STATE BOARD MEETING
State Board Office: 1300 Quince Street SE, Olympia, WA 98504
4th Floor • Cascade Conference Rooms

May 10 Executive session and study session

1 p.m. Executive Session
3 p.m. Welcome and introductions
Shaunta Hyde, chair
3:05 p.m. WACTC report
Gary Oertli, WACTC president
3:15 p.m. ACT report
Jon Lane, ACT president
3:30 p.m. Applied baccalaureate statements of need
Joyce Hammer
4:45 p.m. Committee for accessible technology oversight update
Mark Jenkins and Karen Fusco
5:15 p.m. Adjournment
5:45 p.m. Dinner for State Board Members
Location: Water Street Café

May 11 Regular business meeting

8 a.m. Breakfast
8:30 a.m. Call to order and adoption of agenda
Action
8:35 a.m.  Executive director report  
Marty Brown

8:50 a.m.  Approval of consent agenda  
Action  Tab 3

- a. SBCTC meeting minutes, March 23, 2017
- b. 2017-18 SBCTC meeting dates
  Resolution 17-05-22
- c. Appeal process for major project scoring
  Resolution 17-05-23
- d. Centralia College, property acquisitions, 216 South Iron Street and 402 South Oak Street
  Resolution 17-05-24
- e. Clover Park Technical College, local expenditure authority for loading dock and storage facility
  Resolution 17-05-25
- f. Grays Harbor College, whiteside property disposal
  Resolution 17-05-26
- g. Green River College, local expenditure authority for phase 2 of student affairs and success building improvements
  Resolution 17-05-27
- h. Olympic College, local expenditure authority increase for CenCom building remodel
  Resolution 17-15-28
- i. Olympic College, local expenditure authority increase for Shelton welding program building construction
  Resolution 17-05-29
- j. Skagit Valley College, local expenditure authority increase for soccer field improvements
  Resolution 17-05-30
- k. Yakima Valley College, local expenditure authority increase for Toppenish Learning Center
  Resolution 17-05-31

8:55 a.m.  Consideration of baccalaureate degree proposals  
Action  Tab 4

Joyce Hammer

- a. Cascadia College, information technology application development
  Resolution 17-05-32
- b. Lake Washington Institute of Technology, behavioral healthcare
  Resolution 17-05-33
- c. Lake Washington Institute of Technology, funeral services education
  Resolution 17-05-34
- d. Tacoma Community College, community health
  Resolution 17-05-35
- e. Yakima Valley College, teacher education
  Resolution 17-05-36

9:55 a.m.  Break

10 a.m.  ctcLink budget update  
Discuss
Mike Scroggins and John Boesenberg

10:20 a.m.  Legislative update  
Discuss  Tab 5

Arlen Harris
<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda Item</th>
<th>Presenter</th>
<th>Action/Discussion</th>
<th>Tab</th>
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<tr>
<td>10:40 a.m.</td>
<td>Student achievement update</td>
<td>Darby Kaikkonen</td>
<td>Discuss</td>
<td>Tab 6</td>
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<td>11:10 a.m.</td>
<td>2018 allocation review</td>
<td>Cherie Berthon</td>
<td>Discuss</td>
<td>Tab 7</td>
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<td>11:40 a.m.</td>
<td>Chair report</td>
<td>Shaunta Hyde</td>
<td>Action</td>
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<td></td>
<td>• Selection of new Executive Director and delegation of authority to negotiate contractual terms</td>
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<tr>
<td>11:50 a.m.</td>
<td>Open public comment</td>
<td></td>
<td>Discuss</td>
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<td>11:55 a.m.</td>
<td>Adjournment</td>
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**Next Meeting:** June 28-29, 2017, State Board Office, Olympia
Applied baccalaureate statements of need

Brief description
A conceptual discussion will occur among the State Board for Community and Technical Colleges along with the several community and technical colleges proposing to offer applied baccalaureate degrees.

The Statement of Need document addresses six areas:

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

How does this link to the State Board goals and policy focus
The State Board goals are “designed to raise education attainment, open more doors to education—particularly for our fast-growing adult population—and build upon our tradition of excellence.” Colleges offering applied baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest need. Through this, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults, and ensure community and technical colleges are affordable and accessible for students. The following three goals are addressed through the approval process of applied baccalaureate degree programs:

- **Promoting student achievement and success** by increasing the number of applied baccalaureate degrees conferred
- **Increasing access to post-secondary education** by enrolling more underrepresented, first generation and adult students, active military, veterans and their dependents and develop means to attract former students needing credits for degrees, certificates, or credentials
- **Building on the system’s strength and successes** by ensuring balance among mission areas: basic skills, workforce, transfer and applied baccalaureate

To date, the State Board has approved 81 applied baccalaureate/baccalaureate degree programs at 27 colleges with students currently enrolled in 64 programs at 25 colleges. Thirteen proposals are engaged in the approval process, and seven colleges have expressed interest in 16 additional programs. (Attachment A: Applied baccalaureate degree programs)

Background information and analysis
4a) **Green River College – BAS in Applied Management**
Green River College proposes a Bachelor of Applied Science degree in Applied Management beginning fall quarter 2018. This degree will provide a viable pathway for students from a variety of degree programs at Green River College and surrounding institutions and prepare students for occupations as management analysts, marketing managers, human resource specialists, sales managers, market research
analysts, and marketing specialists. The degree will focus on key learning outcomes including skills in strategic planning, marketing research, business analysis, organizational development and leadership, project management, sales and negotiation, and marketing management. The proposed degree would be Green River College’s sixth applied baccalaureate degree.

4b) Green River College – BAS in Early Childhood Education: Infant and Child Mental Health
Green River College proposed a Bachelor of Applied Science degree in Early Childhood Education: Infant and Child Mental Health beginning fall quarter 2018. The degree builds on associate-level degree competencies with a focus on mental health, social/emotional development, and childhood disorders. In addition to a growing demand for bachelor’s prepared teachers in early childhood programs and preschools, this degree will train students for positions as child development specialists and lead teachers associated with Head Start, Washington state funded Early Childhood Education and Assistance Program (ECEAP), the American Montessori Society, and the Muckleshoot Tribal School. The proposed degree would be Green River College’s seventh applied baccalaureate degree.

4c) Green River College – BAS in Realtime Reporting: Court Reporting and Captioning
Green River College proposes a Bachelor of Applied Science degree in Realtime Reporting with pathways in Court Reporting and Captioning beginning fall quarter 2018. The BAS builds on the curriculum of two current degrees: the Associate in Applied Arts in Court Reporting and the Associate in Applied Arts in Captioning. Court reporters utilize complex technology and knowledge of reporting and professional practices to maintain the integrity of the written record during court or deposition. Broadcast captioners and Communication Access Realtime Translation (CART) providers provide captions and personalized communication access through realtime translation provided on college and university campuses for those with hearing loss or are employed for television broadcasts, on the internet, in sports arenas, performing arts venues, conferences, conventions, religious ceremonies, and medical appointments. Graduates of the proposed bachelor of applied science program will be more competitive in industry and earn higher-level wages as well as support the majority of court reporters and captioners who are independent contractors with the skills to be successful business owners. The proposed degree would be Green River College’s eighth applied baccalaureate degree.

4d) Lake Washington Institute of Technology – BAS in Early Childhood Education with P3 Teacher Certification
Lake Washington Institute of Technology (LWTech) proposes a Bachelor of Applied Science degree in Early Childhood Education with P3 (preschool through third grade) Teacher Certification beginning fall quarter 2018 and building off of LWTech’s associate level degrees in childcare manager and early childhood education. The degree includes an endorsement in English Language Learners (ELL), and for students who do not wish to pursue the teaching credential, a non-certification option will also be offered. The purpose of the proposed degree is to contribute to the education and training needs of the professional workforce who are responsible for regular, daily care and education of young children from birth through age eight, working across the spectrum of settings such as elementary schools, childcare centers, preschools, and other educational programs with changes in state and federal policies increasing the expectations and requirements for the preparation and credentials of early childhood education professionals. The proposed degree would be LWTech’s eight applied baccalaureate degree.

4e) Skagit Valley College- BAS in Applied Management
Skagit Valley College proposes a Bachelor of Applied Science degree in Applied Management beginning fall quarter 2018 which will fill a gap in the educational needs of the community and meeting the
affordability requirement for those students, particularly place-bound working adults, seeking a bachelor’s degree. The degree, building off of the college’s associate degrees in business management technology and office administration and accounting technologies, would prepare graduates for predominant industry clusters in the local area including advanced manufacturing, agriculture, maritime technologies, natural resources, healthcare, clean technologies, recreation, food and beverage services, tourism, the arts, and defense-related industries. The proposed degree would be Skagit Valley College’s second applied baccalaureate degree.

4f) Walla Walla Community College – BAS in Applied Management and Entrepreneurship
Walla Walla Community College is seeking to strengthen its professional technical programs through the addition of an applied baccalaureate degree in Applied Management and Entrepreneurship beginning fall quarter 2018. This proposed degree will provide face-to-face baccalaureate education not available to place-bound students in rural eastern Washington at an affordable rate allowing employees to upskill across regional occupational clusters. The applied baccalaureate degree will build off of existing associate degrees in business management and business administration by providing a baccalaureate pathway for supporting workforce programs including financial administrative assistant, medical administrative assistant, administrative office professional, accounting, and wine business. The proposed degree would be Walla Walla Community College’s first applied baccalaureate degree.

4g) Walla Walla Community College – BAS in Sustainable Agriculture Systems
Walla Walla Community College proposes a Bachelor of Applied Science degree in Sustainable Agriculture Systems. The proposed degree would build off of WWCC’s many associate degrees in the field of agriculture including plant and soil science, animal science, agriculture-business, and irrigation technology. The degree would also support the educational attainment for place-bound working adults and prepare students to apply key concepts in human ecology and natural resource management to sustainable agricultural systems, regionally, nationally and globally. The proposed degree would be Walla Walla Community College’s second applied baccalaureate degree.

Potential questions
- Do the college proposals for applied baccalaureate degrees meet the vision, mission and goals of their respective colleges?
- Do the proposed applied baccalaureate degrees serve the current and future needs of the colleges’ regions and the state?
- Do the proposed applied baccalaureate degrees support the State Board for Community and Technical College goals and policy focus?

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

Policy Manual change Yes ☐ No ☒
Prepared by: Joyce Hammer, director of transfer education
360-704-4338, jhammer@sbctc.edu
## Washington’s Community and Technical Colleges
### Applied baccalaureate degree programs
May 2017

<table>
<thead>
<tr>
<th>College</th>
<th>BUSINESS/ MANAGEMENT</th>
<th>Status</th>
<th>Outcomes thru September 2016</th>
<th>Projected Cohort Size</th>
<th>Fall 2016 FTE</th>
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<tbody>
<tr>
<td>Bellevue</td>
<td>Applied Accounting</td>
<td>Began fall 2015</td>
<td></td>
<td>14/52 FTE</td>
<td>23</td>
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<tr>
<td>Bellevue</td>
<td>Applied Business Management</td>
<td>Intent expressed</td>
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<td>Yakima Valley</td>
<td>Applied Business Management</td>
<td>Began 2014</td>
<td>23 graduates</td>
<td>28/60 FTE</td>
<td>63</td>
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<td>Centralia</td>
<td>Applied Management</td>
<td>Began 2012</td>
<td>70 graduates</td>
<td>30/62 FTE</td>
<td>49</td>
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<td>Clark</td>
<td>Applied Management</td>
<td>Began fall 2016</td>
<td></td>
<td>33/99 FTE</td>
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<td>Columbia Basin</td>
<td>Applied Management</td>
<td>Began 2009</td>
<td>224 graduates</td>
<td>35 FTE</td>
<td>74</td>
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<td>Green River</td>
<td>Applied Management</td>
<td>30-Day Review</td>
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<td>24/48 FTE</td>
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<td>Peninsula</td>
<td>Applied Management</td>
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<td>143 graduates</td>
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<td>Skagit Valley</td>
<td>Applied Management</td>
<td>30-Day Review</td>
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<td>15/35 FTE</td>
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<td>Spokane Falls</td>
<td>Applied Management</td>
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<td>20 FTE</td>
<td>23</td>
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<td>Walla Walla</td>
<td>Applied Management &amp; Entrepreneurship</td>
<td>30-Day Review</td>
<td></td>
<td>12/30 FTE</td>
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<td>Digital Marketing</td>
<td>Beginning winter 2017</td>
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<td>15 FTE</td>
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<td>Clover Park</td>
<td>Facility Management</td>
<td>Intent expressed</td>
<td></td>
<td></td>
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<td>Highline</td>
<td>Global Trade and Logistics</td>
<td>Began 2014</td>
<td>1 graduate</td>
<td>10/15 FTE</td>
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<td>Seattle South</td>
<td>Hospitality Management</td>
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<td>International Business</td>
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<td>College</td>
<td>Program</td>
<td>Began/Status</td>
<td>Graduates/FTE</td>
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<td>Green River</td>
<td>Marketing and Entrepreneurship</td>
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<td>25/57 FTE</td>
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<td>Operations Management (formerly Manufacturing Operations)</td>
<td>Began 2014</td>
<td>8/25 FTE</td>
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<td>Olympic</td>
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<td>Project Management</td>
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<td>59 FTE</td>
<td>93</td>
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<td>Bates</td>
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<td>Seattle North</td>
<td>Residential and Commercial Property Management</td>
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<td>20 FTE</td>
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<td>Clover Park</td>
<td>Retail Management</td>
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<td>Lake Washington</td>
<td>Transportation, Logistics, &amp; Supply Chain Management (formerly Transportation and Logistics Management)</td>
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<td>College</td>
<td>ENVIRONMENT, NATURAL RESOURCES, &amp; OTHER STEM</td>
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<td>Projected Cohort Size</td>
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<td>Aeronautical Science</td>
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<td>Diesel Technology</td>
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<td>5 graduates/24/53 FTE</td>
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<td>Engineering Technology</td>
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<td>Wenatchee Valley</td>
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<td>Molecular Biosciences (STEM)</td>
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<td>HEALTH CARE/WELLNESS</td>
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<td>30-Day Review</td>
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<td>8 graduates</td>
<td>20 FTE 23</td>
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<td>Sustainable Practices (STEM)</td>
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<td>College</td>
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<td>Status</td>
<td>Outcomes thru August 2016</td>
<td>Projected Cohort Size</td>
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<td>Lake Washington</td>
<td>Behavioral Healthcare</td>
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<td>18/24 FTE 47</td>
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<td>Highline</td>
<td>Behavioral Science - Youth Development</td>
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<td>12 graduates</td>
<td>15 FTE 34</td>
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<td>20/40 FTE 38</td>
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<td>Tacoma</td>
<td>Community Health</td>
<td>Began fall 2014</td>
<td>24 graduates</td>
<td>12 FTE 61</td>
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<td>Clark</td>
<td>Dental Hygiene</td>
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<td>18/53 FTE 61</td>
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<td>Dental Hygiene</td>
<td>Beginning summer 2017</td>
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<td>Pierce-Ft. Steilacoom</td>
<td>Dental Hygiene</td>
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<td>20/40 FTE 39</td>
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<td>Yakima Valley</td>
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<td>18/24 FTE 47</td>
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<td>Lake Washington</td>
<td>Exercise Science</td>
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<td>Lake Washington</td>
<td>Funeral Service Education</td>
<td>Board Review Sept. 2016</td>
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<td>15 FTE</td>
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<tr>
<td>Columbia Basin</td>
<td>Health Care Administration</td>
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<td>Tacoma</td>
<td>Health Information Management</td>
<td>Began fall 2016</td>
<td>15/30 FTE 3</td>
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<td>Bellevue</td>
<td>Health Promotion and Management</td>
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<td>15/30 FTE 10</td>
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<td>Bellevue</td>
<td>Healthcare Infomatics (formerly Healthcare Technology and Management)</td>
<td>Began 2011</td>
<td>28 graduates</td>
<td>30/61 FTE 49</td>
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<td>Bellevue</td>
<td>Healthcare Management and Leadership</td>
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<td>34/60 FTE 16</td>
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<td>Pierce</td>
<td>Homeland Security-Emergency Management</td>
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<td>20/30 FTE</td>
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<tr>
<td>College</td>
<td>Program</td>
<td>Status</td>
<td>Outcomes thru August 2016</td>
<td>Projected Cohort Size</td>
<td></td>
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<tr>
<td>Lake Washington</td>
<td>Public Health Administration</td>
<td>Began fall 2014</td>
<td>16 graduates</td>
<td>35 FTE</td>
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<tr>
<td>Bellevue</td>
<td>Radiation and Imaging Sciences</td>
<td>Began 2007</td>
<td>99 graduates</td>
<td>20 FTE</td>
<td></td>
</tr>
<tr>
<td>Highline</td>
<td>Respiratory Care</td>
<td>Began fall 2014</td>
<td>8 graduates</td>
<td>15 FTE</td>
<td></td>
</tr>
<tr>
<td>Spokane</td>
<td>Respiratory Care</td>
<td>Beginning fall 2017</td>
<td></td>
<td>20 FTE</td>
<td></td>
</tr>
<tr>
<td>College INFORMATION TECHNOLOGY</td>
<td>Status</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seattle North</td>
<td>Application Development</td>
<td>Began fall 2014</td>
<td>12 graduates</td>
<td>20 FTE</td>
<td></td>
</tr>
<tr>
<td>Renton</td>
<td>Application Development (STEM)</td>
<td>Began winter 2015</td>
<td></td>
<td>20 FTE</td>
<td></td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Applied Design</td>
<td>Began 2009</td>
<td>104 graduates</td>
<td>22 FTE</td>
<td></td>
</tr>
<tr>
<td>Clover Park</td>
<td>Computer Integrated Manufacturing</td>
<td>Intent expressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bellevue</td>
<td>Computer Science (BS)</td>
<td>Began fall 2016</td>
<td></td>
<td>60 FTE</td>
<td></td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Cyber Security</td>
<td>Began winter 2013</td>
<td>22 graduates</td>
<td>40 FTE</td>
<td></td>
</tr>
<tr>
<td>Spokane Falls</td>
<td>Cyber Security</td>
<td>Beginning fall 2017</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highline</td>
<td>Cyber Security and Forensics</td>
<td>Began winter 2014</td>
<td>8 graduates</td>
<td>15 FTE</td>
<td></td>
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<tr>
<td>Bellevue</td>
<td>Data Analytics</td>
<td>Began fall 2014</td>
<td>4 graduates</td>
<td>20 FTE</td>
<td></td>
</tr>
<tr>
<td>Olympic</td>
<td>Digital Filmmaking</td>
<td>Beginning fall 2017</td>
<td></td>
<td>15 FTE</td>
<td></td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Digital Gaming and Interactive Media</td>
<td>Beginning fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>Program</td>
<td>Status</td>
<td>Outcomes thru August 2016</td>
<td>Projected Cohort Size</td>
<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>Bellevue</td>
<td>Digital Media Arts</td>
<td>Intent expressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spokane Falls</td>
<td>Information Systems &amp; Technology</td>
<td>Began winter 2016</td>
<td>15 FTE</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Olympic</td>
<td>Information Systems (STEM)</td>
<td>Began fall 2014, 7 graduates</td>
<td>20 FTE</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Bellevue</td>
<td>Information Systems and Technology</td>
<td>Began fall 2013, 24 graduates</td>
<td>50 FTE</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Information Technology</td>
<td>Beginning fall 2017</td>
<td>20 FTE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cascadia</td>
<td>Information Technology: Application Development</td>
<td>Board Review Sept. 2016</td>
<td>18 FTE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Centralia</td>
<td>Information Technology: Application Development</td>
<td>Began fall 2016</td>
<td>20 FTE</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Information Technology: Application Development-Software Development</td>
<td>Beginning winter 2017</td>
<td>25 FTE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renton</td>
<td>Information Technology: Computer Network Architecture</td>
<td>Beginning Winter 2018</td>
<td>10 FTE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Centralia</td>
<td>Information Technology: IT Networking</td>
<td>Intent expressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Green River</td>
<td>Information Technology: Network Administration and Security</td>
<td>Began fall 2013, 45 graduates</td>
<td>48 FTE</td>
<td>94</td>
<td></td>
</tr>
<tr>
<td>Seattle Central</td>
<td>Information Technology: Networking</td>
<td>Began fall 2016</td>
<td>20 FTE</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Whatcom</td>
<td>Information Technology: Networking</td>
<td>Beginning fall 2017</td>
<td>15 FTE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yakima Valley</td>
<td>Information Technology: Networking</td>
<td>Began fall 2015</td>
<td>12 FTE</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Green River</td>
<td>Information Technology: Software Development (STEM)</td>
<td>Began fall 2014, 14 graduates</td>
<td>48 FTE</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>EDUCATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edmonds</td>
<td>Child, Youth, and Family Studies</td>
<td>Beginning spring 2017</td>
<td>20-25 FTE</td>
<td></td>
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<tr>
<td>Green River</td>
<td>Early Childhood Education: Infant and Child Mental Health</td>
<td>30-Day Review</td>
<td>25/50 FTE</td>
<td></td>
<td></td>
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<tr>
<td>Lake Washington</td>
<td>Early Childhood Education with P3 Teacher Certification *</td>
<td>30-Day Review</td>
<td>24 FTE</td>
<td></td>
<td></td>
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<tr>
<td>Seattle North</td>
<td>Early Childhood Education</td>
<td>Began fall 2016</td>
<td>20/50 FTE</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Seattle South</td>
<td>Professional Technical Education and Instructional Design</td>
<td>Began fall 2012, 13 graduates</td>
<td>12/20 FTE</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Teacher Education *</td>
<td>Board Review</td>
<td>20/50 FTE</td>
<td></td>
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<tr>
<td>Green River and</td>
<td>Teacher Education</td>
<td>Intent expressed</td>
<td></td>
<td></td>
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<tr>
<td>Highline</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Yakima Valley</td>
<td>Teacher Education *</td>
<td>Board Review</td>
<td>25 FTE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Centralia and Grays</td>
<td>Teacher Education: Elementary</td>
<td>Beginning fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harbor</td>
<td>Education and Special Education *</td>
<td>2017</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pierce</td>
<td>Teaching *</td>
<td>Beginning winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highline</td>
<td>Teaching and Early Learning *</td>
<td>Beginning fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>OTHER</td>
<td>Status</td>
<td>Outcomes thru August 2016</td>
<td>Projected Cohort Size</td>
<td></td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Criminal Justice</td>
<td>Intent expressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bellevue</td>
<td>Interior Design</td>
<td>Began fall 2009</td>
<td>216 graduates</td>
<td>44/83 FTE</td>
<td>63</td>
</tr>
<tr>
<td>Clover Park</td>
<td>Interior Design</td>
<td>Intent expressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Green River</td>
<td>Realtime Reporting: Court</td>
<td>30-Day Review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reporting and Captioning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>1802 graduates</td>
<td></td>
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</table>
Committee for accessible technology oversight

**Brief description**
The Committee for Accessible Technology Oversight (CATO) was formed in response to State Board approval of the Accessible Technology policy 30.20.30B. This policy supports efforts by the community and technical colleges in Washington State (CTC) in their obligation to provide equal, effective and meaningful access to educational technology for individuals with disabilities. CATO’s charge is to develop guidelines and provide ongoing advice and support to institutions and members of the Washington Community and Technical College system, promoting sustainable and proactive practices for the effective and integrated access by all members of our college communities to current, emerging, and future technologies in compliance with federal, state, and system laws and policies.

**How does this link to the State Board goals and policy focus**
CATO’s charge contributes to the three State Board goals:

- **Promoting student achievement and success** by increasing the success of students with disabilities and the success of students overall in accordance with the principles of Universal Design for Learning (UDL);
- **Increasing access to post-secondary education** by removing barriers for students with disabilities;
- **Building on the system’s strengths and successes** by utilizing the expertise of accessible technology experts and advocates on CTC campuses and in SBCTC in coordinating work in the shared context of CTC system governance.

**Background information and analysis**
CATO is comprised of representatives from the following Councils and Commissions: Disability Student Services Council, eLearning Council, Library Leadership Council, Public Information Commission, Instruction Commission, Student Services Commission, Research and Planning Commission, Faculty Association of Community and Technical Colleges, and Business Affairs Commission. CATO works through CTC governance by representatives presenting discussion and action items to their respective councils and commissions.

Over the course of the year, CATO has developed and distributed on-going webinars, sample policy language, a website that links to training resources and opportunities (managed by SBCTC eLearning) and has created a portal through which college staff may request help on accessibility issues.

CATO has also identified areas of significant risk the colleges face by compiling information gained from surveys, questions from college staff, and by studying recent legal findings against higher education institutions.

In addition, the recent approval of Policy 188 by the State of Washington Office of the Chief Information Officer (OCIO) and the implementation of new provisions under the United States Access Board’s refresh of Information and Communication Technology accessibility standards has conferred specific and time-sensitive obligations to make technology more accessible. Colleges have moved...
aggressively to address these obligations but additional system-wide coordination and resources are necessary for these efforts to succeed.

Areas of current risk and concern include:

- The need to develop and publish an inventory of accessible and inaccessible technologies;
- An increased obligation to distribute information, define responsibility, and provide training on technology accessibility for all areas and departments;
- A need to implement consistent and verified testing and evaluation of information technologies for accessibility;
- Time and effort to continuously monitor policy compliance efforts; and
- An obligation to develop, publish and implement policy and procedures for addressing accessibility as a requirement within college and statewide procurement.

In the face of these obligations, colleges are looking to SBCTC to provide resources, coordination and management of some of this work, especially in instances where technologies are shared or duplicated among colleges. Coordination by SBCTC could prevent redundancy of effort and result in the creation of shared system resources that could have the effect of reducing risk to the colleges. SBCTC’s role in managing core technologies such as cTcLink argues for an expanded role in this process.

The OCIO policy initially requires all state agencies to identify an IT Accessibility Coordinator, develop accessible technology policy and procedures, and publish a corrective action plan for inaccessible technologies. The subsequent and substantial work of compliance will be in executing those plans. The aggressive timeline of this policy and need for ongoing organizational practices that will result from compliance efforts has significantly altered the technology accessibility landscape in our State.

As a result, the issue currently facing CATO is how to best support the colleges given the increased urgency and requests for more directed leadership and coordination. We have discovered that colleges need leadership and coordinated technical support to mitigate some of the organizational impacts of this policy. Meeting this need would expand both CATO’s role and that of SBCTC in coordinating these compliance efforts.

To address compliance with both state and federal policies, the CTC system will need to plan for the following costs:

- Captioning all public facing and instructional videos;
- Procuring software/services to convert all inaccessible documents to accessible versions;
- Conducting system level procurement for website accessibility software; and
- Conducting professional usability testing for current and future software, pursuant to OCIO Policy 188.

Based on savings achieved by other SBCTC-coordinated technology procurements, colleges believe that it would be more efficient to manage the acquisition and deployment of key products and services at the system-level. While this role is not specific to CATO, the committee would play a key role in
identifying and analyzing needs for specific services and technologies and would function as a clearinghouse for discussions on how to best deploy these across the system.

**Potential questions**

- How can CATO revise its work plan and reconfigure its membership to consolidate efforts on the State Board accessibility policy and those in service of the OCIO Policy 188?
- How can SBCTC staff and CATO best target needs, provide consultation, and support colleges with these paired implementation processes?
- How can CATO and SBCTC work together to minimize budgetary impacts of these efforts by sharing and coordinating technology testing and compliance tracking?

**Recommendation/preferred result**

Staff recommends:

- Include support for OCIO Policy 188 compliance efforts within the CATO charge;
- Add and reconfigure CATO membership to support OCIO Policy 188 compliance as well as State Board Policy 30.20.30B. This would include adding college staff who do not directly staff CTC councils or commissions.
- Exploration of options for increased SBCTC participation in procuring and supporting Technology Accessibility services for use by colleges.

Policy Manual Change Yes ☐ No ☒

Prepared by:
Joe Holliday, director of student services, jholliday@sbctc.edu, 360-704-4334
Mark Jenkins, director of eLearning & open education, mjenkins@sbctc.edu, 360-704-4363
Jess Thompson, program administrator, eLearning & open education, jess.thompson@sbctc.edu, 360-704-4327
Overview
This policy is established to support the community and technical colleges in Washington State (CTC) in their obligation to provide equal, effective, and meaningful access to the benefits of technology for individuals with disabilities. All CTCs are mandated to comply with the requirements of the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Core Services legislation, RCW 28B.10.912 and the Washington State Law Against Discrimination, RCW 49.60 and any future legal mandates related to providing equal access to individuals with disabilities. Beyond these legal obligations, however, the SBCTC and its member colleges seek to create environments that allow for the full participation of their diverse communities.

In addition, it is recognized that accessibility is a system-wide responsibility and everyone within the system is responsible for ensuring access. Accessibility is to be addressed at the statewide system level, in institutions and by individuals.

The CTC community’s commitment to ensure access to electronic and information technology (EIT) will be met through the application of accessibility standards, guidelines, training, and a common understanding of these concepts as specified in the Department of Education’s June 29, 2010 on Electronic Book Readers. Click here to access the Dear Colleague letter.

This document applies to all current and emerging technologies throughout the Washington Community and Technical College system.

Definition
The use of the term “accessibility” in this policy refers to the objective that everyone within the Washington State Community & Technical College system will have equally effective and equally integrated access to the benefits. “Effective” and “integrated” refer to our commitment to meet or exceed our legal obligations to provide an equivalent user experience in any and all cases where that is possible and reasonable.

Vision
Washington’s community and technical colleges are leaders in supporting (or addressing?) accessibility and ensuring that everyone within the SBCTC community has equally effective and integrated access to all the benefits of the college system. This includes the ability for students and members of the college community to access and use current, emerging, and future technologies.
**Mission**
The SBCTC is dedicated to supporting faculty, staff and administrators charged with all aspects of EIT access. This includes the procurement, adoption and implementation of new and emerging educational technologies. We support our entire community as they adjust and adapt to changes in technologies to support our students’ learning experiences and the educational community as a whole.

**Guidelines & Principles**

- Our outcome is based on input from all relevant stakeholders, including but not limited to disability services coordinators and students.
- All outcomes promote accessible design solutions as preferable to accommodations.
- Compliance is a by-product of accessibility policy, not a primary goal.
- We stress Universal Design for Learners in settings where it most appropriate.
- Access is a discovery process on a case by case basis, not an ad hoc, reactive process.
- Accessibility is a responsive policy environment driven by changes in demographics, technologies, and legal requirements.
- Policy, funding and practice must assist and support everyone involved in the acquisition, development and use of learning technologies.
- Evolving practices and conversations about accessibility should be central to instruction and student service process and delivery.
- Accessibility is an evolving discipline of practice that requires working together to create a culture, philosophy and community of accessibility.

**Policy Statement**
Washington State Community & Technical colleges shall provide appropriate, effective, and integrated access to technology for students, employees and external community members.

This policy applies to the procurement, development and implementation of instructional, administrative or communications technologies and content. Further, the policy applies to both current and emerging technologies, including both hardware and software, in use or being evaluated for purchase or adoption throughout the Community and Technical college system. The policy encompasses but is not limited to college websites, learning management tools, student information systems, training materials, instructional materials and assessment tools.

**Recommendations**
1. SBCTC supports the new policy on accessible technology;
2. SBCTC & WACTC review and update existing policies on accessibility;
3. Given that legal analyses have identified that individuals, colleges, and the system can be held liable for failures to provide access, we recommend that the SBCTC ratifies this document and ensures that enforcement implementation occurs through a statewide implementation work group with representatives from BAC, eLearning, DSSC, WSSSC, IC, PIC, IT etc. to develop guidelines.
4. eLearning Council and individual colleges will provide professional development to staff/faculty so that appropriate access is provided to all users of technology.

5. Quarterly updates from a designated state group advise all SBCTC councils and commissions on matters of accessibility and technology. This group will support the creation of annual work plans and monitor progress on their achievement. The same group will be responsible for making recommendations, establishing guidelines and disseminating best practices for technology accessibility.

6. SBCTC will establish a cross-council online presence to capture recommendations, resources and educational materials.
State Board members present
Shaunta Hyde, Larry Brown, Elizabeth Chen, Anne Fennessy, Wayne Martin, Jay Reich, Carol Landa-McVicker, and Phyllis Gutierrez-Kenney

Call to order and welcome
Chair Shaunta Hyde called the meeting to order at 8:15 a.m. welcomed those present, and asked for audience introductions.

Adoption of regular meeting agenda
Motion: Moved by Larry Brown and seconded by Carol Landa-McVicker and unanimously approved by the Board that the State Board adopt its March 23, 2017, regular meeting agenda as presented.

Adoption of consent agenda (Resolution 17-03-15 through 17-03-21)
Motion: Moved by Larry Brown and seconded by Phyllis Gutierrez-Kenney and unanimously approved by the Board that the State Board adopt the consent agenda for its March 23, 2017, regular meeting as presented:

a. SBCTC meeting minutes, Jan. 19, 2017
b. Bellevue College, local expenditure, student housing Resolution 17-03-15
c. Clover Park Technical College, local expenditure, sprinkler system bldg. 5 Resolution 17-03-16
d. Edmonds Community College, local expenditure, former Elks building remodel Resolution 17-03-17
e. Lower Columbia College, property acquisition, 1615 20th Avenue, Resolution 17-03-18
f. Olympic College, property acquisition, 1410 Ohio Avenue Resolution 17-03-19
g. Yakima Valley College, local expenditure authority, Grandview campus entry improvements Resolution 17-03-20
h. Yakima Valley College, local expenditure authority, property acquisition, 16th and Nob Hill retail plaza Resolution 17-03-21
ACT report

Bridget Piper, ACT president-elect reported on the following items:

- Spring conference, pre-conference trainings, guest speaker former WSAC Executive Director, Gene Sharratt, ACT Awards, Leadership dinner
- All Washington Awards Ceremony

WACTC report

Gary Oertli, WACTC president reported on the following items:

- Spring quarter will be on the system shortly
- Thanked his colleagues for their participation in the Legislative session
- Tim Stokes is the president representative on the Executive Director search committee
- All Washington Awards Ceremony
- Critical Issues Committee report coming soon from WACTC and UW about transfer data and clear pathways
- Congratulations to Pierce College on the Leah May Oster award
- Five colleges in the state received Spark awards
- Introduced David Beyer as the president elect of WACTC for 2017-18

Executive director report

Marty Brown reported on the following items:

- Approved local capital expenditures
- Parking lot, Carol requested an update with Technical Education in the high schools, joint presentation with our staff and OSPI staff.
- Cherie Berthon, Operating Budget Director, reported on the current status of the budget

Legislative update

Arlen Harris, Legislative Director, reported on the current status of corrections education, the bookstore tax issue, customized training program and the budgets.

He also reported on the excellent advocacy from our system on the legislative goals adopted by the State Board. State Board members, college presidents, college trustees, faculty and students have made several trips to Olympia, even outside of regular system meetings to advocate on behalf of our system.

Baccalaureate degree proposal – Columbia Basin College, Teacher Education

The State Board goals are “designed to raise education attainment, open more doors to education—particularly for our fast-growing adult population—and build upon our tradition of excellence.” Colleges offering applied baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest need. Through applied baccalaureate degrees, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults, and ensure community and technical colleges are affordable and accessible for students.

Columbia Basin College proposes a Bachelor of Applied Science in Teacher Education beginning fall 2018 leading to Washington Residency Teacher Certification with an endorsement in elementary education (K-8) to prepare students for teaching positions in Benton and Franklin Counties. This degree creates a pathway for para-educators, preschool teachers, and childcare providers to use their Associate of Applied Science degree in Early Childhood Education as a foundation for broader job opportunities and higher wages. By enhancing already strong institutional links with target districts (Richland, Kennewick, and Pasco) that are experiencing teacher shortages as the population increases, this program will assist in the development of teachers in high-need areas that are primarily from local diverse communities. This proposed degree would be Columbia Basin College’s seventh applied baccalaureate degree.
Student achievement update
The Student Achievement Initiative (SAI) is the performance funding system for the community and technical colleges. It has been in place since 2006 and underwent a five-year review in 2012. The review was consistent with national experts’ recommendations for continuous evaluation of performance funding systems in order to ensure the overall goals and principles are being met. In 2016 the state board and college presidents agreed to conduct another five-year review with the same goal. This is the second of a series of board updates on the progress of that review.

The next advisory committee meeting will be held April 10, 2017 where the committee will discuss possible changes to the SAI funding principles and metrics.

ctcLink report
The board received a report from Mike Scroggins, Deputy Executive Director of Information Technology, on the progress of the FirstLink and Wave One colleges. Spokane Chancellor, Christine Johnson, and Board Chair, Bridget Piper, presented on the struggles that Spokane colleges are having with ctcLink and requested that the recommendations of the Gartner report be implemented immediately. John Boesenberg, Deputy Executive Director of Business Operations, also reported on some of the fixes for both FirstLink colleges and the fact that State Board staff has planned visits to both colleges to assist them.

Shaunta Hyde, State Board Chair, asked for a review of fiscal costs for ctcLink at the next meeting in May and an email report in the interim.

Chair report
- Executive Director search update
- Appointment of nominating committee for 2017-18 State Board Officers (Jay Reich, Phyllis Gutierrez-Kenney and Elizabeth Chen). They will bring their recommendations for a vote at the May 2017 meeting.
- Executive Director search update – John Boesenberg
- State Board Approval of Resolution on Adjunct Faculty and recommendation that a Taskforce be convened to review the Best Practices.

Motion: Moved by Larry Brown and seconded by Phyllis Gutierrez-Kenney and unanimously approved by the Board that the State Board adopt resolution 17-03-22 that the State Board re-commits to and continues to support the Best Practice Principles.

Open public comment
- Karrie Zylstra, Bates Technical College – Part time and adjunct faculty support
- Mike Boggess, Pierce College, Adjunct Faculty – Part time and adjunct faculty support
- Patrick Martin, Grays Harbor College – Part time and adjunct faculty support
- Tobi Rosenberg, Bellevue and Cascadia College – Part time and adjunct faculty support
- Carlos Adams, Green River and Pierce College – Part time and adjunct faculty support
- Sarah Tavis, South Puget Sound Community College – Part time and adjunct faculty support
- Lawrence White, Tacoma Community College and Highline College – Part time and adjunct faculty support

Executive session
In accordance with RCW 42.30.110(1), the Board moved from their regular meeting into executive session for the purpose of reviewing candidates for public employment. There was no action taken during the executive session. The Board reconvened into regular open session for the purpose of adjourning their regular meeting.
Adjournment/next meeting
There being no further business, the State Board adjourned its regular meeting of March 23, 2017, at 11:30 a.m. The State Board will hold its next meeting on May 10-11, 2017 at the State Board Office in Olympia.

Attest:

__________________________________________  ________________________________
Marty Brown, secretary                      Shaunta Hyde, chair
Approval of 2017-18 state board meeting dates and locations

Brief description
The State Board adopts a schedule of regular meetings each fiscal year for publication in the Washington State Register. Meetings are held approximately seven times per year on community and technical college campuses and at the State Board offices at intervals of six to eight weeks. Locations rotate among all 34 colleges, balancing visits on the east and west sides of the state. During legislative sessions, meetings are held in or near Olympia. The State Board holds its annual retreat in September.

How does this link to the System Direction, Mission Study and Policy Focus
The two-day meetings include a study session on the first day designed to provide board members with an in-depth discussion about policy issues and a regular business meeting on the second day when action items are addressed. The proposed meeting schedule is designed to align properly with the Board’s policy and budget decision-making process.

Background information and analysis
The following schedule of State Board regular meetings is proposed for 2017-18:

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>11-13, 2017</td>
<td>Skamania Lodge</td>
</tr>
<tr>
<td>October</td>
<td>25-26, 2017</td>
<td>Lower Columbia College</td>
</tr>
<tr>
<td>December</td>
<td>6-7, 2017</td>
<td>Location TBD</td>
</tr>
<tr>
<td>February</td>
<td>7-8, 2018</td>
<td>State Board Office, Olympia</td>
</tr>
<tr>
<td>March</td>
<td>28-29, 2018</td>
<td>State Board Office, Olympia</td>
</tr>
<tr>
<td>May</td>
<td>2-3, 2018</td>
<td>Location TBD</td>
</tr>
<tr>
<td>June</td>
<td>27-28, 2018</td>
<td>Location TBD</td>
</tr>
</tbody>
</table>

Recommendation/preferred result
It is recommended that the State Board adopt Resolution 17-05-22 approving its schedule of meeting dates and locations for 2017-18 for publication in the Washington State Register.

Policy Manual change Yes ☐ No ☒

Prepared by: Beth Gordon, executive assistant, 360-704-4309, bgordon@sbctc.edu
A resolution relating to the 2017-18 State Board meeting schedule.

**WHEREAS** the State Board adopts its meeting schedule for the fiscal year for publication in the *Washington State Register*;

**THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges has agreed upon the following meeting dates and locations for 2017-18:

- September 11-13, 2017 (retreat)  Skamania Lodge
- October 25-26, 2017          Lower Columbia College
- December 6-7, 2017             Location TBD
- February 7-8, 2018             State Board Office, Olympia
- March 28-29, 2018              State Board Office, Olympia
- May 2-3, 2018                   Location TBD
- June 27-28, 2018               Location TBD

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

**APPROVED AND ADOPTED** on May 11, 2017.

**ATTEST:**

Marty Brown, secretary

Shaunta Hyde, chair
Appeal Process for Major Project Scoring

Brief Description
The Presidents (WACTC) have recommended adoption of an appeal process for major project scoring to support the State Board’s 2019-21 capital budget request.

How does this link to the System Direction, Mission Study, and Policy Focus
This appeals process builds on the system’s strength and successes by advocating for capital resources through our collaborative processes.

Background Information and Analysis
On March 24, 2017, the WACTC unanimously recommended the State Board adopt the appeal process in Attachment A. The process meets the following objectives:

- Addresses concerns as fast as possible and at the lowest level possible
- Provides clear steps and reasons for appeal
- Identifies where the appeal process ends
- Has final scoring results before the State Board’s June 2018 meeting

The recommended process starts when the State Board’s Executive Director releases the preliminary scoring results.

Appeals are divided into two types so they can be addressed as fast as possible and at the lowest possible level. Appeals are due to either an administrative or qualitative error.

Administrative errors are to be addressed the State Board’s Capital Budget Director. The WACTC Capital Budget committee will collect facts and hear qualitative appeals. The committee will decide if the major project score was arrived at through an arbitrary or capricious manner and recommend corrective action.

If the appellant does not find the outcome of either an administrative or qualitative appeal to be acceptable, then the appeal can be submitted to the State Board’s Executive Director for a final decision.

If any appeal affects ranking, then the State Board’s Executive Director will release updated ranking.

Potential Questions
Is this process consistent with the State Board’s goal to build in the system’s strength and successes?

Recommendation/Preferred Result
Staff recommends approval of Resolution 17-05-23, adopting the appeal process in Attachment A for the 2019-21 major project scoring results.

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 17-05-23

A resolution relating to development of the State Board’s 2019-21 capital budget request.

WHEREAS, Washington Association of Community and Technical Colleges (WACTC) has recommended adoption of an appeals process for major project scoring to support the State Board’s 2019-21 capital budget request; and

WHEREAS, the process builds on the system’s strength and successes by advocating for capital resources through our collaborative processes; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges will use the WACTC recommended appeals process for selection of major projects to be added to the project pipeline for the 2019-21 capital budget request.

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

APPROVED AND ADOPTED on May 11, 2017.

ATTEST:

_______________________________  ______________________________
Marty Brown, Secretary                 Shaunta Hyde, Chair
Appeal Process for Results from the 2019-21 Major Project Selection

Definitions

Administrative Error: A mistake related to the process of scoring proposals. A math error on a score sheet is an example of an administrative error.

Qualitative Error: A mistake in judgement by a scorer. See arbitrary and capricious.

Arbitrary and capricious: A score that is invalid because it was made on unreasonable grounds or without proper consideration of the proposal relative to the criteria.

A. Notice of preliminary ranking
   a. Provide via email to the WACTC and BAC list-serves, at least five (5) days before release, a notice of when the preliminary rankings will be released.
   b. Preliminary rankings will be provided via email by State Board’s Executive Director upon completion of scoring.
   c. Proposers will be provided with the score sheet used to determine the score and rank of their proposal and the score and rank of all other proposals via email.

B. Initial appeal
   a. Send a description of a specific error or concern to the State Board’s Capital Budget Director, using the appeals form provided within five (5) business days of the release of preliminary rankings via email. (Please note: at no time should a proposer communicate directly with a scorer regarding the appeal)
   b. Administrative Error
      i. The college will be notified via email of a correction by State Board’s Capital Budget Director within two (2) days of receipt of an appeal.
      ii. If an error affects ranking, State Board’s Executive Director will release an updated ranking via email.
   c. Qualitative Error
      i. WACTC Capital designees shall collect relevant facts to determine if there was an arbitrary and capricious error.
      ii. WACTC Capital will convene to hear the appeal and information from fact-finding efforts within ten (10) business days of receipt of an appeal.
      iii. WACTC Capital will decide if an appeal has merits, what corrective action is required, and notify the appellant via email within two (2) business days after hearing the appeal.
      iv. If the WACTC Capital decision affects ranking, State Board’s Executive Director will release an updated ranking via email.

C. Final Appeal
   a. If previous decisions are un-acceptable to the appellant; the appellant may submit the same appeal to the State Board’s Executive Director via email with the results from the first appeal process within two (2) business days.
   b. State Board’s Executive Director may undertake additional fact finding for up to fifteen (15) business days.
   c. State Board’s Executive Director will provide the final decision on whether there was an error that requires action and what the correction shall be within two (2) business days of completing the fact finding.
   d. If the decision affects ranking, State Board’s Executive Director will release a final ranking via email.
Centralia College – property acquisitions, 216 South Iron Street and 402 South Oak Street, Centralia, Washington

**Brief description**

Centralia College seeks to purchase the properties located at 216 South Iron Street and 402 South Oak Street in Centralia, Washington. The South Iron Street property will be used for parking and outdoor Health and Wellness program activities while the South Oak property will be used for student housing. Approximately $278,000 will be used to acquire both properties.

**How does this link to the state board goals and policy focus**

This acquisition will increase student access to post-secondary education.

**Background information and analysis**

Centralia College has identified surrounding neighborhood properties in their 20-year master plan. Strategic property acquisition is an ongoing activity as parcels become available. Both parcels are located inside the boundaries of the college’s Facilities Master Plan.

The property at 216 South Iron Street consists of 0.09 acres and an 894 square foot home built in 1930. The existing building will be razed to allow for parking and outdoor Health and Wellness program activities. The total estimated cost for this purchase is $138,000.

The property at 402 South Oak Street consists of .11 acres and a 1,005 square foot residence built in 1930. The existing building will be used for additional student housing. Future plans include razing the building and developing academic programs as envisioned in the Facilities Master Plan. The total estimated cost for this purchase is $140,000.

Any repairs, maintenance, or renovations in the future will be paid by local college funds. Approval for future local capital expenditures will be requested as needed and be consistent with State Board guidelines.

Centralia College’s vice-president of finance and administration, under delegated authority from Centralia College Board of Trustees, approved this request on April 11, 2017. See attachment A for property locations.

**Potential questions**

Is the acquisition consistent with the state board’s goal of increasing student access to post-secondary education?

**Recommendation/preferred result**

Staff recommends approval of Resolution 17-05-24, giving Centralia College authority to spend up to $278,000 in local funds for the purchase of the properties located at 216 South Iron Street and 402 South Oak Street in Centralia, Washington.

Policy manual change: Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director
(360) 704-4382, wdoty@sbctc.edu
A resolution relating to Centralia College’s request to purchase the properties located at 216 South Iron Street and 402 South Oak Street in Centralia, Washington, to be used for parking, outdoor Health and Wellness program activities, and student housing.

WHEREAS, the college has identified surrounding neighborhood properties in the campus 20-year master plan; and

WHEREAS, the purchase of the property at 216 South Iron Street will enable the college to provide additional parking and outdoor Health and Wellness program activities. The purchase of the property at 402 South Oak Street will provide student housing and future academic program facilities; and

WHEREAS, the total estimated cost of South Iron Street property is $138,000 and the South Oak Street property is $140,000; and

WHEREAS, Centralia College’s vice-president of finance and administration under delegated authority from the Centralia College Board of Trustees approved this request on April 11, 2017.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Centralia College to spend up to $278,000 in local funds to purchase the properties located at 216 South Iron Street and 402 South Oak Street in Centralia, Washington.

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

APPROVED AND ADOPTED on May 11, 2017.

ATTEST:

Marty Brown, secretary

Shaunta Hyde, chair
Proposed Acquisitions:

V 216 S Iron Street, Centralia
Parcel Number 000206000000

W 402 S Oak Street, Centralia
Parcel Number 000459000000
**Recent Acquisitions:**

A Vacate sections of Ash and Walnut streets, and two mid block alleys surrounded by college owned properties.

B 816 Centralia College Blvd, Centralia  
Parcel Number 000844000000

C 814 Centralia College Blvd, Centralia  
Parcel Number 000843000000  
Resolution 13-02-02

D 812 Centralia College Blvd, Centralia  
Parcel Number 000842000000  
Resolution 12-10-43

E 808 Centralia College Blvd, Centralia  
Parcel Number 000840000000  
Resolution 13-02-02

F 402 S King St, Centralia  
Parcel Number 000628000000  
Resolution 12-10-43

G 916 W Pear St, Centralia  
Parcel Number 000688003000  
Resolution 14-09-52

H 405 S Iron Street, Centralia  
Parcel Number 000688003000

I 115 S Washington Ave, Centralia  
Parcel Number 000134003000

J Off map, ~216 S Gold St, Centralia  
Parcel Number 003527000000  
was exchanged for K

K ~385 S Cedar St, Centralia  
Parcel Number 000799000000 & 000798002000

L 709 Centralia College Blvd, Centralia  
Parcel Number 000133001000

M 110 S King St, Centralia  
Parcel Number 000128000000  
authorized in resolution 15-10-52  
not purchased yet

N 717 Centralia College Blvd, Centralia  
Parcel Number 000131000000

O 112 S King St, Centralia  
Parcel Number 000129000000

P 114 S King St, Centralia  
Parcel Number 000130000000

Q 123 S Washington St, Centralia  
Parcel Number 000134002000

R 920 West Pear St, Centralia  
Parcel Number 000688002000

S 918 West Walnut St, Centralia  
Parcel Number 000797000000

T 0 West Walnut St, Centralia  
Parcel Number 000798003003

U 810 Centralia College Blvd, Centralia  
Parcel Number 000841000000
Clover Park Technical College – local expenditure authority for loading dock and storage facility

**Brief description**
Clover Park Technical College is seeking approval to use up to $1,200,000 in local funds to build a loading dock and warehouse storage facility next to building 23.

**How does this link to the State board goals and policy focus**
This project will build on system strength and success by maximizing capital resources.

**Background information and analysis**
Clover Park Technical College needs a loading dock and storage area when building 22 is demolished as part of the new Advanced Manufacturing Center capital project. The loading dock will be located near the back campus entrance for easy truck deliveries and adjacent to building 23 for convenient event center storage.

Estimated cost for this structure is $1,200,000. The president, with designated authority from the Clover Park Technical College Board of Trustees, approved this local capital authorization request on November 26, 2016.

**Potential questions**
Is this project consistent with the State Board’s goal of building on system strength and success?

**Recommendation/preferred result**
Staff recommends approval of Resolution 17-05-25, giving Clover Park Technical College authority to spend up to $1,200,000 in local funds for the design and construction of a loading dock and storage facility.

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 use up to $1,200,000 in local funds to design and construct a loading dock and storage facility.

WHEREAS, Clover Park Technical College will lose a loading dock and storage space when building 22 is demolished to make way for the new Advanced Manufacturing Center; and

WHEREAS, this project will construct a loading dock near the back of campus with easy access for truck deliveries and event furniture storage space adjacent to the McGavick Center (building 23); and

WHEREAS, the college president, with designated authority by the Clover Park Technical College Board of Trustees approved this local capital expenditure request on November 26, 2016.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Clover Park Technical College to spend up to $1,200,000 in local funds for design and construction of a loading dock and storage facility.

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

APPROVED AND ADOPTED on May 11, 2017.

ATTEST:

Marty Brown, secretary                                          Shaunta Hyde, chair
Grays Harbor College – Whiteside property disposal

Brief description
Grays Harbor College is requesting authority to sell the Whiteside building (UFI A08432) located at 418 1st Street in Aberdeen, Washington. Grays Harbor College Board of Trustees approved the disposal on April 21, 2015.

How does this link to the State board goals and policy focus
The sale of this property helps to build on system strengths and successes by maximizing capital resources.

Background information and analysis
The Whiteside Building located at 418 1st Street in Aberdeen, Washington was purchased in 1995 for $158,000. The most recent renovation was in 1998 with a total cost of $532,000. The current assessed value of the property is $624,000.

The Whiteside building is located downtown and away from the main campus. It provided the Transition Programs services until those programs were relocated on the main campus. This building has been vacant for a few years.

Consistent with State Board policy 6.40, Grays Harbor College is working with Department of Enterprise Services Real Estate Services to administer the sale. Proceeds from the sale of this property will be used for future capital improvements on campus. Disposal of the property was approved by Grays Harbor Board of Trustees on April 21, 2015.

Potential questions
Is this project consistent with the State Board’s goal of building on system strengths and successes?

Recommendation/preferred result
Staff recommends approval of Resolution 17-05-26, giving Grays Harbor College authority to sell the property at 418 1st Street in Aberdeen, Washington known as the Whiteside Building (UFI A08432).

Policy manual change: Yes □ No ☒

Prepared by: Wayne Doty, capital budget director
(360) 704-4382, wdoty@sbctc.edu
A resolution relating to Grays Harbor College’s request to sell the Whiteside Building (UFI A08432) located at 418 1st Street in Aberdeen, Washington

WHEREAS, Grays Harbor College previously used this building for the Transitions program. It is located downtown and not on campus property; and

WHEREAS, the building is currently vacant with no plans for future use; and

WHEREAS, Grays Harbor College Board of Trustees approved the sale of this property on April 21, 2015; and

WHEREAS, Department of Enterprise Services Real Estate Services will administer the sale;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Grays Harbor College to sell the property at 418 1st Street in Aberdeen, Washington known as the Whiteside building (UFI A08432).

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

APPROVED AND ADOPTED on May 11, 2017.

ATTEST:

Marty Brown, secretary  Shaunta Hyde, chair
Green River College – local expenditure authority for Phase 2 of student affairs and success building improvements

**Brief description**
Green River College is seeking approval to use up to $3,750,000 in local funds for Phase 2 of the student affairs and success center renovation.

**How does this link to the State board goals and policy focus**
This project will promote student achievement and success by relocating student services.

**Background information and analysis**
Green River College received local capital expenditure authority of $4,100,000 for Phase 1 of this project in State Board resolution 15-12-58. The project was planned to be done in three phases.

The college is now ready to move forward with Phase 2 of the student affairs and success center remodel. This phase will relocate student services, campus safety administration, and administrative office space.

Estimated cost for Phase 2 of this project is $3,750,000. The Green River Board of Trustees approved this local capital authorization request on March 18, 2017.

**Potential questions**
Is this project consistent with the State Board’s goal of promoting student achievement and success?

**Recommendation/preferred result**
Staff recommends approval of Resolution 17-05-27, giving Green River College authority to spend up to $3,750,000 in local funds toward Phase 2 renovation of the student affairs and success center.

Policy manual change: Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director
(360) 704-4382, wdoty@sbctc.edu
A resolution relating to Green River College’s request to use up to $3,750,000 in local funds for Phase 2 of student affairs and success center remodel.

WHEREAS, Green River College received local capital expenditure authority of $4,100,00 in Resolution 15-12-58 for Phase 1 of this three-phase project; and

WHEREAS, Phase 2 of the student affairs and success center remodel will relocate student services, campus safety, and administrative offices with an estimated cost of $3,750,000; and

WHEREAS, the Green River Board of Trustees approved this local capital expenditure authorization request on March 18, 2017.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Green River College to spend up to $3,750,000 in local funds for Phase 2 renovation of the student affairs and success center.

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

APPROVED AND ADOPTED on May 11, 2017.

ATTEST:

Marty Brown, secretary

Shaunta Hyde, chair
Olympic College – local expenditure authority increase for CenCom building remodel

**Brief description**
Olympic College is seeking approval to use an additional $800,000 in local funds for the purchase of equipment and renovation of the CenCom building at 1720 Warren Avenue on the Bremerton campus for the Electrical Engineering program.

**How does this link to the State board goals and policy focus**
This project will increase student access to post-secondary education.

**Background information and analysis**
Olympic College and Washington State University are working in partnership to offer an Electrical Engineering program on the Olympic College campus in Bremerton, Washington. The CenCom building has been purchased and renovations are underway. Construction contracts are higher than originally estimated and specific equipment needs are greater than originally planned for.

In resolution 16-03-06 the State Board approved up to $1,036,000 in local capital expenditures for the purchase and renovation of this property at 1720 Warren Avenue.

The Washington State University will reimburse Olympic College for all but $85,000 of the renovation costs.

Olympic College’s president, under delegated authority of the college board of trustees, authorized the additional expenditure request on March 3, 2017.

**Potential questions**
Is this project consistent with the State Board’s goal of increasing access to post-secondary education?

**Recommendation/preferred result**
Staff recommends approval of Resolution 17-05-28, giving Olympic College authority to spend an additional $800,000 in local funds toward the renovation and equipment purchases for the CenCom building.

Policy manual change: Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director
(360) 704-4382, wdoty@sbctc.edu
A resolution relating to Olympic College’s request to use an additional $800,000 in local funds to renovate and purchase equipment for the Electrical Engineering program in the CenCom building.

WHEREAS, Olympic College was given local capital expenditure authority of $1,036,000 in resolution 16-03-06 for the purchase and renovation of the property at 1720 Warren Avenue and 914 17th Street in Bremerton, Washington; and

WHEREAS, actual construction contracts are higher than estimated and specific program equipment has been identified increasing the total project cost to $1,836,000; and

WHEREAS, Olympic College’s president under delegated authority of the Board of Trustees approved the additional expenditure request March 3, 2017;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Olympic College to spend an additional $800,000 in local funds for renovation and equipment purchases relating to the CenCom building.

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

APPROVED AND ADOPTED on May 11, 2017.

ATTEST:

_______________________________  ________________________________
Marty Brown, secretary         Shaunta Hyde, chair
Olympic College – local expenditure authority increase for Shelton Welding program building construction

**Brief description**
Olympic College is seeking approval for an additional $300,000 in local expenditure authority for the construction of a Welding program shop building on the Shelton campus.

**How does this link to the State board goals and policy focus**
This project will increase student achievement and success by providing facilities that deliver high-demand professional-technical programs.

**Background information and analysis**
Olympic College is constructing a 3,000 square foot building for the welding program to replace space that was previously leased.

In resolution 16-05-11 the State Board approved up to $1,300,000 in local capital expenditure authority for this project. Construction contracts are higher than estimated and the project is now expected to cost $1,600,000.

Olympic College’s president, with delegated authority from the college board of trustees, authorized the additional expenditure request for this project on March 3, 2017.

**Potential questions**
Is this project consistent with the State Board’s goal of increasing student achievement and success and closing skill gaps within the workforce?

**Recommendation/preferred result**
Staff recommends approval of Resolution 17-05-29, authorizing Olympic College to spend an additional $300,000 in local funds toward the construction of the welding program building on the Shelton campus.

Policy manual change: Yes ☑ No ☐

Prepared by: Wayne Doty, capital budget director
(360) 704-4382, wdoty@sbctc.edu
A resolution relating to Olympic College’s request for an additional $300,000 in local expenditure authority to construct the Welding program building on the Shelton campus.

**WHEREAS,** Olympic College was authorized $1,300,000 in local capital expenditures in resolution 16-05-11 for the construction of a 3,000 square foot welding program building; and

**WHEREAS,** actual construction contracts are higher than estimated and the total project cost is now expected to be $1,600,000; and

**WHEREAS,** Olympic College’s president under delegated authority of the Board of Trustees approved the additional expenditure request March 3, 2017;

**THEREFORE BE IT RESOLVED,** that the State Board for Community and Technical Colleges authorizes Olympic College to spend an additional $300,000 in local funds for construction of the welding program building on the Shelton campus.

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

**APPROVED AND ADOPTED** on May 11, 2017.

**ATTEST:**

Marty Brown, secretary  
Shaunta Hyde, chair
Skagit Valley College – local expenditure authority increase for soccer field improvements

**Brief description**
Skagit Valley College is seeking approval to use an additional $725,000 of local funds for design and construction of the soccer field improvements.

**How does this link to the State board goals and policy focus**
Students and community members will benefit from the soccer field improvements by providing increased access to college facilities and educational opportunities.

**Background information and analysis**
Skagit Valley College Board of Trustees approved athletic field improvements in their November 2013 master plan.

State Board resolution 16-11-58 previously approved local capital expenditure authority not to exceed $1,500,000.

Consultant services and construction costs are higher than originally estimated. The project is now expected to cost $2,225,000.

**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 17-05-30, giving Skagit Valley College authority to spend up to $725,000 in local funds toward the design and construction of the soccer field improvements.

Policy manual change: Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director
(360) 704-4382, wdoty@sbctc.edu
A resolution relating to Skagit Valley College’s request to use up to $725,000 in local funds for design and construction of the soccer field improvements.

WHEREAS, Skagit Valley College has been given local capital expenditure authority to spend up to $1,500,000 in resolution 16-11-58 for this project; and

WHEREAS, actual consultant services and construction costs are higher than estimated; and

WHEREAS, the total project cost is now estimated to be $2,225,000; and

WHEREAS, Skagit Valley College’s Board of Trustees approved the expenditures for soccer field improvements as part of their November 2013 master plan.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Skagit Valley College to spend up to $725,000 in local funds for design and construction of the soccer field improvements.

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

APPROVED AND ADOPTED on May 11, 2017.

ATTEST:

_______________________________  ______________________________
Marty Brown, secretary          Shaunta Hyde, chair
Yakima Valley College – local expenditure authority increase for Toppenish Learning Center

Brief description
Yakima Valley College is seeking approval to use an additional $81,000 in local funds to complete the Toppenish Learning Center project.

How does this link to the State board goals and policy focus
This project will improve access to post-secondary education.

Background information and analysis
Yakima Valley College Board of Trustees approved construction of the new Toppenish Learning Center on October 9, 2014.

In resolution 14-10-64 the State Board previously approved local capital expenditure authority up to $2,500,000 for this project.

Consultant services and construction costs are higher than estimated. Equipment purchases were reduced in order to keep total expenditures down. The project is nearing completion and the total cost is now expected to be $2,581,000.

Potential questions
Is this project consistent with the State Board’s goal of increasing access to post-secondary education?

Recommendation/preferred result
Staff recommends approval of Resolution 17-05-31, giving Yakima Valley College authority to spend an additional $81,000 in local funds toward the construction of the 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 College’s request to use an additional $81,000 in local funds to complete the construction of the Toppenish Learning Center.

WHEREAS, Yakima Valley College’s Board of Trustees approved expenditures for construction of the new Toppenish Learning Center on October 9, 2014;

WHEREAS, the State Board approved local capital expenditures up to $2,500,000 in resolution 14-10-64 for this project; and

WHEREAS, actual consultant services and construction costs are higher than estimated; and

WHEREAS, the total project cost is now estimated to be $2,581,000; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Yakima Valley College to spend an additional $81,000 in local funds for construction of the Toppenish Learning Center.

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

APPROVED AND ADOPTED on May 11, 2017.

ATTEST:

Marty Brown, secretary

Shaunta Hyde, chair
Consideration of baccalaureate degree proposals

Brief description
In September 2014, the State Board for Community and Technical Colleges adopted a revised approval process, selection criteria and application materials for community and technical colleges seeking to offer an applied baccalaureate program. The final step in the approval process requires State Board action on the college’s application to offer the proposed applied baccalaureate degree. – The Board heard these colleges’ initial presentations in September 2016.

How does this link to the State Board goals and policy focus
State Board goals are “designed to raise education attainment, open more doors to education—particularly for our fast-growing adult population—and build upon our tradition of excellence.” Colleges offering applied baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest need. Through this, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults, and ensure community and technical colleges are affordable and accessible for students. The following three goals are addressed through the approval process of applied baccalaureate degree programs:

• Promoting student achievement and success by increasing the number of applied baccalaureate degrees conferred
• Increasing access to post-secondary education by enrolling more underrepresented, first generation and adult students, active military, veterans and their dependents and develop means to attract former students needing credits for degrees, certificates, or credentials
• Building on the system’s strength and successes: by ensuring balance among mission areas: basic skills, workforce, transfer and applied baccalaureate

Background information and analysis
1a) Cascadia College – BAS in Information Technology Application Development
Cascadia College proposes a Bachelor of Applied Science degree in Information Technology Application Development-Mobile Platforms beginning fall quarter 2018 and intended to address the distinct workforce needs of its region. A student graduating from the BAS IT Application Development degree program will have career options in a wide variety of organizations including governmental agencies, non-profits and private sector employers inside and outside of the information technology sectors. The mobile platforms program would build on programming and design experience, adding specific knowledge and skills integral to mobile platform development including portable user interface design, localization, cross-platform experience, API development, monetization, along with specific app testing, deployment and quality assurance over multiple release cycles. This proposed degree would be Cascadia College’s second applied baccalaureate degree.

1b) Lake Washington Institute of Technology – BAS in Behavioral Healthcare
Lake Washington Institute of Technology (LWTech) proposes a Bachelor of Applied Science degree in Behavioral Healthcare beginning fall quarter 2017 and building off of LWTech’s associate level degree in social and human services. This degree will prepare students for employment as professionals specializing in behavioral healthcare integration the field of social and human services, with special focus on employment with institutions providing support for clients with substance use disorders and mental health concerns. The disciplines of community mental health care and chemical dependency counseling have merged, creating the newly integrated discipline of behavioral healthcare and will
subsequently become a co-located allied partner with primary care medicine, especially within public-sector healthcare. The proposed degree would be LWTech’s seventh applied baccalaureate degree.

1c) Lake Washington Institute of Technology – BAS Funeral Services Education
Lake Washington Institute of Technology proposes a Bachelor of Applied Science degree in Funeral Services Education beginning fall of 2017. This degree will prepare graduates to enter the rapidly changing field of funeral services, with special focus on embalming skills and funeral services management. This applied baccalaureate degree will also create a pathway for students with applied associate’s degrees in funeral services education related fields to receive advanced training and earn credentials preparing them for the position of funeral service manager. The curriculum for the applied baccalaureate degree will be built around the aims, objectives and curriculum mandated by the American Board of Funeral Service Education (ABFSE), the specialized accrediting body. This proposed degree would be Lake Washington Institute of Technology’s sixth applied baccalaureate degree.

1d) Tacoma Community College – BAS in Community Health
Tacoma Community College (TCC) proposes a Bachelor of Applied Science degree in Community Health with the option for areas of specialization. The focus of this proposed degree will be on enhancing the education of current health professionals who already possess an applied associate degree in an allied health field, such as respiratory therapy, radiology technology, diagnostic medical sonography, and paramedicine. TCC will focus on community based behavioral health, population health, community based primary prevention, community based patient education (such as smoking cessation), quality improvement, cultural competence, community assessment, equality and social justice, outreach, community health system navigation and community–based public health systems. This proposed degree would be Tacoma Community College’s second applied baccalaureate degree.

1e) Yakima Valley College – BAS in Teacher Education
Yakima Valley College is proposing to develop a Bachelor of Applied Science in Teacher Education with teacher certification and early childhood (P-3) and elementary (K-8) endorsements beginning fall 2018. This proposed degree is a concerted effort by Yakima Valley College, Education Service District 105 and local school districts to respond to the teacher and substitute shortage in the college’s service district and provide a pathway to a baccalaureate degree with teacher certification for place-bound working adults already working in the K-12 system and school districts needing to meet the teacher and substitute teacher shortages. The proposed Bachelor of Applied Science in Teacher Education degree will also provide a pathway toward certification for students enrolled in feeder Associate in Applied Science degrees in early childhood education, early childhood education preschool special education option and para-educators. Yakima Valley College is also working with the Professional Educators Standards Board (PESB) to become an approved teacher certification program in Washington state. This proposed degree would be Yakima College’s fourth applied baccalaureate degree.

Potential questions
- Do these degrees meet criteria established by the State Board for Community and Technical Colleges?
Recommendation/preferred result

These proposals meet criteria established by statute and board policy based on staff review and feedback from peer reviewers from the community and technical college system. Staff recommends State Board action on the following:

- Resolution 17-05-32 approving Cascadia College’s Bachelor of Applied Science in Information Technology Application Development
- Resolution 17-05-33 approving Lake Washington Institute of Technology’s Bachelor of Applied Science in Behavioral Healthcare
- Resolution 17-05-34 approving Lake Washington Institute of Technology’s Bachelor of Applied Science in Funeral Services Education
- Resolution 17-05-35 approving Tacoma Community College’s Bachelor of Applied Science in Community Health
- Resolution 17-05-36 approving Yakima Valley College’s Bachelor of Applied Science in Teacher Education

Policy Manual change Yes ☐ No ☒

Prepared by: Joyce Hammer, transfer education director
360-704-4338, jhammer@sbctc.edu
A resolution to approve Cascadia College’s application to offer a Bachelor of Applied Science in Information Technology Application Development degree upon recommendation of the State Board for Community and Technical Colleges staff.

WHEREAS, Engrossed Second Substitute House Bill 2483, passed by the 2012 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve all applied bachelor’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 State Board for Community and Technical Colleges staff found that Cascadia College’s application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves the recommendation to authorize Cascadia College’s Bachelor of Applied Science in Information Technology Application Development.

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

APPROVED AND ADOPTED on May 11, 2017.

ATTEST:

Marty Brown, secretary

Shaunta Hyde, chair
A resolution to approve Lake Washington Institute of Technology’s application to offer a Bachelor of Applied Science in Behavioral Healthcare degree upon recommendation of the State Board for Community and Technical Colleges staff.

WHEREAS, Engrossed Second Substitute House Bill 2483, passed by the 2012 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve all applied bachelor’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 State Board for Community and Technical Colleges staff found that Lake Washington Institute of Technology’s application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves the recommendation to authorize Lake Washington Institute of Technology’s Bachelor of Applied Science in Behavioral Healthcare.

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

APPROVED AND ADOPTED on May 11, 2017.

ATTEST:

_______________________________                    ________________________________
Marty Brown, secretary                               Shaunta Hyde, chair
A resolution to approve Lake Washington Institute of Technology’s application to offer a Bachelor of Applied Science in Funeral Services Education degree upon recommendation of the State Board for Community and Technical Colleges staff.

WHEREAS, Engrossed Second Substitute House Bill 2483, passed by the 2012 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve all applied bachelor’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 State Board for Community and Technical Colleges staff found that Lake Washington Institute of Technology’s application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves the recommendation to authorize Lake Washington Institute of Technology’s Bachelor of Applied Science in Funeral Services Education.

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

APPROVED AND ADOPTED on May 11, 2017.

ATTEST:

Marty Brown, secretary

Shaunta Hyde, chair
A resolution to approve Tacoma Community College’s application to offer a Bachelor of Applied Science in Community Health degree upon recommendation of the State Board for Community and Technical Colleges staff.

WHEREAS, Engrossed Second Substitute House Bill 2483, passed by the 2012 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve all applied bachelor’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 State Board for Community and Technical Colleges staff found that Tacoma 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 to authorize Tacoma Community College’s Bachelor of Applied Science in Community Health.

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

APPROVED AND ADOPTED on May 11, 2017.

ATTEST:

_______________________________    ______________________________
Marty Brown, secretary            Shaunta Hyde, chair
A resolution to approve Yakima Valley College’s application to offer a Bachelor of Applied Science in Teacher Education degree upon recommendation of the State Board for Community and Technical Colleges staff.

WHEREAS, Engrossed Second Substitute House Bill 2483, passed by the 2012 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve all applied bachelor’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 State Board for Community and Technical Colleges staff found that Yakima 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 to authorize Yakima Valley College’s Bachelor of Applied Science in Teacher Education

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

APPROVED AND ADOPTED on May 11, 2017.

ATTEST:

Marty Brown, secretary

Shaunta Hyde, chair
Legislative update

Brief description
The State Board will be briefed on the status of the 2017 legislative session including priority legislation and progress toward reaching key priorities for the community and technical college (CTC) system.

How does this link to the State Board goals and policy focus
Creating a robust advocacy plan that identifies targeted, key messages throughout the legislative session and supports the 2017 SBCTC legislative agenda approved by the board in November 2016:

- **Corrections Education (SB 5069/ HB 1129):** Legislative policy request
  - National research shows that prison education reduces recidivism rates and frees public funds for other important priorities. A statutory change was needed to allow the use of state funds for academic degree programs within corrections institutions.
  - SB 5069 authorizing workforce related associates degrees in our correctional institutions was signed into law by Governor Inslee on April 25th and goes into effect on July 23, 2017.

- **Bookstore Tax Issue (SB 5677/ HB 1913):** Legislative policy request
  - A number of colleges contract with for-profit vendors to operate bookstores. The Department of Revenue has issued decisions stating this arrangement would be subject to leasehold excise tax. A statutory change is necessary to clarify that contracts with vendors are for services, not for commercial enterprise.
  - HB 1913 passed House March 8 on a 86 – 11 vote
  - HB 1913 Passed Sen. Higher Ed on March 28 and was referred to Ways & Means
  - HB 1913 returned to House Rules for Special Session on April 23
  - We will continue to push for passage of this legislation in the special session.

- **Customized Training Program (HB 1103/ SB 5381)**
  - The Customized Training Program was set to sunset on July 1, 2017. A request to the legislature was necessary to extend or lift the sunset.
  - HB 1130 eliminated the sunset clause, made the program permanent and was signed into law by Governor Inslee on April 17 and goes into effect on June 30, 2017

- **Other bills passed legislature**
  - SB 5640 – Technical College High School Diploma Programs
    - Signed by Governor Inslee on April 20
  - HB 1375 – Providing CTC students with information on course material costs
    - Signed by Governor Inslee on April 21
  - SB 5347 - Expanding WorkFirst training eligibility from 12 to 24 months
    - Signed by Governor Inslee on April 27, 2017

- **Sustainable Operating Budget ($200 million):**
  - The 2017-19 operating budget request is designed to produce the diverse talent pool needed to fill thousands of jobs and grow Washington State’s economy. New investments would increase completion and retention rates, producing over 15,000 additional degrees and certificates over the next two years. A revenue forecast is coming out on March 16.
The funding requests include:

- Guided Pathways
- MESA Expansion
- I-BEST
- Opportunity Grants
- Investments in College Faculty and Staff
- Campus Safety

SBCTC also supports the WSAC request for a fully funded State Need Grant.

The Executive Director has sent a letter to Senate and House leadership outlining differences between the House and Senate Operating Budgets which includes requests for final outcomes. (Attachment A)

**Capital Request ($338 million):**

- Funding our complete capital budget request would ease a backlog of projects so more students could learn in modern, well-maintained buildings that meet their educational needs. Every college would receive funding to maintain, repair and make minor improvements to existing facilities.
- The Executive Director has sent a letter to Senate and House leadership outlining differences between House and Senate Capital Budgets which includes requests for final outcomes, (Attachment B)

**Background information and analysis**

To assist with meeting legislative goals adopted by the CTC system, a coordinated advocacy plan has been launched. In addition, there are multiple ways in which the CTC system is impacting legislative issues.

The legislative session began Monday, Jan. 9 and adjourned Sine Die on April 23 without agreed upon Operating and Capital Budgets. Governor Inslee called the legislature into special session beginning April 24 to work on resolving McCleary and negotiating those budgets. The CTC system is conducting legislative outreach on multiple levels and in a variety of ways. We have renewed interest in participation from presidents, trustees and board members which is appreciated.

- **Testimony:** CTC representatives presented before legislative committees multiple times regarding issues such as the Governor’s and legislative budget proposals, an overview of the CTC system and legislative priorities as well as the CTC students’ legislative priorities.
- **Meetings:** In addition to members of the state board, the executive director and legislative director, college representatives and CTC students met with legislators to discuss the system’s legislative priorities and to promote the value of a college education as a critical step in strengthening the state’s economy and workforce.
- **Monitoring legislation:** SBCTC Government Relations and policy staff monitored a number of bills that impact our colleges and service delivery in a variety of ways.
- **System communication:** A number of efforts to communicate, at least weekly during session, were used by the SBCTC Government Relations and Communication teams:
  - Thursday Legislative Strategy meeting
    - State Board Staff
  - Friday Joint Legislative Committee call
- Leadership from the State Board, WACTC, ACT, and key State Board Staff
  - Friday WACTC call
  - Friday WACTCSA Call (new 2017)
    - Led by student interns
  - Friday FACTC Call (new 2017)
    - Organized by SBCTC staff and legislative team
  - Tuesday lunch with representatives from WEA and AFT (new 2017)
  - Weekly Legislative News blog
    - Produced by SBCTC communication team
      - Student perspective by legislative interns (new 2017)
  - Social Media – Facebook, Twitter

- **System participation**: State Board Members, College Presidents, College Trustees, College Faculty, and Students have made several trips to Olympia outside of regular system meetings to advocate on behalf of the State Board legislative agenda
  - Over 60 trips to Olympia
  - Increased conversation with members of the legislature has not gone unnoticed

- **Legislative Interns**: The legislative internship program has ended with the end of the winter academic quarter. Interns assisted in coordinating legislative visits. Interns participated in some meetings with legislators and testified in front of legislative committees with the student perspective on several bills and on behalf of the CTC Student Association.

- **Special Session**: We continue to meet and communicate with legislators about the financial needs of the Community and Technical College System. We need board members, presidents, trustees and students to continue this advocacy effort until the legislature finally adjourns.

**Potential questions**

- Does the State Board have feedback or questions about progress towards meeting system wide legislative goals?

**Recommendation/preferred result**

The State Board will provide feedback as to adequate information sharing and agenda support.

Policy Manual Change Yes ☐ No ☒

Prepared by: Arlen Harris, legislative director
360-704-4394, aharris@sbctc.edu
April 12, 2017

The Washington state community and technical college system appreciates the investments in higher education made in the Senate and House budgets. Thank you for recognizing the work our community and technical colleges do to educate our residents and prepare them for the workforce of the 21st century. As you begin to conference on the budget, we respectfully request that you consider the following issues vital to the community and technical college system:

- **Fully fund collective bargaining agreements, faculty compensation and benefit increases** – Community and technical college faculty and employees are the key to our success. Our colleges struggle to recruit and retain faculty when our wages are some of the lowest in higher education. We ask that compensation and benefit increases prescribed in the budget be funded without reliance on tuition or one-time funds as these sources are frozen or already committed to other campus operations. One-time, local fund balances cannot sustain ongoing costs for faculty increments as is provided in the House budget. Furthermore, overreliance on local fund sources limits our colleges’ ability to meet the needs of their local communities.

- **Do not cut state-funding and proportionately reduce waivers for needy students** – Nearly half of the students at our colleges are low-income and many are working adults with families. While the policy in the Senate budget appears to reduce waivers by a small percentage, the majority of our waivers are mandatory and cannot be waived. This policy results in a 45 percent reduction in discretionary waivers and impacts more than 11,000 students who will not receive those waivers, including low-income students who qualify for, but do not receive, the State Need Grant, veterans and law enforcement officers.

- **Preserve education and financial aid for WorkFirst students** – The $27 million reduction to SBCTC’s WorkFirst program in the Senate budget is an 85 percent cut to the program at the same time a policy bill is moving through the Legislature to increase WorkFirst education...
possibilities to two years. All vocational education, financial aid and work study funding for WorkFirst students at the community and technical colleges would be eliminated. Drastically reducing educational opportunities for parents on WorkFirst will not help move them out of poverty.

- **Opportunity Grant & State Need Grant** – We have questions about replacing state funding for the Opportunity Grant program with federal funds from the TANF/WorkFirst spending plan. We are uncertain whether federal funding can be used for this vocational grant program and to what degree program eligibility guidelines would have to be changed. Additionally, we continue to support full funding for the State Need Grant.

- **Continue funding OFM with State Funds** – Converting OFM to a central service agency is effectively shifting a significant share of their cost onto local funds. In our case, over $400,000 per year would be passed on to students through charges to the tuition account. These funds would be diverted away from instruction and educational programs that directly serve students.

- **Avoid shifting state maintenance and operations costs onto building accounts** - Building fees are paid by students for repair and preservation of existing facilities. Funding M&O out of local building accounts limits our ability to fund minor projects and further delays our ability to address needed facility modernization and improvements.

- **Student success is our highest priority** – Funding for our Guided Pathways initiative, I-BEST and MESA allows us to build on nationally-recognized, evidenced based practices to ensure more students attain their credentials and go on to well-paid work.

We recognize the challenging budget environment you face. Thank you for your consideration.

Sincerely,

Marty Brown
Executive Director

Cc: House and Senate Members
State Board Members
Community and Technical College Chancellors and Presidents
David Schumacher, Director, Office of Financial Management
Michele Alishahi, Senate Ways and Means Committee Staff
Lily Sobolik, House Appropriations Committee Staff
Jim Crawford, Office of Financial Management
Breann Boggs, Office of Financial Management
Scott Merriman, Office of Financial Management
Arlen Harris, State Board for Community and Technical Colleges
April 12, 2017

The Washington State community and technical college system understands the difficult capital budget decisions that you face. We appreciate the fact that you value the work we do to educate our residents and prepare them for the workforce of the 21st century. Thank you for recognizing the significant role our community and technical colleges have in maintaining and improving our state’s economic prosperity.

The investments made in both the House and Senate capital budgets will strengthen our ability to prepare students for family wage jobs and respond to emerging employer needs. With that in mind, we respectfully submit the following for your consideration:

- We appreciate that both the House and Senate proposals follow our system’s priority list for capital projects. Our 34 community and technical colleges go through an exacting, highly competitive process to prioritize this list of projects.
- We are thankful that the both proposals found a creative way to fund the construction-phase of the Clover Park Center for Advanced Manufacturing Technologies project.
- We, of course, are disappointed that neither proposal was able to fund our entire list.
- We do greatly appreciate that both budgets include all of the authorities requested for alternative funding with local resources.
- Please consider funding at the House’s proposed level plus the predesigns for the remaining five design-phase requests. This would allow these much needed projects to move forward.

Thank you for your consideration.

Sincerely,

Marty Brown
Executive Director

Cc: House and Senate Members
State Board Members
Community and Technical College Chancellors and Presidents
David Schumacher, Director, Office of Financial Management
Michele Alishahi, Senate Ways and Means Committee Staff
Christine Thomas, House Capital Committee Staff
Jim Crawford, Office of Financial Management
Justin Rogers, Office of Financial Management
Student achievement initiative review progress report

Brief description
The Student Achievement Initiative (SAI) is the performance funding system for the community and technical colleges. It has been in place since 2006 and underwent a five-year review in 2012. The review was consistent with national experts’ recommendations for continuous evaluation of performance funding systems in order to ensure the overall goals and principles are being met. In 2016 the State Board and college presidents agreed to conduct another five-year review with the same goal. This is the second of a series of Board updates on the progress of that review.

How does this link to the State Board goals and policy focus
The Student Achievement Initiative is the guiding framework for the Boards’ goals around student success. SAI emphasizes student momentum for college success by both building college readiness (such as basic skills gains and completion of developmental education) and earning college credits, including college math. In this way, SAI captures critical educational gains made by all students, from those who come in the least prepared to those who are college ready. This progressive continuum of points recognizes the system’s strategic goal of increased educational attainment for all residents by supporting the key milestones that students make along the way to completion, as well as completion.

Background information and analysis
A system advisory committee tasked with this review is comprised of three presidents each from WACTC educational services and operating budget committees; the instruction, student services, research and planning, and business affairs commissions; and state board staff. The review is separated into two phases with an evaluation of the achievement points first and the funding metric second. The recommendations for revisions to the metrics adopted by the advisory committee on March 6, 2017 are listed below in item III.

I. Overall Principles for Accountability and Performance Funding:
   • The initiative supports improved educational attainment for students, specifically degree and certificate completion.
   • The initiative allows colleges flexibility and supports innovation to improve student achievement according to their local needs.
   • The initiative accounts for opportunity gaps for underrepresented students and provides incentive for colleges to focus on closing the achievement gap.

II. Principles for Measurement:
   • Performance measures recognize students in all mission areas and reflect the needs of the diverse communities served by colleges.
   • Performance measures must measure incremental gains in students’ educational progress irrespective of mission area.
   • Measures are simple, understandable and reliable points in students’ educational progress.
   • Measures focus on student achievement improvements that can be influenced by colleges.
III. Recommended revised metrics:

1. **Equity:** low-income, basic skills, and historically underrepresented students of color receive an additional point at the completion of the first 15 college credit milestone and at degree or apprenticeship attainment. The extra point is duplicative if students are a member of more than one of the historically underrepresented groups listed above.

2. **Basic skills:** revise basic skills points to reflect a greater emphasis on completion of critical milestone achievement and transition to college level work in this mission area.
   a. Federal level gains, completion of high school diploma or GED
   b. Transition to college level coursework in alignment with Ability to Benefit

3. **Precollege math and English:** shift the incentive from completion of the precollege sequence to completion of the associated college gatekeeper courses of math and English.
   a. Students beginning in precollege math and English receive a point after completing associated college level course within a year
   b. A new point for college level English/Communication is added for all students

At the April 10th, 2017 meeting, the advisory group reviewed and recommended edits to the principles for performance funding (item IV) and began a review of the analysis of the problem statements. The goal of the analysis was to identify if the recommended changes to the metrics reflected the principles and if there were any unintended consequences. The key findings from the analysis are listed under each problem statement in item V below.

IV. Principles for performance funding

- Colleges are allocated funding for efficiency and productivity in student achievement.
- Colleges are treated fairly and consistently with recognition of varying student demographics, program mix and college characteristics.
- Performance funding rewards student success and becomes a resource for adopting and expanding practices leading to further success.
- The amount of performance funding is balanced between providing significant incentive without undermining the college’s ability to impact student success.

V. Problem Statement Questions to Consider:

1. *Should underrepresented students be given extra weight in the SAI funding model?*
   - The extra points at the first 15 credits and degree/apprenticeship completion helps colleges who serve a high percentage of historically underrepresented populations.
   - This focus aligns with the overarching principles of raising educational attainment (specifically degree and certificate completions) and closing the achievement gap.

2. *Should all students count in SAI, or should it be limited to state funded students only?*
   - Running Start students, who make up nearly all of the non-state funded students in SAI, earn more points per student than other student groups. This is emphasized in the new metrics as
the focus shifts more towards college level points (especially college-level English/Communication).

- Counting all students aligns with the goal of raising educational attainment for all Washingtonians. It also recognizes the effort and resources that are expended to support non-state supported students with state funds.
- However, the potential overweight of dual enrollment in the new metrics conflicts with the goal of increasing emphasis and incentive for serving more underprepared students. In addition, any increases in SAI funding will shift more money to colleges serving more non-state funded students in SAI.
- If all non-state funded students were removed from the current student achievement funding model, there would be a significant immediate impact to colleges with large populations of these students.

3. Is efficiency, represented by points per student, an appropriate element of the SAI funding model? Is the amount of funding dedicated to completions significant enough? What is the impact to colleges with large populations of underrepresented students when completion value is increased?

- Points per student helps to balance the size-based impact of total points and completions. However, because the outcome is not related to the number of students served, the total SAI results in a larger per student funding value for smaller colleges. Consequently, lowering the amount of points per student funding would shift money from the smaller colleges back to the larger colleges relative to the current model.
- There is interest in increasing the amount of performance funds dedicated to completions as reflected in the overall principles. When the portion of SAI funding for completions is increased with comparable decreases to the funding for total points and points per student, there is a modest positive effect on colleges with large populations of underrepresented students without having a significant effect on smaller colleges.

4. Is the overall amount of funding dedicated to SAI significant enough (State Board priority)?

- Increasing the amount of performance funding in the allocation model would require some changes to the current methodology in order to avoid favoring colleges for reasons unrelated to performance.
  - There are non-state-funded students in SAI who are not represented in the enrollment portion of the allocation, so performance funding would need to be limited to state funded students to be most similar to any enrollment funding being replaced.
  - A limit for the amount of points per student funding would be necessary to not unevenly favor smaller colleges. The points per student funding in SAI currently makes up part of the base funding in the allocation model that does not depend on the number of students served. Points per student funding would need to stay close to its current level (2.25% of the total allocation) to not significantly redistribute money between the larger colleges and the smaller colleges.
The next meeting will be May 22, 2017 where the group will finalize recommendations for changes to the funding metrics to bring to WACTC for a first reading at their June meeting.

**Potential questions**

- Are there any issues or concerns regarding the Student Achievement Initiative funding metrics that have not been addressed so far in this review that the Board would like to see studied?
- What feedback does the board have for the SAI advisory committee regarding increasing the amount of funding for performance?

**Recommendation/preferred result**

The goal is that the Board provide input for the review to ensure policy priorities are reflected in the revision of the performance funding system.

Policy Manual Change Yes ☐ No ☒

Prepared by: Darby Kaikkonen, policy research director
360-704-1019, dkaikkonen@sbctc.edu
2017 Student Achievement Review Advisory Committee:
System Update of Performance Funding Discussion

April 25, 2017

Prepared by Darby Kaikkonen, SBCTC Policy Research Director
Recommended changes to achievement points

- **Equity**: low-income, basic skills, and historically underrepresented students of color receive an additional point at the completion of the first 15 college credit milestone and at degree or apprenticeship attainment.

- **Basic skills**: Federal level gains, completion of high school diploma or GED. Transition to college level coursework in alignment with ability to benefit.

- **Precollege math and English**: Students beginning in precollege math and English receive a point after completing associated college level course within a year. A new point for college level English/Communication is added for all students.
Current achievement points with no changes

- First 15 college-level credits
- First 30 college-level credits
- 45 credits in workforce or transfer pathways
- Quantitative course credit
- Completion
- Retention

Current or prior basic skills students receive a bonus point for every achievement point earned beyond basic skills
Overall Principles for Accountability and Performance Funding:

- The initiative supports improved educational attainment for students, specifically degree and certificate completion.
- The initiative allows colleges flexibility and supports innovation to improve student achievement according to their local needs.
- The initiative accounts for opportunity gaps for underrepresented students and provides incentive for colleges to close the achievement gap.
Principles for performance funding

- Colleges are allocated funding for efficiency and productivity in student achievement.
- Colleges are treated fairly and consistently with recognition of varying student demographics, program mix and college characteristics.
- Performance funding rewards student success and becomes a resource for adopting and expanding practices leading to further success.
- The amount of performance funding is balanced between providing significant incentive without undermining the college’s ability to impact student success.
Possible new performance funding model:

What we considered:

- Impact of extra weight on first 15 college credits and completions for historically underrepresented students
- State funded students only
- Decrease points per student funding and increase completions funding
- Increase overall performance funding
Allocation Model Components:
- SAI, 5%
- MOA, 14%
- Provisos and Earmarks, 26%
- Enrollment, 55%

Allocation Model Components with SAI pots:
- Points per student, 2.50%
- Completion s, 0.50%
- Total points, 2.50%

Enrollmeeent, 55%
NEW METRICS

• Positive performance in precollege math transitions on average results in a funding increase
• Colleges with higher numbers of basic education students on average see a funding decrease
• District change in total allocation from the changes in SAI funding ranges from positive .6% to negative .7%
• Supports the principles of raising educational attainment, specifically degree and certificate completions and funding outcome reflects reward for student success

Changes in funding as compared to current model are related to performance and the change in metrics as recommended by the advisory group
Modest positive effect for colleges with high underrepresented without a significant effect on small colleges

Positive performance in precollege English transitions on average see a funding increase

District change in total allocation from the changes in SAI funding ranges from positive .7% to negative .8%

Supports the principles of raising educational attainment, specifically degree and certificate completions, closing the achievement gap, and funding outcome reflects reward for student success

Changes in funding as compared to current model are related to performance and the change in metrics as recommended by the advisory group
Majority of students removed are high performing Running Start. Helps mitigate the moderate negative impact to colleges with high basic skills

Positive performance in precollege English transitions and college English on average see a funding increase

Colleges with more workforce students on average see a funding increase

District change in total allocation from the changes in SAI funding ranges from positive .7% to negative 1.2%

Supports the concepts in the opportunity gap principle by shifting resources to support underrepresented students

Changes in funding as compared to current model are related to performance but college characteristics are a factor as well
Enrollment, 55%

- MOA, 14%
- Provisos and Earmarks, 25%
- Total points, 2.50%
- Completions, 0.50%
- Points per student, 2.50%

Allocation Model: SAI pots 5%

Enrollment, 50%

- MOA, 14%
- Provisos and Earmarks, 26%
- Total points, 4.5%
- Completions, 1%
- Points per student, 4.5%
NEW METRICS AT 10% FOR PERFORMANCE

- Shifting more funding to performance decreases the amount of funding distributed based on enrollment and weighted FTE in the allocation model. This results in a significant negative impact to colleges with a high percentage of weighted basic skills FTE.

- Enrollment funding is distributed based on size, but in the current model, nearly half of SAI funding is allocated based on a methodology where there is no relationship between college size and the outcome (points per student). This results in a significant amount of funding moving from the larger districts to the smaller districts.

- District change in total allocation from the changes in SAI funding ranges from positive 4.9% (small district) to negative 2.0% (large district)

- The amount of funding that shifts due to college characteristics and differing populations in enrollment and performance is not consistent with the principles “treat all colleges fairly and consistently” and “does not undermine a college's ability to impact student success”

Changes in funding as compared to the current model are related to college characteristics and not performance
INCREASE COMPLETIONS, HOLD POINTS PER STUDENT CONSTANT

- Decreasing points per student funding to the same level as in the current model mitigates the significant impact to funding by college size

- However, the increase in funding dedicated to total points shifts funding towards college with larger Running Start populations. This occurs because of the different populations represented in enrollment funding (state only) and SAI (state and contract/dual enrollment)

- Colleges with high basic skills populations also see a decrease in funding on average as there is less money in the enrollment pool to be distributed based on their weighted FTE.

- The percent change to a college’s total allocation from the changes in SAI funding ranges from positive 2.3% to negative 2.0%

- The amount of funding that shifts due to college characteristics and differing populations in enrollment and performance is not consistent with the principle to treat all colleges fairly and consistently

Changes in funding as compared to the current model are related to college characteristics and not performance
Distribution of Dual Enrollment Students in Enrollment and Performance

- **Enrollment**
  - Dual enrollment: 0%
  - All Other: 100%

- **Performance**
  - Dual enrollment: 14%
  - All Other: 86%
INCREASE COMPLETIONS AND HOLD POINTS PER STUDENT CONSTANT: STATE FUNDED ONLY

• The majority of students removed are dual enrollment, primarily Running Start; however, colleges with high numbers of Running Start do not have a significant negative impact to their funding.

• Colleges with higher numbers of historically underrepresented students of color have on average a positive change in funding.

• Colleges with higher amounts of basic skills weighted FTE show a moderate negative change in funding.

• The percent change to a college’s total allocation from the changes in SAI funding ranges from positive 1.2% to negative 1.2%.

• Supports the principles of raising educational attainment, specifically degree and certificate completions and the opportunity gap principle by shifting resources to support underrepresented students.

• The impact of college characteristics on funding change is small, which aligns with treating colleges fairly and consistently.

Changes in funding as compared to the current model are most related to performance and the changes recommended by the advisory group. There is an impact to overall funding based on weighted FTE, but it is minimal.
Next Steps:

• Advisory committee members give progress reports at spring commission meetings and WACTC and State Board May meetings
• Advisory committee will meet on May 22nd to discuss feedback from commissions, WACTC, and State Board and draft recommendations for possible revisions to student achievement funding metrics
• Present draft recommendations to WACTC at June 1st meeting for feedback
• Advisory committee will address WACTC feedback prior to July retreat
• Bring final advisory committee recommendations to WACTC at July retreat
• Bring recommendations as approved by WACTC to State Board in September
2018 Allocation Review

Brief description
Fiscal year 2018 will be the second year of operating allocations distributed under the new allocation model. Staff in the Operating Budget and Research units have worked together to operationalize the new model. College districts received two draft 2018 allocation models in April, one based on the House budget and one on the Senate budget. This marks the first year the new allocation model has served as a planning tool to help colleges prepare budgets for 2017-18. These two estimates give colleges what is presumed to be high and low estimates for annual allocations.

How does this link to the State Board goals and policy focus
The new allocation model promotes student achievement and success by allocating funds based on enrollment levels, student achievement, priority enrollments, and legislative priorities.

Background information and analysis
In May 2016, the State Board approved allocations under a new funding model that distributes funding based on six main components:
1. Performance — Measured by the Student Achievement Initiative.
2. Base enrollments — Calculated by district based on a three-year rolling average of actual enrollments.
3. Priority enrollments — Four categories of student FTE receive an additional 30% weight for funding purposes. The four categories include students enrolled in: Basic Education for Adults; Science, Technology, Engineering or Math (STEM) courses; upper-division applied baccalaureate courses; and courses addressing the mid-level “skills gap” as identified by the Workforce Training and Education Coordinating Board.
4. Minimum operating allocation — Per campus base allocation of $2.85 million.
5. Safe harbor allocations — Funds distributed based on other methods, including budget provisos and earmarks. This includes employee compensation.
6. Agency allocation — SBCTC operations and state services paid on behalf of the system.

Potential questions
• What is the outlook for college allocations next year?
• How are colleges adjusting to the new allocation model?

Recommendation/preferred result
The State Board will receive an allocation model overview and a preview of possible 2018 allocation estimates based on House and Senate budgets. Through this information and discussion, the State Board will be better prepared to act on budget allocations once a biennial budget is enacted.

Policy Manual Change Yes ☐ No ☒

Prepared by: Cherie Berthon, Operating Budget Director
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### SBCTC Annual Allocation Comparisons

#### 2018 Estimates based on House & Senate Budgets

<table>
<thead>
<tr>
<th>$ Rounded to millions</th>
<th>FY 2017</th>
<th>FY 2018</th>
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<tbody>
<tr>
<td></td>
<td>Current</td>
<td>House</td>
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<tr>
<td>Total Operating Budget Appropriation</td>
<td>$727,624,000</td>
<td>$735,573,000</td>
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<tr>
<td>Capital Budget Funding (for M&amp;O)</td>
<td>$11,400,000</td>
<td>$11,400,000</td>
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<tr>
<td><strong>Total State Funding</strong></td>
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<td><strong>$746,973,000</strong></td>
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<td>State Board Operations - Administration, Program, Information Technology, Reserves</td>
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<td>$26,447,000</td>
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<td><strong>State Funding Allocated to Districts</strong></td>
<td><strong>$692,923,000</strong></td>
<td><strong>$720,526,000</strong></td>
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<td>Safe Harbor - Provisos and Earmarks</td>
<td>178,890,000</td>
<td>213,703,000</td>
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<td><strong>Total Model Allocation</strong></td>
<td><strong>$514,033,000</strong></td>
<td><strong>$506,823,000</strong></td>
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<td>Minimum Operating Allocation (MOA)</td>
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<td>$96,900,000</td>
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<td>Performance Funding (SAI)</td>
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<td>$36,779,000</td>
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<tr>
<td>District Enrollment Allocation Base (DEAB)</td>
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<td>Added Funding for Priority Enrollments</td>
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<td>$36,897,000</td>
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*Note: FY 2017 and FY 2018 figures rounded to millions.*