heath Information Administrator credential. Tacoma Community College does not currently offer an applied baccalaureate degree program.

3c) **Seattle Central College – BAS Information Technology: Networking**

Seattle Central College seeks approval to develop a Bachelor of Applied Science Degree in Information Technology: Networking (BAS-ITN) beginning in fall 2016. The proposed BAS-ITN degree will help address market demand for high-level, high-demand occupations such as computer network architect, information security analyst, computer and network administrator, and system analyst. In particular, the degree will help meet the growing demand for employees with advanced certifications or skills such as Cisco Certified Network Professionals, industry certifications in Microsoft SQL and SharePoint, supplemental skills in Perl, fluency in advanced programming languages and mobile application security. The proposed applied baccalaureate degree will build upon Seattle Central’s current associate in applied science-transfer degrees including but not limited to Application Support, Network Design and Administration, and Programming. Seattle Central College currently offers three applied baccalaureate degree programs.

3d) **Yakima Valley Community College – BAS Information Technology: System Administration**

Yakima Valley Community College seeks approval to develop a Bachelor of Applied Science in Information Technology: System Administration. The applied baccalaureate degree program will build upon Yakima Valley’s associate of applied science degrees in Information Technology, Network Administrator and Support Specialist as well as numerous
Information Technology certificates. With the college’s unique location, the degree would provide additional expertise and skills for a workforce to expand businesses as well as provide educational opportunity for place-bound working adults for fields requiring bachelor’s degrees. Yakima Valley Community College currently offers one applied baccalaureate degree in Applied Business Management.

**Final consideration of Bellevue College’s Bachelor of Applied Science in Applied Accounting (Resolution 15-02-04)**

Bellevue College proposed a Bachelor of Applied Science Degree in Applied Accounting. The degree will prepare graduates who have a strong understanding of operational and financial accounting and can work in a wide range of accounting capacities in private, government and non-profit organizations. Hiring trends show a growing need for accounting professionals with a baccalaureate degree who possess applied skills in accounting and finance and who are proficient in the technological tools that support analysis and reporting of clients’ financial data. The job requirements have evolved to the point where the majority of job openings require a baccalaureate degree, therefore limiting career opportunities for graduates from two-year accounting-related programs. The degree will be appropriate for Bellevue College graduates of two-year technical degrees in accounting; transfer students from Washington community and technical colleges who have accounting-related technical associate degrees; transfer students from other institutions of higher learning; and incumbent workers needing to add advanced skills. Many courses will be offered in hybrid format and some will be available online, adding flexibility and improved access for students, particularly working adults. Bellevue’s program proposal demonstrates a commitment to baccalaureate level rigor, a comprehensive student services plan, appropriate staff and administration, and a sustainable fiscal model. External expert reviewers included Dr. George Sanders, professor and chair of the accounting program at Western Washington University, and Dr. Tim Rupert, professor and group coordinator at Northeastern University, Boston. Bellevue College currently has seven approved applied baccalaureate degree programs.

Motion: Moved by Shaunta Hyde and seconded by Elizabeth Chen that the State Board adopt Resolution 15-02-04 approving Bellevue College’s Bachelor of Applied Science in Applied Accounting. Motion carried.

**Final consideration of Olympic College’s Bachelor of Applied Science in Organizational Leadership and Technical Management (Resolution 15-02-05)**

Olympic College proposed a Bachelor of Applied Science Degree in Organizational Leadership and Technical Management with an anticipated start of fall quarter 2015. The program builds upon Olympic College’s current Associate in Applied Science-Transfer degree in Organizational Leadership and Resource Management but is designed to enroll students with a range of professional-technical associate degrees, work experiences and professional goals. The degree will fill proven local and regional industry demand for management professionals, particularly in technical arenas such as defense, marine, aerospace, advanced manufacturing, healthcare and technology. The primary audience for this degree will be technically proficient place-bound students and workers who lack the bachelor’s degree and leadership/management skills necessary to successfully fill or compete for management roles beyond first-line supervisor. In this program students will complete
coursework in subjects such as leadership theory, supervisory communications, project management, occupational safety, conflict resolution, change management and business ethics. Olympic College’s relationship with Puget Sound Naval Shipyard and the Intermediate Maintenance Facility will play a significant role in employing graduates. In addition to designing a program with qualified faculty and staff, appropriate coursework, adequate student services support and a sustainable fiscal plan, pathway options for students beyond the baccalaureate degree level have been incorporated into the proposal and include master’s degree options with university partners within the Kitsap County region. Olympic College is currently offering two applied baccalaureate degree programs.

Motion: Moved by Elizabeth Chen and seconded by Shaunta Hyde that the State Board adopt Resolution 15-02-05 approving Olympic College’s Bachelor of Applied Science in Organizational Leadership and Technical Management.
Motion carried.

Final consideration of Pierce College’s Bachelor of Applied Science in Dental Hygiene (Resolution 15-02-06)

Pierce College proposed a Bachelor of Applied Science Degree in Dental Hygiene and is prepared to enroll students to this program beginning summer quarter 2016. Currently, students graduate with an Associate in Dental Hygiene after four or more years of study, or a minimum of 189.5 credits. Through curriculum realignment, graduates of the Bachelor of Applied Science in Dental Hygiene program will continue to complete a total of approximately 190 credits, but earn a bachelor’s degree instead of the current Associate Degree in Dental Hygiene. The proposed applied baccalaureate degree will follow the standards set forth by the Commission on Dental Accreditation and the Washington State Dental Hygiene Practice Act and will maintain the necessary baccalaureate level course rigor. Registered dental hygienists with a Bachelor of Applied Science degree can work in other settings that include higher education (didactic and clinical education), research, public health, dental product sales, management and training, and hospital and nursing home consultation. In addition to external curriculum reviewers, Pierce College Fort Steilacoom participated in a formal peer review process on Jan. 14, 2015, in which vice presidents of student services, business administration and instruction from the community and technical college system determined that the program contained the necessary academic rigor, appropriate student services, adequate resources, qualified faculty/staff and fiscal sustainability in order to be considered for approval by the State Board.

Motion: Moved by Jay Reich and seconded by Elizabeth Chen that the State Board adopt Resolution 15-02-06 approving Pierce College’s Bachelor of Applied Science in Dental Hygiene.
Motion carried.

Final consideration of Spokane Falls Community College’s Bachelor of Applied Science in Information Systems and Technology (Resolution 15-02-07)

Spokane Falls Community College proposed a Bachelor of Applied Science Degree in Information Systems and Technology. This degree will be based on the existing Associate of Applied Science in Information Technology degree which focuses on several areas of information technology: computer and network installation and maintenance skills; business computing skills, including daily systems operations and applications programs; security and forensics skills; and various internet and network skills. Graduates of the Bachelor of Applied Science Degree in Information Systems and Technology will have a broad base of theoretical and technical knowledge, as well as specialized knowledge in areas such
as systems administration, security, database administration, virtualization and storage. Spokane Falls participated in a formal peer review process on Jan. 8, 2014, during which vice presidents of student services, business administration and instruction from the community and technical college system determined that the program contained the necessary academic rigor, appropriate student services, adequate resources, qualified faculty/staff and fiscal sustainability in order to be considered for approval by the State Board. External curriculum reviewers included Terence Geyer, program director for the Applied Technology Program at Eastern Washington University and Mathieu Tallegas, program director in Technology Realization at AT&T, both of whom expressed support for the program design.

Motion: Moved by Carol Landa McVicker and seconded by Elizabeth Chen that the State Board adopt Resolution 15-02-07 approving Spokane Falls Community College’s Bachelor of Applied Science in Information Systems and Technology. Motion carried.

2015-17 Capital Budget development (Resolution 15-02-08)

Over the last eight months, State Board members were updated on the efforts to improve the criteria and their feedback was used to show better alignment between the criteria and their underlying policy objectives. Continued legislative interest in reasonable project costs and our system’s growing need for infrastructure were also considered in the proposed criteria.

The WACTC and State Board staff recommend adoption of the criteria.

The competition for new major projects to be added to the pipeline for the 2015-17 request was limited to the colleges that had more than one unfunded design in the pipeline and the colleges that were not in the pipeline as of March 2010. This restriction left 19 colleges eligible to compete for what became 10 new major project designs in the 2015-17 request.

Due to the cost of preparing a proposal and the relatively few spots expected to be available for new projects to be added to the pipeline for the 2017-19 request, WACTC recommends restricting the competition again. The 10 colleges that have not had a major project funded since 2011-13 or are not already in the pipeline for a future major project request would be eligible to submit a proposal for 2017-19. The eligible colleges are: Bellingham Technical College, Cascadia College, Lake Washington Institute of Technology, Lower Columbia College, North Seattle College, Pierce College Puyallup, Skagit Valley College, South Puget Sound Community College, Tacoma Community College and Walla Walla Community College.

Motion: Moved by Jim Bricker and seconded by Beth Willis that the State Board adopt Resolution 15-02-08 approving the Project Development Guidelines for 2017-19, the 10 colleges that are eligible to submit a major project proposal for the 2017-19 selection, and authorizing the executive director to make adjustments as needed. Motion carried.

Legislative report and intern program

The State Board was briefed on the status of the 2015 legislative session including priority legislation and progress toward reaching key priorities for the community and technical college system as outlined in the 2015 Session Advocacy Plan.

The board was also briefed regarding the SBCTC legislative internship program and the key role community and technical college students are playing this legislative session.
Executive director report

- Local capital projects over $1 million
- Parking lot items
- Math task force update
- FirstLink schedule change
- Fall 2014 enrollment report and updated enrollment projections
- Jim Crabbe retirement
- Legislative testimony review
- Bellevue college articles
- Memorandum of understanding with the Washington Student Achievement Council about student complaints

Adjournment/next meeting

There being no further business, the State Board adjourned its regular meeting of Feb. 5, 2015, at 11:30 a.m. The State Board will hold next meeting March 25-26, 2015, at SBCTC Olympia.

Attest:

[Signature]
Elizabeth Willis
Chair

__________________________
Marty Brown
Secretary
Columbia Basin College, property acquisitions and disposal for Richland Health Science Center

Brief Description
Columbia Basin College seeks to purchase 0.50 acres at 751 Mansfield St. and then offer it in an exchange with the federal government to acquire 1.8 acres of an existing parking lot adjacent to the Health Science Center project.

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

Background information and analysis
At the Sept. 2014 meeting, in resolution 14-09-51, the State Board approved the expenditure of $10 million in local funds, plus the application for a $7 million certificate of participation to design and construct a $17 million Health Science Center in Richland, Wash.

During permit negotiations for the Health Science Center with the City of Richland, it was determined the project needed more parking than can be accommodated on the property currently owned for the college at this location.

The federal General Service Administration is interested in surplusing 1.8 acres of parking adjacent to the Health Science Center in the 600 block of Swift Blvd. Additionally, the General Service Administration is interested in acquiring the use of land at 751 Mansfield St. to provide additional parking for their property at 825 Jadwin Ave. Please see a map of the subject properties in Attachment A.

The college would like to purchase 751 Mansfield St. and either exchange it for equivalent value in the federal surplus property or lease the property to General Service Administration to recover the cost of acquiring the federal surplus property over time.

The 0.50 acres at 751 Mansfield is parcel 111982020629001 in Benton County and is currently assessed at $146,530. The 1.8 acres of the parking lot on parcel 111982020629014 has been valued at $750,000.

The college is requesting local expenditure authority up to $950,000 to acquire both properties. Since the State Board owns all real property for use by the colleges, the State Board will have to assist in the acquisition of federal land by processing the paperwork on their behalf. The college has committed to use the land consistent with any federal restrictions and pay any costs associated with the transfer of the land.

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 15-03-09, giving Columbia Basin College authority to use up to $950,000 in local funds to purchase 0.50 acres at 751 Mansfield St. and then offer it in an exchange with the federal government to acquire the north one-third of an existing parking lot adjacent to the Health Science Center project. The land will be acquired in the name of the State Board for Community and Technical Colleges.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director, 360-704-4382, wdoty@sbctc.edu
Location of properties in Resolution 15-03-09

1.8 acre portion of 111982020629014

CBC Health Science Center project

0.5 acre parcel 111982020629001 at 751 Mansfield St.
State of Washington
State Board for Community and Technical Colleges
Resolution 15-03-09

A resolution relating to Columbia Basin College’s request to use local funds to purchase 0.50 acres at 751 Mansfield St. and then offer it in an exchange with the federal government to acquire 1.8 acres of an existing parking lot adjacent to the Health Science Center project.

WHEREAS, the property is necessary for the development of the previously approved Health Science Center; and

WHEREAS, all acquisition costs will be paid using local funds, as approved by the college’s board of trustees; and

WHEREAS, the land will be acquired in the name of the State Board for Community and Technical Colleges;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Columbia Basin College to use up to $950,000 in local funds to purchase 0.50 acres at 751 Mansfield St. and then offer it in an exchange with the federal government to acquire 1.8 acres of an existing parking lot adjacent to the Health Science Center project.

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the executive director to execute documents necessary for these transactions;

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 26, 2015.

ATTEST:

_______________________________               __________________________________
Marty Brown, Secretary                              Elizabeth Willis, Chair
Consent Item (Resolution 15-03-10)
March 26, 2015

Clover Park Technical College, local expenditure authority, demolition of buildings 32 and 37

Brief Description
Clover Park Technical College is seeking approval to spend up to an additional $1 million in local funds to replace existing asphalt with landscaping and to properly dispose of hazardous materials in the two buildings being demolished. The college’s president approved the project on Sept. 5, 2014.

How does this link to the System Direction, Mission Study and Policy Focus
The project will make way for future improvements to student access and experience and provide operating efficiencies.

Background information and analysis
In October 2014 the State Board approved resolution 14-10-63 authorizing Clover Park to spend $1 million in local funds to demolish two buildings from pre-1940 that have exceeded their useful lives: buildings 32 and 37. Subsequent investigation has determined the cost and extent of hazardous materials in both buildings that will require abatement. The college would also remove a large area of asphalt pavement that is on the site of a future building, in line with the 10-year Campus Master Plan. This request is to spend an additional $1 million in local funds to complete the demolition of buildings 32 and 37 and replace asphalt pavement with landscaping.

Potential questions
Is this project consistent with the State Board’s goals to improve student access and reduce facility maintenance costs?

Recommendation/preferred result
Staff recommends approval of Resolution 15-03-10, giving Clover Park Technical College authority to spend up to an additional $1 million in local funds to demolish buildings 32 and 37.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director, 360-704-4382, wdoty@sbctc.edu
A resolution relating to Clover Park Technical College’s request to spend up to an additional $1 million in local funds to demolish buildings 32 and 37.

WHEREAS, the project will demolish two buildings from pre-1940 that have exceeded their useful lives, buildings 32 and 37, both of which are currently vacant, as they are too expensive to operate and unsuitable to use as instructional space; and

WHEREAS, the college will convert the space to landscaped grass at this time, to be used for further construction in the future, in line with the 10-year Campus Master Plan; and

WHEREAS, this request is in addition to the $1 million in local funds the State Board approved in October 2014 (resolution 14-10-63) for this demolition and will cover the full costs of building, asphalt parking lots and hazardous material abatement;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Clover Park Technical College to spend up to an additional $1 million in local funds to demolish buildings 32 and 37.

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 26, 2015.

ATTEST:

_______________________________               __________________________________
Marty Brown, Secretary                              Elizabeth Willis, Chair
WACTC Allocation model recommendations – subcommittee update

Brief description
In September 2014, after a nearly year-long effort, the Washington Association of Community and Technical Colleges (WACTC) completed and recommended to the State Board significant changes to the methods used to allocated state funding to the colleges. These changes include increasing the amount allocated based on the Student Achievement Initiative and using allocations to provide incentives to offer basic skills courses and high cost, priority courses and programs. (See Attachment A, September 2014 WACTC Recommendations on Allocations, section I.) The recommendation called for the new model to be implemented within the 2015-17 biennium. With one year remaining in the 2013-15 biennium, the WACTC’s recommendation left the final “value” for a number of smaller, interrelated variables undecided until they could receive further examination. (See Attachment A, section III.) To accomplish these tasks, a subcommittee of the WACTC was charged with coming to the final recommendations necessary to implement the new allocation model. At this meeting, the State Board will receive an update from the WACTC on the activities of the subcommittee.

How does this link to the System Design, Mission Study and Policy Focus
The board’s 2013-14 policy focus included the following: “Adopt an allocation model that increases student success, and ensures access to low income, basic skills, English language, and academic and job skills students.”

Background information and analysis
In response to increasing concerns regarding disparities in the current allocation methodology, the WACTC created the Allocation and Accountability Task Force in fall 2013. After reviewing system financial and enrollment data, the task force identified the following problems with our current base plus/minus allocation model:

1. The current system does not put enough money into performance.
2. There is too much of a difference in funding per FTE student across the system and those differences cannot be explained.
3. There is no recognition of different costs for different programs or mission areas.
4. District enrollment targets are not adjusted in any meaningful way – some districts are chronically over-enrolled, some under-enrolled.
5. There is not enough focus on funded district service levels (district enrollment targets as percent of district population).

After receiving and adopting the task force’s report at their July 2014 retreat, the WACTC presented to the State Board in September 2014 the recommendations to improve the allocation process, with a model (see Attachment A, section I) that:

- Increases the amount allocated based on the Student Achievement Initiative.
- Provides a minimum operating allocation to each college.
- Allocates the remaining funds based on a weighted-enrollment funding formula that:
  - is more responsive to increases and decreases in district enrollments.
provides incentive to offer basic skills courses.
provides incentive to offer high cost, priority courses.

In order to complete the process of developing the new model, the WACTC identified additional implementation issues that were assigned to a WACTC subcommittee. (See Attachment A, section III.) The subcommittee was charged with recommending:

- Percent of allocation to be based on the Student Achievement Initiative.
- The method for identifying high cost, priority courses for enrollment weighting.
- The weighting factor for high cost, priority enrollments and for basic skills enrollments.
- Stop loss and stop gain percentages.
- Timing for implementation.

The subcommittee has met six times since September 2014. The following information represents a synopsis of the subcommittee’s preliminary decisions to date.

- **Timing for model implementation**: The subcommittee is recommending full implementation of the new allocation method beginning in July 2016 (for fiscal year 2017). The recommendation includes the application of the model to fiscal year 2016 as a “learning year”, to run in parallel with the existing allocation method. The goal of the learning year is to present to the system the allocation changes resulting from the new method and provide a year to plan for implementation.

- **Method for identifying high cost, priority courses for enrollment weighting**:
  
  - **High cost courses**: The subcommittee tasked a workgroup of vice presidents for administration and instruction to examine and recommend methods for identifying high cost courses. The recommendation from the workgroup included a two part identification process using course student/faculty ratios and survey data from colleges to identify non-faculty related high cost courses. The subcommittee has received this recommendation and will be developing its final recommendation over the next few months.

  - **Priority courses**: The subcommittee has identified the joint report *A Skilled and Educated Workforce* as a tool to target courses that lead to professions in the job categories determined as having skills gaps. The report is issued cooperatively every two years by the Student Achievement Council, the Workforce Board and the State Board for Community and Technical Colleges. In addition, the subcommittee is considering a priority category identified as courses that contribute to baccalaureate STEM degrees.

The following decisions have yet to be made by the subcommittee:

- **Percentage of allocation to be based on performance**
- **The weighting factor(s) for high cost, priority enrollments and for basic skills enrollments**
- **Stop loss and stop gain percentages – post-model, implementation smoothing**

**Potential questions**

- Do the preliminary decisions made by the WACTC subcommittee align the distribution of funds with the State Board’s policy objectives?
Does the State Board wish to see any modifications to the principles or variables being discussed by the subcommittee?

**Recommendation/preferred result**
Discuss the proposed final allocation model variables and policy recommendations to complete the development of the new allocation model proposed by the WACTC subcommittee.

Policy Manual Change

Yes ☐ No ☒

Prepared by: Nick Lutes, operating budget director, 360 704-1023, nlutes@sbctc.edu
September 2014
WACTC Recommendations on Allocations

WACTC voted to adopt the following recommendations from the Allocation and Accountability Task Force:

I. To address the identified allocation system problems, WACTC recommends to the State Board the adoption of an allocation formula that contains the following elements:
   A. Performance:
      1. Increase the amount of funding allocated based on the Student Achievement Initiative to at least five percent and not more than 10 percent of state appropriations to the community and technical college system, utilizing the metrics adopted by WACTC and the State Board in 2012.
      2. Of the funding allocated based on the Student Achievement Initiative, allocate 45 percent based on total points less completions, 10 percent based on completions and 45 percent based on points per student.
   B. Fixed Costs: Allocate to all colleges a $2.85 million “minimum operating allocation” (MOA) to recognize the fixed, minimum costs needed to run a college. The flat MOA acts as a small college adjustment factor.
   C. Access: Allocate enrollment funding based on a weighted-enrollment funding formula including the following elements:
      1. Allocations should be based on the lesser of three-year average actual enrollments or three-year target enrollments. Enrollment FTE and funding should be taken from under-enrolled districts and redistributed to over-enrolled districts.
      2. ABE enrollments should be weighted to reflect the lack of tuition revenue and to provide incentive to offer ABE courses. If the Legislature adopts the caseload funding methodology for ABE as proposed in the system’s 2015-17 budget/policy request, this recommendation will be revisited and adjusted accordingly.
      3. Enrollments in high cost, priority courses should be weighted to provide incentive to offer high cost, priority courses. The high cost, priority courses to be weighted will be identified through data analysis and a survey conducted every four years. The weighting factor should be set at a value considered sufficient to encourage districts to offer high cost, priority courses.

II. In recognizing high cost, priority enrollments for additional weighting, the following principles will be used:
   A. Districts should receive more state funding for FTE enrollments in courses that are both high cost and a priority for the college/system.
   B. The additional funding is not intended to reimburse actual costs. Instead, the purpose of allocating more state funding for enrollments in high cost, priority courses is to provide a financial incentive to offer such courses despite their high cost.
III. The remaining implementation issues will be assigned to the appropriate WACTC committees to make recommendations to WACTC in time to apply the new allocation model within the 2015-17 biennium. Remaining issues include:
   A. Percent of allocation to be based on the Student Achievement Initiative
   B. The method for identifying high cost, priority courses for enrollment weighting
   C. The weighting factor for high cost, priority enrollments and for ABE enrollments
   D. Stop loss and stop gain percentages
   E. Timing for implementation

IV. WACTC’s Critical Issues Committee will examine current rules regarding coding international students and make recommendations to WACTC.

V. The following will be excluded from consideration in the allocation of state funds:
   A. Tuition revenues (except the lack of tuition revenues from ABE students should be taken into account)
   B. Local fees
   C. International Contract enrollments
   D. Headcount
   E. Running Start students
   F. Contract and self-support enrollments
**2015-17 Budget status and tuition update**

**Brief description**
The State Board will discuss the latest operating and capital budget proposals for the 2015-17 biennium and their policy implications.

**How does this link to the System Direction, Mission Study and Policy Focus**
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. The operating budget request is an important vehicle for expressing some of the system’s policy priorities. For capital this includes building a 21st century learning infrastructure while having all facilities in adequate, or better, condition.

**Background information and analysis**

**2015-17 operating budget request compared to governor and legislative proposals**

The governor’s 2015-17 policy operating budget proposal reflects the board’s budget request in multiple ways: his request includes the board’s proposal to expand the MESA community college program; he acknowledged the importance of the system’s I-BEST request by dedicating state funds to support 400 enrollments; and finally, the inclusion of additional funding for the Basic Education for Adults program is executive recognition of the importance of this mission in the board’s 2015-17 budget request. See Attachment A for a side-by-side comparison of the board’s budget request and the governor’s 2015-17 policy proposal. There were multiple, unique policy items included in the community and technical college portion of the governor’s request. As the House and Senate release their budget plans, we will have a stronger understanding of which policy items are likely to survive the budget process.

Two key policy decisions included the governor’s budget – concerning tuition and employee compensation – combine to potentially create a difficult fiscal situation for our system beginning in 2016. Both policy items will maintain high profiles during the legislative portion of the budget process and are of primary importance in our efforts to influence outcomes.

The first is the governor’s policy of a zero percent tuition increase throughout the 2015-17 biennium. This policy choice finds little opposition amongst decision makers given recent double-digit increases in tuition. It does reverse the practice used prior to the Great Recession, however, of easing inflationary pressures on campuses through small tuition increases. In lieu of a tuition increase, providing an additional $22 million in state dollars would cover these inflationary costs.

The second key policy decision affecting our system is the governor’s proposal of a 3 percent across the board COLA for state employees. His plan establishes a new precedent which partially funds the impact to higher education budgets. The governor only provides enough state resources to fund 65 percent of the impact caused by the compensation policies. The resources to fund the remaining 35 percent are presumed to come from tuition revenue. As current tuition resources are dedicated to providing current levels of services and there are no proposed allowable increases to tuition, this funding policy represents a cut to the community and technical college system of approximately $28 million for the biennium.
2015-17 capital budget request compared to governor and legislative proposals

The governor’s new law proposal does not fund construction of two projects that have already been designed, nor six of the 10 new designs requested for 2015-17. See Attachment B for a tabular side-by-side comparison of the request and proposals. If a budget is enacted for 2015-17 that does not fund construction of the projects that have already been designed, it is likely there will be no capacity for new projects in 2017-19 under our current strategies for managing the pipeline.

The Washington Association of Community and Technical Colleges continues to discuss strategies that would be appropriate given various 2015-17 funding scenarios. Once the 2015-17 capital budget is known, the State Board may want to consider changing how we manage the pipeline or reconsider their decisions about the 2017-19 selection.

The governor proposes funding five construction-phase projects at about 10 percent below the requested level; this would require some redesign to reduce their scope or local funding dollars to proceed.

The governor’s proposal does provide all of the authorities requested to finance projects with local funds, as shown in Attachment C.

Potential questions

- What impacts will operating budget proposals have on student access, retention, success and affordability?

- What are the policy implications of a capital budget similar to the current proposals?

Recommendation/preferred result

The State Board will discuss the latest operating and capital budget proposals for the community and technical college system.

Policy Manual change: Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director, 360-704-4382, wdoty@sbctc.edu
Nick Lutes, operating budget director, 360-704-1023, nlutes@sbctc.edu
## SBCTC 2015-17 Biennium Budget
### Budget Proposals
$\text{in Thousands}$

### FY 2015 Appropriations

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### Gov Inslee Proposed

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### 2015-17 Changes

#### Budget Increases

**Agency Policy:**
- Increase Funding For Basic Education for Adults: $12,159, 25,464
- Student Achievement Initiative Funding: $28,823, 57,646
- Compensation Increases (Gov funding reflects 65% of policy impact): $13,521, 25,191
- Faculty Increments (Governor allows use of turnover savings): $3,400, 6,800
- Expand Opportunity Grant Program: $5,575, 11,150
- Expand Academic, Completion and Career Advising Effort: $8,976, 17,952
- Dedicated Funding for I-BEST Enrollments: $7,500, 15,000
- Improve Success in Math /Exand MESA Program: $5,032, 10,064
- Workforce Program Improvement Pool: $2,500, 5,000
- System Operating Increase (inflation): $7,475, 14,950

**Governor's New Policy:**
- Aerospace and Adv Manufacturing Apprenticeships: $1,250, 2,500
- Labor Center and Archive: $700, 1,400
- Composites Program at WATR Center: $580, 1,580
- Maritime Industries: $150, 300
- Allied Health Program: $425, 850

**Subtotal Budget Increases:** $97,109, 231,194, 25,617, 36,903, 62,520 (168,674)

### Technical and Pass-Through Funding Changes

**Health Insurance Contribution Changes:** $14,135, 31,443

**Pension Rate Changes:** $2,524, 5,065

**Technical Changes to Funding:** $1,250, 2,500

**Subtotal Technical and Pass-Through Funding Changes:** $12,184, 29,455, 41,639, 34,133, 35,250, 69,383, 27,744

### Total Changes to 2015-17 Budget

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Prepared by SBCTC Operating Budget Office

3/17/2015

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</tbody>
</table>

Total: $366,898,000 Total: $275,072,000 75%

1 Cumulative system funding for biennium from the top of the list of projects.

Note: The Governor’s proposal does not include reappropriation of 2013-15 minor work funding. Minor work includes Emergency Repairs and Improvements (30000779), Roof Repair (30000844), Site Repair (30000941), Facility Repair (30000897) and Minor Program Improvements (30000723). Any minor work funding not spent by July 1, 2015 would lapse.
Comparison of the SBCTC 2015-17 Capital Request for New Authorities to Finance using Local Funds and the Governor’s Proposal released December 18, 2014, with January 23, 2015 errata.

<table>
<thead>
<tr>
<th>College</th>
<th>Number</th>
<th>Description</th>
<th>Request</th>
<th>Gov Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centralia</td>
<td>30000123</td>
<td>Student Services Building</td>
<td>$5,000,000</td>
<td>$5,000,000</td>
</tr>
<tr>
<td>Centralia</td>
<td>30001146</td>
<td>Student Housing</td>
<td>$3,000,000</td>
<td>$3,000,000</td>
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<tr>
<td>Highline</td>
<td>30001147</td>
<td>Maintenance &amp; Grounds Building Renovation</td>
<td>$1,500,000</td>
<td>$1,500,000</td>
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<tr>
<td>Lower Columbia</td>
<td>30000978</td>
<td>Main Building Renovation</td>
<td>$3,000,000</td>
<td>$3,000,000</td>
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<tr>
<td>Tacoma</td>
<td>30001148</td>
<td>Health and Wellness Center</td>
<td>$12,000,000</td>
<td>$12,000,000</td>
</tr>
<tr>
<td>Clark</td>
<td>30001149</td>
<td>Student Recreation Center</td>
<td>$35,000,000</td>
<td>$35,000,000</td>
</tr>
<tr>
<td>Green River</td>
<td>30001150</td>
<td>New Auburn Center</td>
<td>$15,000,000</td>
<td>$15,000,000</td>
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<tr>
<td>Walla Walla</td>
<td>30001151</td>
<td>Clarkston Campus</td>
<td>$1,500,000</td>
<td>$1,500,000</td>
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<tr>
<td>Columbia Basin</td>
<td>30001152</td>
<td>Health Science Center, Phase 2</td>
<td>$7,000,000</td>
<td>$7,000,000</td>
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<tr>
<td>Lower Columbia</td>
<td>30000118</td>
<td>Fitness Center</td>
<td>$3,000,000</td>
<td>$3,000,000</td>
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<tr>
<td>Clark</td>
<td>30001153</td>
<td>Culinary Arts Facility</td>
<td>$8,500,000</td>
<td>$8,500,000</td>
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</tbody>
</table>

Total: $94,500,000 $94,500,000
Math Acceleration and Student Success Strategic Plan

**Brief description**
In May 2014 the board approved a proposal for developing a strategic plan for math acceleration and success in the community and technical college system. The board charged staff to assemble and convene a system task force to develop a plan that builds on the college and system level work done to date, provides recommendations for supporting the work at scale across the system, and identifies metrics to measuring and evaluating progress. Through a series of meetings beginning in August 2014 the task force defined a set of principles and recommended actions that have now been reviewed and endorsed by key system groups and WACTC. This action item reviews the draft plan and asks for the board to approve the plan.

**How does this link to the System Direction, Mission Study and Policy Focus**
Improvements in pre-college education, especially in mathematics, are critical to addressing all aspects of SBCTC’s System Direction: meeting the demands for a skilled workforce, increasing student success and educational attainment for residents, and using innovative approaches to address these needs. These innovations are helping to close the statewide skills gap, increase degree completion and invest in faculty/staff excellence, all important aspects of SBCTC’s Mission Study.

**Background information and analysis**
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 pre-college education programs, especially in mathematics. The specific reform approaches most frequently used have focused on reducing the length of remedial programs through “acceleration” models, adding 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 pre-college education now have been so extensive, both at the local college and system levels, that there is a critical need to understand more clearly how these innovations have worked and create a strategic plan for scaling the successes.

Math is a principle hurdle for students to complete degrees and certificates. If the college system is to increase its contribution to the Washington Student Achievement Council’s (WSAC) Road Map goals for 100 percent of adults to have a high school diploma and 70 percent of adults to have a college credential, math achievement must be improved.

The SBCTC Student Achievement Initiative includes successful attainment of college readiness in math and completion of a college level math course as key metrics for the board’s performance funding system. 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 pre-college 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 pre-college education...
complete the recommended courses, and fewer still enroll, let alone complete, the college-level courses they need to pursue their college degrees.

SBCTC and the colleges have implemented a number of efforts to improve math achievement, including curriculum redesign, incorporating technology and online resources, faculty development, multiple course placement tools, placement reciprocity among the colleges, acceleration models, negotiating with universities to broaden math pathways for transfer students, and curriculum and placement work with local high schools. Every 1 percent reduction in remediation effort at community and technical colleges allows an estimated $1.2 million to be redeployed to serve students in college level classes.

To address these issues, a system task force is proposing a clear vision and strategic plan for math acceleration and success. The overall goals are:

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

In addition to reviewing promising strategies and approaches from across the country, the task force surveyed Washington community and technical colleges to determine what strategies colleges were pursuing locally and which ones were widely available to students on their campuses. Based on this review, the task force defined a set of core principles that shape the recommendations of the strategic plan:

1. The ultimate goal for the overall framework is to improve program completion for students by eliminating barriers to completing college level mathematics.

2. The framework emphasizes scalable approaches with the capacity to affect large numbers of students.

3. Building on current successes and within the defined principles, framework for redesign, and metrics, colleges will pursue a delivery model that best supports student success outcomes in the pre-college and college level mathematics program at the institution. The model should involve a coordinated approach to changes in advising, placement, pathways and instructional shifts to improve student success.

The draft plan is grounded in these principles and offers the following set of recommendations for the board’s consideration:

I. Create new pathways tailored to students’ academic and professional goals

- Continue to define and promote college level math pathways tailored to students’ academic majors and/or professional and technical program requirements, aligning developmental curriculum to those pathways.
- Improve advising to better inform students of math pathways appropriate to their goals and provide timely academic support for all those who need it.
II. Engage college and university faculty and staff in purposeful, sustained efforts to bring improvements in math success to scale

- Support high school, college and university partnerships to improve the math college readiness of high school students while in high school.
- Convene regional planning sessions to design new curriculum pathways, advising protocols, and professional development programs capable of bringing changes to scale.
- Solicit state and private funding to support implementation.
- Provide colleges with project funding based on their level of involvement in making systemic change.

III. Clearly define metrics for measuring progress

- Use existing SBCTC Student Achievement metrics to track progress towards increasing completion of college level math, as well as completion of certificates and degrees.
- Assess specific math requirements of each college certificate and degree program and create a method for tracking achievement of those requirements.

Potential questions

- What are the next steps for implementing the strategic plan, and what is the board’s role in supporting that work?

Recommendation/preferred result

Board members will take action to approve the system strategic plan for math acceleration and success and will provide direction to staff on next steps.

Policy Manual change Yes ☐ No ☒

Prepared by: Bill Moore, director, K-12 Partnerships
360-704-4346, bmoore@sbctc.edu

Jan Yoshiwara, deputy executive director, Education Services
360 704-4353, jyoshiwara@sbctc.edu
A resolution relating to a math acceleration and student success strategic plan.

WHEREAS, math is a principle hurdle for students to complete degrees and certificates, and math achievement must be improved if the college system is to increase its contribution to the Washington Student Achievement Council’s (WSAC) Road Map goals for 100 percent of adults to have a high school diploma and 70 percent of adults to have a college credential, and

WHEREAS, SBCTC and the colleges over the past few years have implemented a number of efforts to improve math achievement but the system has not seen significant improvement in the overall percentage of students completing college-level math, and

WHEREAS, the board charged and led a task force to develop a system strategic plan recommending a framework for improving overall student success by eliminating barriers to completing college level mathematics, and building on current strategies working with some success at colleges in the system, and

WHEREAS, the board endorses the task force recommendations to focus on a new pathways model that can be scaled across the system with clearly-identified metrics for measuring progress while maintaining institutional flexibility and control in implementing specific strategies within defined principles,

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the system strategic plan for math acceleration and success.

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 26, 2015.

ATTEST:

_______________________________  __________________________________
Marty Brown, Secretary               Elizabeth Willis, Chair
Legislative Report

Brief description
The State Board will be briefed on the status of the 2015 legislative session including priority legislation and progress towards reaching community and technical college goals as well as strategic initiatives that support system priorities outlined in the 2015 Session Advocacy Plan.

The board will also be briefed on congressional action as it relates to the community and technical college system’s 2015 federal legislative priorities.

How does this link to the System Direction, Mission Study and Policy Focus
Identifying system priorities and implementing a strategic advocacy plan during the legislative session and year-round, supports the community and technical college system goals outlined in the System Direction, Mission Study and Board Policy Focus in three major categories:

- **Student success**: increase statewide access, attainment and completion.
- **Economic development**: strengthen the state’s economy through business and labor partnerships to narrow skill gaps and meet emergent workforce needs.
- **Innovation**: leverage technology and other resources to identify creative solutions that lead to student completion.

These critical themes are evidenced in the 2015 legislative agenda (2015-17 operating and capital budget requests and policy priorities) as well as the 2015 federal legislative priorities.

Background information and analysis
Community and technical colleges are in a unique position to make an impact on both the state and national levels. From state agency-request bills gaining traction to Congress reauthorizing important higher education legislation, two-year colleges are in the spotlight for many reasons.

Legislative session
After passing the critical halfway point, the Legislature is entering the second phase of the state legislative session. Beyond higher education, legislators have tackled significant statewide issues such as raising the state’s minimum wage (House passed) and funding transportation projects (Senate passed) through raising the gas tax and other means. Between the passage of key legislation, strategic messaging, and important budget conversations, community and technical colleges continue to make a significant impact with stakeholders.

Bills
State Board staff continues to monitor approximately 230 bills that, if passed, would have an impact on our colleges and their ability to serve students across the state. As outlined in Attachment A, the Bill Watch List includes a summary of bills important to the system. For example,

- **System agency-request**:
  - Fee waiver for active duty military – **HB 1706** and its companion, **SB 5620**, passed their respective chambers unanimously (97-0-1; 49-0). If passed, this legislation would grant permissive waivers for building and student activity fees for active duty military. Due to a recent change to the Department of Defense’s Tuition Assistance Program, only tuition is covered for students, but not the associated fees. Students using the assistance program to attend college need to make up the difference in costs.
Tab 7

- **Statutory clean-up** – HB 1961 and its companion, SB 5977, passed their respective chambers unanimously (97-0; 49-0). If passed, this legislation would expire old bonds, defund programs, pilots and waivers within the community and technical college system to improve efficiency and streamline provisions within state statutes.

- **Corrections education** – HB 1704 was passed by the House (70-27). If passed, this bill would allow community and technical colleges to provide associate degrees in corrections institutions. Currently, community and technical colleges partner with the Department of Corrections to provide basic skills and vocational training to help offenders be job-ready when they re-enter society. The bill has no fiscal impact as this work will be part of the existing educational contract.

- **Basic Education for Adults** – HB 1705 and its companion, SB 5619, did not pass their respective fiscal committees before the mandated cutoff date. While the issue of funding these programs remains alive, the policy bills will not be moving this legislative session.

- **Other (system supported):**
  - **Veterans’ residency** – E2SHB 1825 and its companion, SSB 5355, passed their respective chambers unanimously (98-0; 49-0). If passed, the bill would revise the definition of “resident student” to comply with federal requirements established by the Veterans Access, Choice and Accountability Act of 2014 to ensure educational benefits for these students continue beyond July 2015.
  - **Expanding dual credit opportunities** – 2SHB 1546 would clearly define the Running Start and College in the High School (CHS) dual credit programs and eliminate higher education institutions’ ability to offer alternative models. In addition, this bill expands CHS to grades 10 – 12 and provides a new funding subsidy model to eliminate tuition burdens for students receiving free or reduced-price lunch ($65/credit; up to 10 credits per year).

- **Other (system concerned):**
  - **Alternative high school equivalency exams** – HB 1743 and its companion SB 5676, did not pass their respective fiscal committees before the mandated cutoff date. The community and technical college system was concerned that this legislation would have required the system to administer an alternative high school equivalency exam, thereby posing data collection and student advising challenges.
  - **Live financial literacy seminars** – SB 5349 did not pass its fiscal committee before the mandated cutoff date. The community and technical college system was concerned that this legislation would have required our colleges, in consultation with the office of student financial assistance, to ensure each enrolled student participated in a live financial literacy seminar. In addition to fiscal challenges, our colleges already provide a variety of financial aid assistance and information to enrolled students across the state.

In addition to key legislative priorities, representatives from the community and technical college system continue to present before legislative committees and meet with legislators to underscore the importance of supporting and funding our two-year college system.

**Communication**

During the state legislative session and throughout the year, the system is kept apprised of all legislative activity in a variety of ways:

- Joint Legislative Committee call (Fridays during session)
- WACTC call (Fridays during session)
- System meetings (year-round)
- Legislative Strategy meetings (Thursdays during session)
- Legislative News blog (weekly during session; various points throughout the year)
- Weekly messages, per the advocacy plan (during session)
Strategic advocacy
Session outreach and activity is based on careful legislative strategy and timing. In addition to best practices throughout the system, community and technical colleges are engaging in targeted weekly messaging via the 2015 Session Advocacy Plan.

To date, weekly messages have included economic development, compensation, basic education for adults, the MESA Community College program, math pathways, advising/career counseling, capital construction and other detailed information regarding our system’s budget and policy priorities. Based on internal and external feedback, this communication mechanism has been successful in solidifying an ongoing legislative dialogue and building a foundation of support for future budget decisions.

2015 Session Advocacy Plan
Note: information below may be adjusted depending on the pace and timing of session-related activities.

<table>
<thead>
<tr>
<th>Date</th>
<th>CTC advocates</th>
<th>Message(s) to stakeholders</th>
<th>Status</th>
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<tbody>
<tr>
<td>January</td>
<td></td>
<td></td>
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<tr>
<td>Week 1</td>
<td>CTC system leadership</td>
<td>• Welcome to session • CTC system overview</td>
<td>Sent</td>
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<tr>
<td>(Jan. 12 – 16)</td>
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<tr>
<td>Week 2</td>
<td>Presidents</td>
<td>• 2015 CTC system legislative priorities</td>
<td>Sent</td>
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<td>(Jan. 19 – 23)</td>
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<tr>
<td>Week 3</td>
<td>Trustees</td>
<td>• Promote the value of CTCs (economic engines, skilled workforce, college/career pathways, etc.)</td>
<td>Sent</td>
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<tr>
<td>(Jan. 26 – 30)</td>
<td></td>
<td></td>
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<tr>
<td>February</td>
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<tr>
<td>Week 4</td>
<td>Presidents</td>
<td>• 2015 CTC legislative priorities: faculty, staff compensation</td>
<td>Sent</td>
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<tr>
<td>(Feb. 2 – 6)</td>
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<tr>
<td>Week 5</td>
<td>CTC system leadership</td>
<td>• 2015 CTC legislative priorities: policy bills</td>
<td>Sent</td>
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<tr>
<td>(Feb. 9 – 13)</td>
<td></td>
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<tr>
<td>Week 6</td>
<td>Trustees</td>
<td>• 2015 CTC legislative priorities: policy bills; general ROI</td>
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<td>(Feb. 16 – 20)</td>
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<tr>
<td>Week 7</td>
<td>Presidents</td>
<td>• 2015 CTC legislative priorities: Basic Education for Adults</td>
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<td>(Feb. 23 – 27)</td>
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<td></td>
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<tr>
<td>March</td>
<td></td>
<td></td>
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<tr>
<td>Week 8</td>
<td>CTC system leadership, students</td>
<td>• 2015 CTC legislative priorities: services for students – math pathways, MESA Community College Program; advising/career counseling</td>
<td>Sent</td>
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<tr>
<td>(March 2 – 6)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Week 9</td>
<td>Trustees, presidents</td>
<td>• 2015 CTC legislative priorities: capital projects</td>
<td>Sent; March 11 Floor cutoff</td>
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<tr>
<td>(March 9 – 13)</td>
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<tr>
<td>Week 10</td>
<td>Students</td>
<td>• 2015 CTC legislative priorities: Opportunity Grants, support for State Need Grant</td>
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<td>(March 16 – 20)</td>
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<td></td>
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<tr>
<td>Week 11</td>
<td>CTC system leadership, trustees</td>
<td>• 2015 CTC legislative priorities: Student Achievement Initiative</td>
<td>March 26 CTC Open House</td>
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<td>(March 23 – 27)</td>
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<tr>
<td>Week 12</td>
<td>Presidents, students</td>
<td>• 2015 CTC system legislative priorities (operating, capital, policy)</td>
<td>April 1 policy cutoff</td>
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<td>(March 30 – April 3)</td>
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<td>April</td>
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<tr>
<td>Week 13</td>
<td>Trustees</td>
<td>• 2015 CTC system legislative priorities (operating, capital, policy)</td>
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<td>(April 6 – 10)</td>
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<tr>
<td>Week 14</td>
<td>Presidents, students</td>
<td>• Promote the value of CTCs (economic engines, skilled workforce, etc.)</td>
<td>April 15 opposite house cutoff</td>
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<td>(April 13 – 17)</td>
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<td></td>
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<tr>
<td>Week 15</td>
<td>CTC system leadership</td>
<td>• 2015 CTC system legislative priorities</td>
<td>April 26 Sine Die</td>
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<tr>
<td>(April 20 – 24)</td>
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Legislative open house
The annual community and technical colleges’ Legislative Open House is scheduled for Thursday, March 26 from 6 – 8 p.m. in the Columbia Room of the Legislative Building. This year, legislators, staff, and key stakeholders will have an opportunity to sample wine from College Cellars of Walla Walla Community College as well as participate in interactive demonstrations featuring the following programs:

- Welding Technology – Bates Technical College
- Sustainable Agriculture Education Professional Technical – Edmonds Community College
- Machining/Advanced Manufacturing – Everett Community College
- Composites Washington – Olympic College
- Cloud and Mobile Game Design – Peninsula College (at Clallam Bay Corrections Center)
- Fluid Power/Hydraulic Pneumatic Automation Technology – Spokane Community College
- Nursing – Whatcom Community College

In its third year, the annual community and technical college open house draws up to 200 participants and contributes to a deeper level of understanding and support for our two-year college system.

Congressional action
Similar to state legislative relations, congressional-level engagement is also important to the overall success of community and technical college initiatives. The community and technical college system’s 2015 federal legislative priorities include the following:

- **Higher Education Act (HEA) reauthorization.** HEA provides financial support for students through federal Pell Grants. In 2012-13, 81,100 students benefitted from Pell Grants to help pay for tuition, books and living expenses. In the past, students who wanted to attend college, but lacked a high school diploma or equivalency, could apply for Pell Grants by proving their “ability to benefit.” This was partially restored under the Continuing Appropriations Act passed in December 2014; however, community and technical colleges nationwide are pushing for full restoration. Congress is slated to take up HEA reauthorization in spring 2015.

- **Carl D. Perkins Career and Technical Education Act (Perkins) reauthorization.** The Perkins Act provides significant, flexible funding for job training programs at two-year colleges. Innovative project designs, cutting-edge curricula, creative instruction models and updated equipment are examples of how Perkins dollars help students succeed. Timing for Perkins reauthorization is unknown, but an automatic yearly renewal occurred under the 2014 General Education Provisions Act.

- **President Obama’s 2016 budget proposal.** From Pell Grants, decreasing student loan debt, to apprenticeship grants and Workforce Innovation Opportunity Act program funding, the President’s budget proposal for the coming year supports programs designed and implemented by community and technical colleges across the nation.

In addition to identifying federal priorities, Government Relations continues to create opportunities to elevate the community and technical college system by advocating for priorities and collaborating with our state’s congressional delegation and staff.

Potential questions

- Does the State Board have feedback about efforts to meet legislative and/or congressional goals?
- Are there suggestions from State Board members regarding specific government relations initiatives now or for the future?
**Recommendation/preferred result**

The State Board will provide feedback and suggestions for legislative session messaging and outreach activities.

Policy Manual change Yes ☐ No ☒

Prepared by: Alison Grazzini, legislative director
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