STATE BOARD MEETING AGENDA

Edmonds Community College: 6600 196th Street SW, Lynwood, WA 98036
Office of the President, Gateway Hall, 352

Study Session: Wednesday, December 5 // 2 p.m. to 5 p.m.
Business Meeting: Thursday, December 6 // 8 a.m. to 1 p.m.

Board members
Jan Yoshiwara, executive director // Beth Gordon, executive assistant

Dec. 5 Study Session

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Activity</th>
<th>Tab</th>
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</thead>
<tbody>
<tr>
<td>2 p.m.</td>
<td>Welcome and introductions</td>
<td>Discuss</td>
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<td></td>
<td>Anne Fennessy, chair</td>
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<tr>
<td>2:10 p.m.</td>
<td>Seattle Vocational Institute Property Relinquishment</td>
<td>Discuss</td>
<td>Tab 1</td>
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<tr>
<td></td>
<td>Wayne Doty, Dave Stolier, Bruce Riveland, Lincoln Ferris</td>
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<tr>
<td>3 p.m.</td>
<td>Everett Community College Request to Finance Property Acquisition</td>
<td>Discuss</td>
<td>Tab 2</td>
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<tr>
<td></td>
<td>Wayne Doty, Dr. David Beyer, Pat Sisneros</td>
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<tr>
<td>3:30 p.m.</td>
<td>State Board Priorities: Strategic Enrollment Task Force</td>
<td>Discuss</td>
<td>Tab 3</td>
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<tr>
<td></td>
<td>Dr. Joyce Hammer, Dr. Jim Minkler, Dr. Suzanne Johnson</td>
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<tr>
<td>4 p.m.</td>
<td>Executive Director Report</td>
<td>Discuss</td>
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<td></td>
<td>Jan Yoshiwara</td>
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<td>4:30 p.m.</td>
<td>WACTC Report</td>
<td>Discuss</td>
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<td>Bob Knight, WACTC President, Clark College</td>
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<tr>
<td>4:45 p.m.</td>
<td>ACT Report</td>
<td>Discuss</td>
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<td>Jim Page, ACT President, Olympic College</td>
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<td>5 p.m.</td>
<td>Adjournment</td>
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<tr>
<td>5:30 p.m.</td>
<td>Dinner with Edmonds Community College trustees, president and staff: Main Campus, Woodway Hall Building, Room 202</td>
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<td>Time</td>
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<tr>
<td>Dec. 6</td>
<td><strong>Regular Business Meeting</strong></td>
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<tr>
<td>8 a.m.</td>
<td>Welcome and introductions</td>
<td>Anne Fennessy, chair</td>
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<tr>
<td>8:10 a.m.</td>
<td>Adoption of meeting agenda</td>
<td>Action</td>
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<tr>
<td>8:12 a.m.</td>
<td>Approval of consent agenda</td>
<td>Action</td>
<td>Tab 4</td>
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<tr>
<td>8:15 a.m.</td>
<td>Host College Presentation</td>
<td>Discuss</td>
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<tr>
<td>9 a.m.</td>
<td>2018 Salary Study Update</td>
<td>Discuss</td>
<td>Tab 5</td>
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<tr>
<td>9:45 a.m.</td>
<td>Student Voice – Student leadership and WACTSA</td>
<td>Discuss</td>
<td>Tab 6</td>
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<tr>
<td>10:15 a.m.</td>
<td>Labor Report</td>
<td>Discuss</td>
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<tr>
<td>10:25 p.m.</td>
<td>Break</td>
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<tr>
<td>10:30 a.m.</td>
<td>Consideration of 2019 Legislative Agenda and Priorities</td>
<td>Action</td>
<td>Tab 7</td>
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<tr>
<td>11:15 a.m.</td>
<td>Consideration of Adoption, Seattle Vocational Institute Property</td>
<td>Action</td>
<td>Tab 1</td>
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<tr>
<td>11:20 a.m.</td>
<td>Consideration of Adoption, Everett Community College Request to</td>
<td>Action</td>
<td>Tab 2</td>
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</tbody>
</table>

*Breakfast is included with room reservations for overnight guests staying at the Marriott.*

*Coffee, tea and other beverages will be available at the meeting.*
<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Activity</th>
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<tbody>
<tr>
<td>11:25 a.m.</td>
<td>Open Public Comment</td>
<td>Discuss</td>
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<tr>
<td>11:30 a.m.</td>
<td>Chair Report</td>
<td>Discuss</td>
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<td><em>Anne Fennessy</em></td>
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<tr>
<td>11:45 a.m.</td>
<td>Board Discussion – Working Lunch</td>
<td>Discuss</td>
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<td>1 p.m.</td>
<td>Adjournment</td>
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<td><em>Next meeting: February 6-7, 2019 ~ State Board Office</em></td>
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**EXECUTIVE SESSION:** Under RCW 42.30.110, an Executive Session may be held; Action from the Executive Session may be taken, if necessary, as a result of items discussed in the Executive Session.

**PLEASE NOTE:** Times above are estimates only. The Board reserves the right to alter the order of the agenda. Reasonable accommodations will be made for persons with disabilities if requests are made at least seven days in advance. Efforts will be made to accommodate late requests. Please contact the Executive Director's Office at 360-704-4309.
REGULAR ITEM (RESOLUTION 18-12-48)

December 6, 2018
Tab 1

Seattle Vocational Institute property relinquishment

Brief Description

Seattle Colleges is seeking approval to relinquish ownership of the Seattle Vocational Institute building.

How does this item link to the State Board’s 2018-19 priorities?

Relinquishment of the Seattle Vocational Institute building reflects responsible stewardship of college resources.

Background information and analysis

The Seattle Vocational Institution is part of Seattle Central College. Leadership at the college and district seek approval to dispose of the 111,700 square foot building known as Seattle Vocational Institute (SVI). The Office of Financial Management has assigned this building the unique identification code of A05954.

This building has been used for short-term job training and workforce development opportunities. Student enrollments have declined over the last ten years and many instructional programs have been moved to more adequate facilities, leaving this building underutilized and costly to maintain.

During the 2018 Washington State Legislature, funding was provided to conduct an adaptive reuse study. A copy of the study summary is in attachment A. This study identifies a remodel cost of $43 million and a replacement cost of $53 million. The cost of ongoing maintenance and repairs of this building exceeds its usefulness to Seattle Central College and to the district.

Based on input from an advisory group, focus groups, and community forums, the following guiding principles for the future use of the SVI property were developed:

- Should be culturally relevant to recognize and enliven the African American heritage of SVI
- Provide community benefit and accept community input in the concept design and be welcoming to multiple ethnic groups
- Be vibrant, with a mix of activities to serve diverse groups of people throughout the day
- Be economically energized, providing training and resources to support entrepreneurship, local businesses, and career development
- Include an education component, providing opportunities for short-term job training and ladders to further learning and training
- Be accessible, providing community meeting and gathering spaces
The adaptive reuse study proposes several potential solutions to the future use of this property. The preferred solution includes affordable housing and other community benefits. On October 18, 2018, the Seattle Colleges Board of Trustees asked the state board to request the legislature to transfer this property to another organization that can implement the preferred solution.

RCW 28B.050.090 (13) gives the State Board the following authority: “Notwithstanding any other law or statute regarding the sale of state property, sell or exchange and convey any or all interest in any community and technical college real and personal property, except such property as is received by a college district in accordance with RCW 28B.50.140 (8), when it determines that such property is surplus or that such a sale or exchange is in the best interests of the community and technical college system;”.

Potential questions

Is this project consistent with State Board’s goals of being responsive to the changing needs in the community and using resources efficiently?

Recommendation/preferred result

Staff recommends approval of Resolution 18-12-48 giving Seattle College district the authority to relinquish ownership of the Seattle Vocational Institute building and work with the legislature to transfer it to an organization that can implement the preferred future use from the study.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director (360) 704-4382, wdoty@sbctc.edu
A resolution relating to Seattle Colleges’ request to relinquish ownership of the Seattle Vocational Institute building (UFI A05954).

WHEREAS, the Seattle Vocational Institute building is underutilized and costly to maintain; and

WHEREAS, Washington State Legislature provided funding in 2018 for an adaptive reuse study; and

WHEREAS, study results indicate the cost of renovation, replacement, or ongoing maintenance and repairs of this building exceeds its usefulness to Seattle Central College; and

WHEREAS, on October 18, 2018, Seattle Colleges’ Board of Trustees requested authority to relinquish ownership of the Seattle Vocational Institute building consistent with the adaptive reuse study;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Seattle Colleges to relinquish ownership of the Seattle Vocational Institute building and work with the legislature to transfer it to an organization that can implement the preferred future use from the study.

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 12/06/2018

Attest

____________________________________  ________________________________________
Jan Yoshiwara, secretary                  Anne Fennessy, chair
Summary from

SEATTLE VOCATIONAL INSTITUTE
ADAPTIVE REUSE STUDY

FINAL REPORT

Prepared for
SEATTLE COLLEGES

October 19, 2018
Project No. 1520.01.03

Prepared by
Maul Foster & Alongi, Inc.
2815 2nd Avenue, Suite 540, Seattle, WA 98121
The Seattle Vocational Institute (SVI), a division of Seattle Central College, provides short-term job training and workforce development opportunities. The facility is located in the Central District of Seattle at 2120 South Jackson Street. The SVI building is a six-story, approximately 111,700 square feet structure on an approximately one-acre lot (the Property). SVI has focused on serving economically disadvantaged and minority populations and has a legacy of providing opportunities to people of color, particularly African Americans, in the Central District and the broader region.

While SVI remains committed to this mission, it faces significant challenges related to enrollment, finances, and physical building condition. Seattle Colleges initiated this Adaptive Reuse Study to respond to increasing challenges to maintain and operate their programs within the Property. Seattle Colleges has determined that it no longer requires the entire SVI building to provide its educational programs and is seeking to transfer ownership of the Property to allow for adaptive reuse of the facility that better serves community interests.

Seattle Colleges is prepared to have a continuing presence in the future development of the property but believes that under different ownership the property would have a better chance of being a dynamic and culturally relevant hub to support the local African American community.

LEGISLATIVE PROVISO

During the 2018 session, the Washington State Legislature included a proviso in the supplemental Capital Budget to provide funding for Seattle Colleges to explore the adaptive reuse of the Property. This report has been prepared to satisfy the requirements of the proviso.

PLANNING PROCESS

Because of SVI’s legacy and prominence in the community, Seattle Colleges developed a planning approach that sought to engage numerous stakeholders through multiple methods. The planning process was guided by an Advisory Group appointed by Seattle Colleges and included input from a set of focus groups, as well as open community meetings.

GUIDING PRINCIPLES

Based on input from the Advisory Group, focus groups, and community forum, the following guiding principles for the future use of the Property were developed:

- Should be culturally relevant to recognize and enliven the African American heritage of SVI
- Provide community benefit and accept community input in the concept design and be welcoming to multiple ethnic groups
- Be vibrant, with a mix of activities to serve diverse groups of people throughout the day
• Be economically energized, providing training and resources to support entrepreneurship, local businesses, and career development
• Include an education component, providing opportunities for short-term job training and ladders to further learning and training
• Be accessible, providing community meeting and gathering spaces

FINANCIAL ANALYSIS

As the history of SVI has shown, operating and maintaining the facility is financially challenging. A financial feasibility analysis was conducted to evaluate the cost implications of adaptive reuse of the property. The analysis included planning level cost estimates for construction and evaluation of revenue opportunities. Costs for renovation of the building were estimated to be $43 million, using public procurement models to provide classroom and office space that meet contemporary standards. In comparison, demolition and construction of a new facility was estimated to be $53 million. A wide range of financing options could be packaged to offset construction costs. The financing options are largely driven by future use programming and the future ownership structure.

OWNERSHIP MODELS

The transfer of ownership of the Property is fundamental to implementation of adaptive reuse. There was broad consensus among stakeholders that the Property should remain in an ownership that will provide public benefit. This could take the form of public agency or non-profit organization with a mission relevant to the guiding principles.

It is important to note that the outcome of the Adaptive Reuse study process is intended to provide a recommendation, not a final decision. Members of the Washington State legislature have stated that any transfer of ownership of the property will be conducted through legislation.

IMPLEMENTATION

While multiple plans, studies, and ideas for the Property have been issued in the past several years, there has not been a clear strategy for implementation. Successful implementation will require an integrated approach that synthesizes programming for future uses, physical improvements to the Property, ownership and management structure, and financing.

The Advisory Group and Seattle Colleges decided to issue a Request for Letters of Interest (RFI) to solicit actionable proposals from organizations that could provide their own integrated approach to adaptive reuse of the Property within the guiding principles established by the planning process.

The decision to issue the RFI was based on several factors, including:

• The guiding principles and conceptual uses identified by the community represent an expansion of activities beyond the scope of Seattle Colleges programs. A different organization would be better suited to implement those uses than Seattle Colleges.
• Previous plans have identified potential reuse options but not an organization and financing plan to implement the concepts.
• There is growing concern about maintaining ownership of property in the Central District in African American organizations or organizations rooted in the community. This Property presents an opportunity to build the locally owned land base.

• The RFI process provides the opportunity for community-based organizations to present their vision and plan for implementation. This empowers and provides opportunity for local organizations to build capacity.

Three responses were received to the RFI from:

• Africatown Community Land Trust in partnership with Capitol Hill Housing, Catholic Community Services, Byrd Barr Place, and other potential partners.

• SeaMar Community Health Centers in partnership with Bazan and Associates architects and Equity Alliance of Washington.

• The Urban League of Metropolitan Seattle in partnership with the Technology Access Fund, Byrd Barr Place, and the Northwest African American Museum, along with Beacon Development Group.

The proposals were reviewed and evaluated by the Advisory Group with support from the consultant team and Seattle Colleges staff. The Advisory Group conducted a consensus ranking of the submittals. It was the unanimous decision of the Advisory Group to score the Urban League’s proposal as the highest among the three received. The Urban League’s proposal for adaptive reuse included housing, space for innovation and job creation, programming in workforce development, training, pre-apprenticeship, as well as a Seattle Public School that offers early childhood development focused on African American youth and other people of color and an innovative curriculum designed by the Technology Access Fund. This education model could include collaboration with Seattle Colleges as well as public and private industry. Seattle Colleges forwarded the Advisory Group’s recommendation to its Board of Trustees on October 18, 2018.

It should be noted that the traditional disposition process for surplus property would require action by the State Board of Community and Technical Colleges’ Board of Trustees to dispose of the property at fair market value through a competitive solicitation process. Through an Interagency Agreement, the Washington State Department of Enterprise Services typically facilitates the real property disposition process. However, the adaptive reuse study identified a consensus goal of keeping the Property in service to the public. Stakeholders placed a priority on its continued use as a community asset controlled by a public agency or non-profit organization and programmed to meet the needs of local underserved populations. To achieve this outcome, the conditioned disposition of the property to the receiving entity will need to be accomplished by Legislative action.

While the disposition decision rests with the Washington State Legislature, there is additional work to be undertaken to define the specifics of the real property transaction, which may include the creation of a traditional municipal Public Development Authority or a legislatively initiated Community Preservation and Development Authority. It is likely that the additional work to support the Property transfer will require State financial support.

The full report is available upon request from the State Board for Community and Technical Colleges Capital Budget Office (360) 704-4382
Building Basics

- Property: 42,900 SF
- Building Footprint: 18,900 SF
- Total Building: 111,700 SF
- Height: 94 ft
Agenda

• How we got here
• The building
• RFI process
• Advisory Committee Recommendation
SVI Mission

To provide occupational, basic skills, and literacy education opportunities to economically disadvantaged populations in urban areas of the college district it serves.
History

1966
Seattle Opportunity Industrialization Center (SOIC) incorporated

1974
SOIC building dedicated

1982
SOIC building renovation

1983/84
Federal government funding cutbacks drastically impact SOIC operations and maintenance budget

1986
SOIC bankruptcy

1987
Washington Institute of Applied Technology (WIAT) established

1991
WIAT ownership transferred to SCC and renamed SVI

2007
SVI enrollment begins significant decline

2014
SVI Strategic Plan outlines initiatives to revitalize building and programs

2016
WE ARE HERE.
Strategic Asset Management Planning process
Dental Assistant program moves to Pacific Medical Tower
The SVI Challenges

• Condition of the building
• Lack of funding
• Declining enrollment
• Gentrification
Declining Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>2010</td>
<td>539</td>
</tr>
<tr>
<td>2011</td>
<td>588</td>
</tr>
<tr>
<td>2012</td>
<td>558</td>
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<tr>
<td>2013</td>
<td>451</td>
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<tr>
<td>2014</td>
<td>365</td>
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<tr>
<td>2015</td>
<td>282</td>
</tr>
<tr>
<td>2016</td>
<td>269</td>
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Central District Demographics
1970 to 2010

Effect of Gentrification

- White
- Native American & Other
- Asian Pacific Islander
- Black or African American
Physical Decline of the Facility
Physical Decline of the Facility

6
- ADA improvements
- Roof repair
- HVAC

5
- Mechanical systems
- ADA improvements

4
- Electrical systems
- Upgrade AV
- New water/heat pumps

3
- Renovate vacated space
- New water/heat pumps

2
- Upgrade AV
- Spatial layout improvement
- New water/heat pumps

1
- Access control
- AV upgrade
- New water/heat pumps

Entire Building
- Electrical switchgear replacement
- Elevator renovation
- Stairwell improvements
- New paint, window shades, & carpet

$26.6 million
Legislative Direction

• 2015 Santos proviso directing Workforce Trng & Educ Coordinating Board study
  • Career Guidance, Skills Education Ctr, “Maker Space”
  • Partial Remodeling at $15M

• 2017-19 Capital Budget proviso funding “Adaptive Reuse Study”
  • Community Input on Highest and Best Use
  • Recommendation on New Governance
  • Retain public ownership
RFI Process

RFI POSTING  
June 21, 2018

APPLICANT SUBMISSIONS  
August 15, 2018

ADVISORY COMMITTEE REVIEW  
August 2018

REQUEST TO LEGISLATURE  
September 2018
Components of the Response

• Project Summary
• Development Concept
• Team Members & Capacity
• Financial Plan & Capacity
• Transaction Term & Timeline
Guiding Principles

- Culturally relevant to recognize and enliven the African American heritage of SVI.
- Provide community benefit and accept community input in the concept design and be welcoming to multiple ethnic groups.
- Vibrant, with a mix of activities to serve diverse groups of people throughout the day.
- Economically energized, providing training and resources to support entrepreneurship, local businesses, and career development.
- Education component, providing opportunities for short-term job training and ladders to further learning and training.
- Accessible, providing community meeting and gathering spaces.
## Evaluation Criteria

<table>
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<th>Evaluation Criteria</th>
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<td>Cultural Relevance</td>
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<tr>
<td>Community Benefits</td>
<td>15</td>
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<tr>
<td>Development Concept</td>
<td>15</td>
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<tr>
<td>Financial viability</td>
<td>15</td>
</tr>
<tr>
<td>Educational</td>
<td>10</td>
</tr>
<tr>
<td>Support for local business</td>
<td>10</td>
</tr>
<tr>
<td>Team Experience &amp; Capacity</td>
<td>10</td>
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<tr>
<td>Transaction Terms</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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Results

- Three responses from local non-profits serving Central District
- Urban League, Technology Access Foundation & El Centro proposal scored highest
  - STEM Academy targeting minority youth as a Seattle Public Schools alternative school
  - Future affordable housing on N. parking lot
- Formation of a State-Chartered Public Development Authority to hold title
REGULAR ITEM (RESOLUTION 18-12-49)

December 6, 2018

Tab 2

Everett Community College request to finance property acquisition

Brief Description

Everett Community College is seeking approval to finance up to $10,000,000, backed by local funds, to purchase one or more properties adjacent to the campus.

How does this item link to the State Board’s 2018-19 priorities?

This project supports increasing enrollments and completions by providing expanded campus facilities.

Background information and analysis

Everett Community College has identified mid-range and long-range goals in their Campus Master Plan to acquire property adjacent to the campus to support increased enrollments, to reduce pedestrian and vehicular congestion in the neighborhood on the west side of Broadway, and to support the construction of new facilities in on the east side of Broadway such as the new Learning Resource Center project 30000136 and the Baker Hall replacement project in the State Board’s 2019-21 capital request. The college board of trustees has selected the site for construction of the Learning Resource Center and the predesign is scheduled for submission to the Office of Financial Management in December 2018.

The total cost for property acquisitions is estimated to be $10,000,000. The college has identified local funds to complete this acquisition. Any operation, maintenance, repairs or renovations for future work beyond the scope of the Learning Resource Center will be paid from local college funds. The college will obtain appropriate expenditure authority for future capital work.

The Everett Community College Board of Trustees is requesting the State Board include a request for legislative authority to finance up to $10,000,000 for property acquisitions in its 2019-21 capital budget request.

Per Chapter 39.94 of the Revised Code of Washington, all capital financing requires approval from the Legislature and the State Finance Committee. Once legislative approval is granted in the capital budget, the State Finance Committee will market and sell the bond.

Potential questions

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

Staff recommends approval of Resolution 18-12-49 directing staff to include the request to finance up to $10,000,000 for property acquisitions backed by the college’s local funds in the State Board 2019-21 capital request.

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 18-12-49

A resolution relating to Everett Community College’s request to finance up to $10,000,000, backed by local funds, to purchase one or more properties adjacent to the east side of campus.

WHEREAS, the college is currently in design for the Learning Resource Center, project 30000136; and

WHEREAS, the college has identified mid-range and long-range goals in the Campus Master Plan to acquire property adjacent to the campus to support increased enrollments, to reduce pedestrian and vehicular congestion, and to support the construction of new facilities such as the Learning Resource Center and Baker Hall replacement projects; and

WHEREAS, the total estimated cost for property acquisition is $10,000,000; and

WHEREAS, Everett Community College’s Board of Trustees, on November 6, 2018, approved this request for the State Board to include a request for legislative approval to finance up to $10,000,000 for property acquisitions in its 2019-21 capital budget request.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes the addition of a $10,000,000 Certificate of Participation to its 2019-21 capital budget request for Everett Community College to finance property acquisitions adjacent to the existing 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 12/06/2018

Attest

____________________________________  ______________________________________
Jan Yoshiwara, secretary              Anne Fennessy, chair
Priorities update: strategic enrollment taskforce

Brief Description

The Washington Association of Community and Technical Colleges (WACTC) authorized a Strategic Enrollment Taskforce be formed to build a stronger enrollment base for community and technical colleges. Over a two-year period, the WACTC Strategic Enrollment Taskforce is identifying state level and institutional strategies that will improve access and retention system-wide and incorporate those strategies into an adopted Strategic Enrollment Workplan. Representatives from the State Board, WACTC and its commissions/councils, Chief Diversity and Equity Officers, students, faculty representatives, and additional college personnel are participating with the WACTC Educational Services committee providing oversight and determining any final recommendations. Strategic partners, including but not limited to K-12, community organizations, and workforce will be identified and engaged in the work.

How does this item link to the State Board’s 2018-19 Priorities?

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.” The Strategic Enrollment Taskforce is focusing on ways to increase enrollment through outreach, onboarding, retention, and completion best practices leading to improved educational skills and credentials for students, particularly underrepresented populations, entering the workforce. The following three goals are addressed through the implementation of the Strategic Enrollment Taskforce:

- **Promoting student achievement and success** by increasing access to wrap-around student services to raise post-secondary attainment for underrepresented, adults, veterans, and first generation students.
- **Increasing access to post-secondary education** by enrolling more underrepresented, first generation and adult students, active military, veterans and their dependents, and developing means to attract former students needing credits to complete degrees, certificates, or credentials.
- **Building on the system’s strength and successes** by increasing communication and partnerships within the college system including faculty, students, staff, business, labor, K-12, four-year institutions, and other stakeholders.

Background information and analysis

Washington state has set a goal through the Washington Student Achievement Council (WSAC) Road Map to achieve a 70 percent postsecondary attainment rate for adults. To meet this goal requires 380,000 new credential holders by 2023. The key strategies to accomplish this goal include closing the achievement gap for underrepresented students, and postsecondary recruitment, retention, and completion, while addressing affordability issues.
Washington’s community and technical college system is well-positioned to play a major role in meeting this goal but has similar challenges compared to institutions across the nation with respect to retention and completion. In the past 15 years, total headcount in the colleges has declined 21 percent, tuition has doubled, but full-time equivalent (FTE) enrollment has increased approximately seven percent. This suggests a change in the population of adults who are coming to college now than at a time when enrollment was significantly higher. The number of high school graduates in the state is flat, and more of the recent graduates (traditional-aged students) are attending four-year institutions. Trends are clear that in order to meet the state’s goals, it will require recruiting and engaging students who have not historically participated in higher education. The college system is dedicated to addressing the challenges ahead in order to meet these goals. Current conditions suggest this is a prime time to engage in a thoughtful strategic enrollment management plan.

Attachments A: Workplan
Attachment B: 2018-19 Taskforce Members
Attachment C: WACTC Strategic Enrollment Taskforce One-Pager

Potential questions

- How can our community and technical college system increase the number of students pursuing and completing a postsecondary credential by leveraging evidence-based strategies around outreach, onboarding, retention, and completion?
- Integral to the work of the taskforce, how can underserved student populations be better served and equity gaps closed for all students around enrollment and completion?
- In what ways will the Strategic Enrollment Taskforce strengthen partnerships with K-12, universities, and employers and what role will these partnerships play in increasing college enrollment?
- Do the taskforce workplan and guiding principles accurately reflect the State Board goals?

Recommendation/preferred result

Presidents Suzanne Johnson and Jim Minkler will provide an update regarding the WACTC Strategic Enrollment Taskforce workplan including objectives and strategies under consideration. Periodic updates will be provided to the State Board on the taskforce’s progress during the 2018-19 implementation year as workplan recommendations are implemented.

Policy Manual Change Yes ☐ No ☒

Prepared by: Joyce Hammer, director of transfer education
360-704-4338, jhammer@sbctc.edu
WACTC Strategic Enrollment Taskforce Workplan, 2017-19

Focus Areas and Objectives

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<tr>
<th>Focus Area</th>
<th>Objective(s)</th>
<th>Strategies</th>
<th>Responsible Group</th>
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<td><strong>Overarching Goal:</strong></td>
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<td>Develop plan with clear CTC system-wide objectives and strategies aimed at (1) increasing enrollment overall inclusive of all focus areas, and (2) eliminating the gap among all student groups, including underrepresented students in regards to retention and completion.</td>
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<td><strong>1. K-12 Alignment</strong></td>
<td><strong>1.1 Increase the number of HS students participating in dual credit programs.</strong></td>
<td>a) Engage in system-level discussions and planning to: i. Identify common goals, barriers and opportunities with emphasis on historically underserved students for Running Start and College in the High School programs.</td>
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<td>i) Task the Articulation and Transfer Council (ATC) to include in their 2018-2019 workplan the formation of a workgroup to include, Running Start coordinators, faculty, high school counselors, and office of superintendent of public instruction (OSPI) representation.</td>
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<td>TIMELINE: Workgroup will be convened fall quarter 2018. On behalf of ATC, the Instruction Commission liaison will provide</td>
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<td>• Number and percent of population enrolled as award-seeking students</td>
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<td>• Disaggregated metrics for underserved student groups</td>
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Student lifecycle from admissions to completion and at each stage disaggregate the data.

- Define diversity, equity, inclusion statewide.
- Need to add glossary of terms.

- Number and percent of high school students enrolled in dual credit as award-seeking students
- Disaggregated metrics for underserved student groups
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<td>ii. Expand Career and Technical Education, Running Start and College in the High School including: Mapping additional Career and Technical Education courses to high school graduation requirements and utilizing the 2018 Career Connect Washington: Strategic Plan including high school work-based apprenticeship programs.</td>
<td>an update at the February 14, 2019 WACTC Education Services committee meeting. The Final report will be due to WACTC Education Services committee April 25, 2019.</td>
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<td>ii) Task the Workforce Education Council (WEC) with monitoring the work involving OSPI, SBCTC, and Education Research and Data Center around Career and Technical Education, Running Start, and College in the High School through the council’s 2018-2019 workplan. Input from faculty involved in this work should also be documented.</td>
<td>TIMELINE: On behalf of WEC, the Instruction Commission liaison will provide an update at the February 14, 2019 WACTC Education Services committee meeting. The Final report will be due to WACTC Education Services committee April 25, 2019.</td>
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| 1.2 Increase the number of high school graduates enrolling in higher education directly after high school. |  j) Create a Community Engagement Framework outlining opportunities to increase enrollment via community partnerships that can be scaled system-level and applied locally. Framework will:  - Identify strategies to enhance relationships with organizations that serve historically underserved populations.  - Develop funding literacy tools/practices that improve historically underserved populations awareness of and ability to secure college funding. | b) Public Information Commission (PIC) will provide oversight of this work with input from the Chief Diversity and Equity Officers (CDEOs), Financial Aid Council (FAC), and the Student Services Commission (WSSSC). .  
TIMELINE: A PIC liaison will provide an update at the February 14, 2019 WACTC Education Services committee meeting. The Final report will be due to WACTC Education Services committee April 25, 2019. | • Number and percent of recent high school students enrolled as award-seeking students  
• Disaggregated metrics for underserved student groups |
| 2. Adult Reengagement | 2.1 Increase enrollment to close the equity gap for adult reengagement for students who have not enrolled in college | a) Identify, disseminate, and implement effective equity-minded adult re-engagement programs that identify/eliminate/reduce barriers and opportunities including consideration of strategies for workplace learning, partnerships with industry, distance education and other delivery modes. | a) Workforce Education Council, Washington Student Achievement Council (WSAC)’s Adult Reengagement initiatives  
TIMELINE:  
1. Identify: 2018-19 Strategy Identification to WACTC Education Services committee in April, 2019  
3. Implement, 2019-2020  
4. Assess and Repeat, April, 2020. | • Number and percent of adults 25 and older enrolled as award-seeking students (no prior college)  
• Disaggregated metrics for underserved student groups |
| | | b) Identify, disseminate, and implement effective equity-minded guided pathways onramps for underserved populations that help students earn a high school diploma and/or transition to college-level coursework. | b) Council for Basic Skills (CBS)  
TIMELINE:  
1. Identify: 2018-19 Strategy Identification to WACTC Education Services committee in April, 2019 | |
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<td>c) Identify, disseminate, and implement effective equity-minded marketing and outreach practices to reach underserved populations, and disseminate them system-wide.</td>
<td>2. Disseminate: WACTC Retreat, July, 2019. 3. Implement, 2019-2020 4. Assess and Repeat, April, 2020.</td>
<td>c) Public Information Commission (PIC), Admissions and Registrations Council (ARC), outreach directors</td>
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<td>d) Develop a statewide equity-minded awareness campaign to reach community members who ‘stopped out’ during high school or after high school completion to address the value of a postsecondary credential. (Survey data available from Katie Rose at SBCTC.)</td>
<td>d) SBCTC and PIC.</td>
<td>TIMELINE: Launch May/June 2019. Cost: $500,000-$900,000</td>
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<td>e) Consider models that reach adult students through existing data such as College Bound and Head Start data.</td>
<td>e) SBCTC, PIC, ARC, Education Services Report in April 2019.</td>
<td>• Number and percent of adults 25 and older enrolled as award-seeking students (some prior college) • Disaggregated metrics for underserved student groups</td>
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<td>2.2</td>
<td>Increase enrollment to close the equity gap for adult reengagement for students who some college credits.</td>
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<td>3. Onboarding/Entry</td>
<td>3.1 Increase the number of students who</td>
<td>a) Simplify entry processes (e.g. rebuild state online application form and process and integrate with customer relationship management information)</td>
<td>a) WA Admissions application group, WA Student Services Commission (WSSSC)</td>
<td>• Number and percent of financial aid applications</td>
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<td>enroll after applying to the colleges with an emphasis on eliminating the equity gap.</td>
<td><strong>b)</strong> Assist students through the entry process: Use customer relationship management or tracking to eliminate common barriers in the entry process and target those areas (eg: financial aid, placement testing, transcript evaluation, parking permit, email address, orientation)</td>
<td><strong>b)</strong> WSSSC Financial Aid, Admissions &amp; Registration Councils, Guided Pathways workgroups</td>
<td>TIMELINE: tied to state application workgroup</td>
<td>processed during a year</td>
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<td>• Financial aid application processing times</td>
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<td>• Transcript evaluation processing times</td>
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<td>• Disaggregated metrics for underserved student groups</td>
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<td>3.2 Increase the number of who successfully complete the first 15 college level credits with an emphasis on eliminating the equity gap.</td>
<td><strong>c)</strong> Personalize the support team for each student and ensure the team makes a connection within the first quarter as appropriate, with just-in-time information (e.g. choose your pathway, funding, support programs)</td>
<td><strong>c and d)</strong> WA Student Services Commission (WSSSC), Instruction Commission (i.e. Guided Pathways leadership)</td>
<td>TIMELINE: dependent on individual college status; 2018-2019</td>
<td>• Number and percent of award-seeking students who earn 15 college level credits</td>
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<td></td>
<td>• Number and percent of award-seeking students still enrolled after one quarter and after two quarters</td>
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<td>• Disaggregated metrics for underserved student groups</td>
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<td><strong>d)</strong> Integrate contextualized learning outcomes and student support messaging into first quarter or “gateway” (high enrollment/low completion) courses.</td>
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<td>3.3 Increase the number of basic education students who transition to college level courses with an emphasis on eliminating the equity gap.</td>
<td>e) Address transition barriers with additional I-BEST programs, financial aid (ability to benefit), Guided pathways and basic skills integration. f) Provide customized orientation for basic education (BEdA) transition students.</td>
<td>e and f) Council for Basic Skills (CBS), ATC, IC, WEC</td>
<td>• Number and percent of basic education students transitioning to college level courses • Disaggregated metrics for underserved student groups</td>
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<tr>
<td>4. Retention/Persistence</td>
<td>4.1 Increase the number of students who successfully complete the first 30 college level credits with an emphasis on eliminating the equity gap.</td>
<td>a) Introduce positive one-on-one student support strategies that are culturally relevant (e.g. individual student meetings with faculty; inclusive pedagogy; learning all students’ names; in-class calendaring/time management assignment; student services initial contact; faculty mentorship) to create a sense of belonging for students. (Objectives 4.1, 4.2)</td>
<td>a, b, and c) • Student Services Commission (WSSSC) • Advising and Counseling Counsel (ACC) • Instruction Commission • Articulation and Transfer Council • Faculty Association of Community and Technical Colleges • State Board - Policy • Statewide Guided Pathways group • WACTC • Assessment, Teaching and Learning</td>
<td>• Number and percent of award-seeking students who earn 30 college level credits • Disaggregated metrics for underserved student groups</td>
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<td>4.2 Increase the number of students continuing to enroll through the first 45 credits with an emphasis on eliminating the equity gap.</td>
<td>- Provide list of current students not yet enrolled for the next quarter so faculty can remind/intervene with students to enroll, go to advising, etc. - Provide statewide professional development (from SBCTC) on intercultural competency.</td>
<td>• Talk to Oakton with list of questions. Can someone from Oakton provide professional development to any and all faculty and staff?</td>
<td>• Number and percent of award-seeking students who earn 45 college level credits • Disaggregated metrics for underserved student groups</td>
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<td>4.3 Increase the number of students continuing to progress year from year with an emphasis on eliminating the equity gap.</td>
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<td>b) Consistent with guided pathways transformation, choose course sequences and course combinations for each degree and certificate program to maximize student success and student learning. Wrap-around advising and targeted supports that are culturally relevant, specific to the courses, are provided to students in challenging course combinations.</td>
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<td>• Number and percent of award-seeking students still enrolled after one year&lt;br&gt;• Disaggregated metrics for underserved student groups</td>
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<td>4.4 Increase the number of students who complete college level English and math within the first year with an emphasis on eliminating the equity gap.</td>
<td></td>
<td>c) Gathering and sharing best practices to support for Accelerated, Stretch, and Pace models that result in equitable outcomes. This can include contextualization of math and English and math pathways curriculum at all levels. (Objectives 4.1, 4.2, 4.3, 4.4)</td>
<td></td>
<td>• Number and percent of award-seeking students who finish college level English and Math in their first year&lt;br&gt;• Disaggregated metrics for underserved student groups</td>
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# WACTC Strategic Enrollment Taskforce 2018-2019

<table>
<thead>
<tr>
<th>Presidents (Co-Chairs)</th>
<th>Campus</th>
<th>Email</th>
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<tr>
<th>Chief Diversity &amp; Equity Officers</th>
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<tr>
<th>Business Affairs Commission</th>
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<tr>
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<th>Information Technology Commission</th>
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<tr>
<td>Vacant</td>
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<tr>
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<td>SBCTC staff</td>
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c: Jan Yoshiwara

Updated 9/17/18

R:/ed-xchg/Strategic Enrollment Taskforce
STRATEGIC ENROLLMENT TASKFORCE UPDATE

Background

Washington state has set a goal through the Washington Student Achievement Council (WSAC) Road Map to achieve a 70 percent postsecondary attainment rate for adults.\(^1\) To meet this goal requires 380,000 new credential holders by 2023.\(^2\) The key strategies to accomplish this goal include closing the achievement gap for underrepresented students and postsecondary recruitment, retention, and completion, while addressing affordability issues.

Washington’s community and technical college system is well-positioned to play a major role in meeting this goal but has similar challenges compared to institutions across the nation with respect to retention and completion. Enrollment in the colleges has declined 21 percent in the past 15 years while tuition has doubled. Interestingly, full-time equivalent enrollments (FTES) have increased approximately seven percent in the same time period. This suggests a change in the population of adults who are coming to college now than at a time when enrollment was significantly higher. The number of high school graduates is flat and more of the recent graduates (traditional-aged students) are attending four-year institutions.\(^3\) Trends are clear that in order to meet the state’s goals it will require recruiting and engaging students who have not historically participated in higher education (e.g. adults with some college but no credential), and current conditions suggest this is a prime time to engage in a thoughtful strategic enrollment management plan.

During fall 2017, The Washington Association of Community and Technical Colleges (WACTC) authorized the WACTC Strategic Enrollment Taskforce be formed to build a stronger enrollment base for community and technical colleges. Over a two-year period, the taskforce was tasked with identifying state level and institutional strategies that will improve access and retention system-wide and incorporate those strategies into an adopted strategic enrollment workplan. The taskforce conducted monthly four-hour meetings beginning October 30, 2017 with feedback provided from councils and commissions throughout the process.

Participants in the taskforce include presidents from The Washington Association of Community and Technical Colleges (WACTC) and representation from WACTC commissions and other key system groups including instruction, student services, Chief Diversity and Equity Officers (CDEO), research and planning, public information, business affairs, information technology; faculty leadership (AFT, AHE, FACTC), and student groups. Additional college personnel participated as needed and partner stakeholders (K-12, community organizations, and workforce) were identified and considered for this work. SBCTC Education Division staff also participated.

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\(^1\) [http://www.wsac.wa.gov/strategic-action-plan](http://www.wsac.wa.gov/strategic-action-plan)


\(^3\) Education Research and Data Center High school feedback reports [http://www.erddata.wa.gov/hsfb.aspx](http://www.erddata.wa.gov/hsfb.aspx)
Taskforce Goal

Over a 2-year period, the Task Force will identify state level and institutional strategies to employ to build a stronger enrollment foundation system-wide, and incorporate those strategies into a Strategic Enrollment Plan. Roles for the State Board, WACTC and its Commissions/Councils, and institutions will be clearly delineated. Strategic partners will be identified and engaged in the work.

Guiding Principles

The Taskforce adopted the following guided principles to guide the work:

- Equity – increasing enrollment and completion of students from underserved populations – is integral to the work of the taskforce
- We need to increase the number of students pursuing and completing a postsecondary credential, while minimizing competition between colleges in our system
- Outreach, onboarding, retention, and completion are key elements
- Our work will strengthen partnerships with K12, universities, employers, and community organizations
- The workplan will include system level and college level strategies, and will have clear prioritization

Statewide Targets

With a focus on increasing the number of students pursuing and completing a postsecondary credential, statewide targets were set in terms of the annual number of students enrolled in the system with the reported intent to complete a postsecondary credential (i.e., “award-seeking students”). The number of award-seeking students peaked during the 2010-11 school year (approximately 267,000) and then declined the last few years (approximately 249,000 in 2016-17). Based on current population trends, it is expected that the Washington community and technical colleges will experience a small increase in enrollment over the next five years followed by further declines. The targets shown in the chart below will require significant increases in rates of postsecondary participation and persistence with a focus on historically underserved populations. The targets also follow a trend of serving 5,000 more award-seeking students each year for the following five years. Across the 34 colleges, that is an average of 150 more award-seeking students per college each year. Serving more students includes more students new to the colleges and more students continuing to enroll until completion.
Final Recommendations

During the 2017-2018 academic year, the Taskforce reviewed data metrics, identified focus areas, determined goals/outcomes and finalized strategies that can be implemented in the community and technical college system during the 2018-2019 year two of the project. Called the Strategic Enrollment Taskforce Workplan, strategies were considered and prioritized based on the following criteria:

- Can the strategy be measured?
- Once implemented, how impactful will the strategy be? Will it significantly increase enrollment targets?
- Can the strategy be implemented during the 2018-2019 academic year?
- How many resources will be needed to implement? Is the cost prohibitive?
- Which student groups will be impacted? Does it support students from underserved populations?
- Does the strategy align with the taskforce guiding principles?

Recommendation #1

The Strategic Enrollment Taskforce recommends to WACTC that the attached workplan including focus areas, objectives, and strategies be adopted for implementation during the 2018-2019 academic year. The Strategic Enrollment Taskforce workplan is a “living document” with updates, minor revisions, and oversight monitored by the WACTC Education Services committee.

Recommendation #2

The Strategic Enrollment Taskforce recommends to WACTC that the statewide targets be adopted as a guideline for measuring the workplan objectives.
# WACTC Strategic Enrollment Taskforce
## 2017-2018

<table>
<thead>
<tr>
<th>Presidents (Co-Chairs)</th>
<th>Campus</th>
<th>Email</th>
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CONSENT ITEM (RESOLUTION 18-12-50)

December 6, 2018
Tab 4a

Centralia College — property acquisition, 215 South Silver and 411 South King in Centralia, Washington

Brief Description

Centralia College seeks to purchase the property located at 215 South Silver and 411 South King in Centralia, Washington for approximately $170,000 and $200,000, respectively. The property on South Silver Street will be used as parking in the short-term and outdoor activities for Health and Wellness programs in the long-range plans. The property on South King will be used as offices for the college’s early childhood education programs.

How does this item link to the State Board’s 2018-19 priorities?

This project supports enrollments and completions by providing expanded campus facilities.

Background information and analysis

Centralia College has identified surrounding neighborhood properties in their 2017 master plan. Strategic property acquisition is an ongoing activity as parcels become available. This property consists of a 0.09 acre lot with a house built in 1925. If approved, the building will be razed and the property used for campus parking. Future plans include outdoor activities for the Health and Wellness programs. The property on South King consists of a 0.22 acre lot with a house built in 1924. A map showing the properties relative to the existing campus and a list of recent acquisitions are in Attachment A.

The total cost to purchase is estimated to be $370,000. The college has identified local funds to complete this acquisition. Any operation, maintenance, repairs or renovations in the future will be paid from local college funds. The college will obtain appropriate expenditure authority for future capital work.

Centralia College’s vice-president of finance and administration, under delegated authority from the Centralia College Board of Trustees, approved this request on November 13, 2018. The college has delegated authority for the acquisition from the Department of Enterprise Services.

Potential questions

Is this project consistent with the State Board’s goal of increasing enrollment and completions?

Recommendation/preferred result

Staff recommends approval of Resolution 18-12-50 giving Centralia College authority to spend up to $370,000 in local funds toward the acquisition of 215 South Silver Street and 411 South King Street in Centralia, WA.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director (360) 704-4382, wdoty@sbctc.edu
Proposed Acquisitions:

**AE** 215 South Silver St, Centralia
Parcel Number 000205000000

**AF** 411 South King St, Centralia
Parcel Number 000674000000
Recent Acquisitions:

A Vacate sections of Ash and Walnut streets, and two mid block alleys surrounded by college owned properties. Resolution 14-09-52

B 816 Centralia College Blvd, Centralia Parcel Number 000844000000 Resolution 13-10-50

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 14-10-62

H 405 S Iron Street, Centralia Parcel Number 000688003000 Resolution 14-12-74

I 115 S Washington Ave, Centralia Parcel Number 000134003000 Resolution 15-09-35

J Off map, ~216 S Gold St, Centralia Parcel Number 003527000000 was exchanged for K Resolution 15-10-52

K ~385 S Cedar St, Centralia Parcel Numbers 000799000000 & 000798002000 Resolution 15-10-52

L 709 Centralia College Blvd, Centralia Parcel Number 000133001000 Resolution 15-10-52

M 110 S King St, Centralia Parcel Number 000128000000 Resolution 15-10-52

N 717 Centralia College Blvd, Centralia Parcel Number 000131000000 Resolution 16-03-17

O 112 S King St, Centralia Parcel Number 000129000000 Resolution 15-10-52

P 114 S King St, Centralia Parcel Number 000130000000 Resolution 16-05-10

Q 123 S Washington St, Centralia Parcel Number 000134002000 Resolution 16-05-10

R 920 West Pear St, Centralia Parcel Number 000688002000 Resolution 16-11-15

S 918 West Walnut St, Centralia Parcel Number 000797000000 Resolution 16-11-15

T 0 West Walnut St, Centralia Parcel Number 000798003003 Resolution 16-11-15

U 810 Centralia College Blvd, Centralia Parcel Number 000841000000 Resolution 17-01-03

V 216 S Iron Street, Centralia Parcel Number 000206000000 Resolution 17-05-24

W 402 S Oak Street, Centralia Parcel Number 000498000000 Resolution 17-05-24

X 401 South Oak Street, Centralia Parcel Number 000496000000 Resolution 16-06-38

Y 405 South Oak Street, Centralia Parcel Number 000497000000 Resolution 17-06-38

Z 214 South Iron Street, Centralia Parcel Number 000202002000 Resolution 17-09-50

AA 207 South Silver Street, Centralia Parcel Number 000199000000 Resolution 18-02-05

AB 409 South Oak Street, Centralia Parcel Number 000498000000 Resolution 18-05-14

AC 211 South Silver St, Centralia Parcel Number 000202000000 Resolution 18-06-26

AD 311 West Walnut St, Centralia Parcel Number 000208001000 Resolution 18-06-27
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 18-12-50

A resolution relating to Centralia College's request to use up to $370,000 in local funds to purchase the properties at 215 South Silver Street and 411 South King Street in Centralia, Washington

WHEREAS, the college has identified surrounding neighborhood properties in the campus 2017 master plan; and

WHEREAS, the purchase of the property at 215 South Silver Street will provide campus parking in the short-term and outdoor activities for Health and Wellness program in the long-range plans; and

WHEREAS, the purchase of the property at 411 South King Street will provide office space for the college's early childhood learning program; and

WHEREAS, all future operation, maintenance, repairs or renovations will be paid from local funds; and

WHEREAS, the total estimated cost to purchase the property is $370,000; 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 November 13, 2018; and

WHEREAS, Centralia College has delegated authority for the acquisition from the Department of Enterprise Services and will obtain appropriate expenditure authority for future capital work.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Centralia College to spend up to $370,000 in local funds for the purchase of the properties located at 215 South Silver Street and 411 South King 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 12/06/2018

Attest

____________________________________  ______________________________________
Jan Yoshiwara, secretary                         Anne Fennessy, chair
CONSENT ITEM (RESOLUTION 18-12-51)

December 6, 2018
Tab 4b

Centralia College — local capital expenditure authority — early learning facility improvements

Brief Description

Centralia College seeks approval to spend up to $1,200,000 in local funds to replace outdated modular buildings for the early learning program.

How does this item link to the State Board’s 2018-19 priorities?

This project supports enrollments and completions by providing modern campus facilities.

Background information and analysis

Centralia College has been awarded $800,000 in a Department of Commerce grant for early learning facility improvements. The college has identified an additional $400,000 in local funds for this project.

Existing outdated modular buildings will be replaced with pre-manufactured structures that meet current seismic and fire code requirements. These structures will be placed on property already owned by the college and blend with current architectural style. This project will also accommodate early childhood program growth.

Centralia College’s vice-president of finance and administration, under delegated authority from the Centralia College Board of Trustees, approved this request on November 14, 2018.

Potential questions

Is this project consistent with the State Board’s goal of increasing enrollment and completions?

Recommendation/preferred result

Staff recommends approval of Resolution 18-12-51 giving Centralia College authority to spend up to $1,200,000 in local funds toward the replacement of outdated modular buildings for early learning facilities.

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 spend up to $1,200,000 in local funds to replace outdated modular buildings for the early learning program

WHEREAS, the college has been awarded $800,000 in a Department of Commerce grant for early learning facility improvements; and

WHEREAS, the college has identified $400,000 in local funds for this project; and

WHEREAS, obsolete modular buildings will be replaced with pre-manufactured structures that meet current seismic and fire code requirements and blend with current campus style; 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 November 14, 2018; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Centralia College to spend up to $1,200,000 in local funds for the replacement of outdated modular buildings for early learning facilities.

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 12/06/2018

Attest

______________________________  ______________________________
Jan Yoshiwara, secretary         Anne Fennessy, chair
STATE BOARD MEETING MINUTES

South Puget Sound Community College, Lacey Campus
Business Meeting: Tuesday, October 16, 2018 // 8 a.m. to 2 p.m.

Board members
Jan Yoshiwara, executive director // Beth Gordon, executive assistant

Call to order and adoption of agenda

Vice Chair Wayne Martin called the meeting to order at 8:00 a.m., welcomed those present, and asked for audience introductions.

Motion: Moved by Phyllis Gutierrez Kenney, seconded by Carol Landa McVicker, and unanimously approved by the Board the adoption of its October 16, 2018, regular meeting agenda.

Approval of consent agenda (Resolutions 18-10-41 and 18-10-43)

a. Bellevue College, local expenditure increase, student housing
Resolution 18-10-41
b. Green River College, local expenditure increase, building improvements
Resolution 18-10-42
c. Yakima Valley College, property acquisition, 918 Queen Avenue
Resolution 18-10-43
d. August 23, 2018, Meeting Minutes

Motion: Moved by Crystal Donner, seconded by Carol Landa McVicker, and unanimously approved by the Board the adoption of its October 16, 2018, consent agenda.

Baccalaureate Degree Statements of Need
A conceptual discussion occurred between the Board and college staff proposing to offer applied baccalaureate degrees. The ten colleges presenting and their proposals are listed below.

a. Edmonds Community College, Application Development
b. Whatcom Community College, Applied Business Management
c. Wenatchee Valley College, Data Analytics
d. Tacoma Community College, IT Networking – Information Systems and Technology
e. Pierce College, Fire Command and Administration
f. Lake Washington Institute of Technology, Applied Management-Entrepreneurship
g. Highline College, Integrated Design
h. Clover Park Technical College, Cybersecurity
i. Bellevue College, Robotics and Artificial Intelligence
j. Clark College, Cybersecurity
Consideration of Baccalaureate Degree Approvals (Resolutions 18-10-44 – 18-10-47)

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.

7a) Columbia Basin College – BAS in Teacher Education

Columbia Basin College proposes a Bachelor of Applied Science in Teacher Education beginning fall 2019 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 also 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.

Motion: Moved by Ben Bagherpour, seconded by Carol Landa McVicker and unanimously approved by the Board the adoption of Resolution 18-10-44, approving Columbia Basin College’s BAS in Teacher Education.

7b) Lower Columbia College – BAS in Teacher Education

Lower Columbia College is proposing to develop a Bachelor of Applied Science in Teacher Education leading to Residency Teacher Certification (K-8) with an endorsement in Early Childhood Education as well as a non-certification degree option in Education and Early Childhood Education. The proposed degree would begin fall 2019 and create a pathway for para-educators, preschool teachers, and childcare providers to use their associate of applied science degree as a foundation for broader job opportunities with higher wages. This proposal is a concerted effort by the college and local school districts in response to the teacher and substitute shortage in the college’s service district. This proposed degree would be Lower Columbia College’s first applied baccalaureate degree.

Motion: Moved by Carol Landa McVicker, seconded by Ben Bagherpour and unanimously approved by the Board the adoption of Resolution 18-10-45, approving Lower Columbia College’s BAS in Teacher Education.

7c) Tacoma Community College – BAS in Applied Management

Tacoma Community College is proposing a Bachelor of Applied Science Degree in Applied Management beginning fall 2019. This new offering will create a pathway for graduates to further their managerial education from four of Tacoma Community College’s Associate of Applied Science Degrees to include business (with concentrations in logistics and entrepreneurship), accounting,
paralegal, and human services. This newly proposed applied baccalaureate degree will focus on human resources, project management, and entrepreneurship. This proposed degree will also enhance technical skills by adding a business management component, making graduates more marketable in their respective industry. This applied management applied baccalaureate degree aspires to increase access and mitigate or remove the significant barriers faced by current graduates of applied associate degree programs when trying to pursue further education. This proposed degree would be Tacoma Community College’s third applied baccalaureate degree.

**Motion:** Moved by Crystal Donner, seconded by Phyllis Gutierrez Kenney and unanimously approved by the Board the adoption of Resolution 18-10-46, approving Tacoma Community College’s BAS in Applied Management.

**7d) Wenatchee Valley College – BAS in Teaching**

Wenatchee Valley College is proposing a Bachelor of Applied Science in Teaching beginning fall 2019. The degree will build upon Wenatchee Valley College’s Associate of Technical Science Degree in Early Childhood Education, allowing students more educational opportunities in North Central Washington including Chelan, Douglas, and Okanogan counties. Although the associate of technical science degree allows graduates to obtain employment in education, a four-year degree in education is necessary to become a teacher with P-3 or special education P-3 certification. North Central Washington also has multiple school districts, Head Start® and Early Childhood Education and Assistance Programs (ECEAP) programs® centers that are all in need of staff that meet the Washington state education requirements. Due to this shortage in North Central Washington, this program will be located at the Wenatchee Valley College-Omak campus and provide an educational pathway for an applied baccalaureate degree to those place-bound individuals already employed in the K-12 system and give graduates of this degree access to living-wage careers. This proposed degree would be Wenatchee Valley College’s third applied baccalaureate degree.

**Motion:** Moved by Phyllis Gutierrez Kenney, seconded by Ben Bagherpour and unanimously approved by the Board the adoption of Resolution 18-10-47, approving Wenatchee Valley College’s BAS in Teaching.

**Real Property Acquisition and Disposal Rules**

State Board members heard a briefing from the Attorney General and State Board staff on governance of the acquisition and disposal of real property within the community and technical college system. Governance is shared between the State Board, individual college boards of trustees, the Department of Enterprise Services, the Office of Financial Management, and the Department of Commerce. Within the context of the shared authority, the discussion explored the history and current policies affecting the acquisition and disposal of real property.

The Board had a robust discussion about the process and recommendations surrounding the Disposal of real property within the system as they come to the State Board for approval.

**Vice Chair Report**

Vice Chair, Wayne Martin, had nothing to report.
Open Public Comment
There were no requests for public comment.

Board Member Discussion
Board members had an informal discussion reviewing the October meetings effectiveness and productivity. They also discussed historic budget requests compared to the actual funds that the system received and how to better advocate for our future requests.

Adjournment/next meeting
There being no further business, the State Board adjourned its regular meeting of October 16, 2018 at 2:00 p.m. The State Board will hold its next meeting on December 5-6, 2018, at Edmonds Community College

Attest

Jan Yoshiwara, secretary
Anne Fennessy, chair
2018 State Board Salary Study — Update

Brief Description
A 2018 budget proviso required the State Board to hire a consultant to study and provide analysis on the comparability of college system employee salaries. This includes whether college districts located in high cost areas should receive additional pay (i.e., regional pay) and, if so, which market factors and methods should be used to determine amounts. The proviso required a preliminary report be delivered by the consultant to the State Board by August 15, 2018, and a final report by October 1, 2018.

Consistent with the proviso, data was developed supporting a competitive pay budget proposal intended to be the first step in closing the salary gap for college system faculty and exempt employees. Regional pay may be an element that helps colleges in higher cost areas achieve this goal. At this time, college system discussions continue on a possible regional pay methodology and 2019-21 budget request with the goal of possibly bringing a proposal for Board consideration and action during its February 2019 meeting.

During this meeting, the Board will review the study results with the study consultant and be briefed on current activity related to a possible regional pay proposal.

How does this item link to the State Board’s 2018-19 Priorities?
The college system’s budget request is a statement of system values, priorities and resource needs necessary to make progress on goals. The Board has identified college system priorities as Long-Term Advocacy, Equity/Diversity/Inclusion, Completions, Enrollments, Career Connections, and ctcLink success.

Having well qualified faculty and staff is key to improving student success. The college system budget request includes maintenance level requests for general salary increases for all employees and, in the policy level, $68 million designed to close pay gaps for faculty and exempt employees. If requested, regional pay may help college districts in high cost areas compete for talent. If funded, these requests will ensure colleges have the talent needed to serve and improve outcomes for students and Washington’s economy.

Background information and analysis
Overview. College system employees are state employees. Their salaries and salary increases are governed by myriad laws, regulations, policies and/or agreements that vary based upon employee category. At a highly summarized level, there are four different employee categories within the community and technical college system:

- Faculty include full- and part-time teachers, counselors and librarians. Faculty at all 34 colleges are represented. Salaries are set through local collective bargaining. Under state law, faculty receive a cost of living adjustment (COLA) based upon the King County consumer price index (CPI). Until June 2018, salary increases were limited by state law to only those increases authorized by the Legislature in the Appropriations Act. Effective June 2018, trustees were given the authority to collectively bargain increases beyond those specifically authorized by the Legislature.

- Civil Service Classified employees. These employees provide a wide variety of support work at the community colleges. Within the community colleges, most of these employees are represented,
although most colleges have some classified employees that are not represented. Since 2005, salaries and salary increases are primarily set through statewide coalition collective bargaining with the two unions representing community college classified employees. Through bargaining, the parties have agreed to continue use of the civil service classification and compensation plans managed by the Office of Financial Management (OFM). Under state law, the parties bargain every two years (aligned with the biennial budget process) with the economic terms of tentative agreements submitted to the Governor’s Office by October 1, and approved or rejected by the Legislature. Salary increases for non-represented civil service classified staff are proposed by the Governor and acted upon by the Legislature.

- Technical College Classified employees. These employees provide a wide variety of support work at the technical colleges. Most of these employees are represented. In 1991, as the vocational schools were moved into the newly formed community and technical college system, these classified employees maintained the collective bargaining rights they had as part of the K-12 system. The technical colleges have two to three different unions representing their classified employees. Each technical college has negotiated a classification compensation plan for employees within each bargaining unit. Relevant to this presentation, they maintained the right to bargain salary and salary increase rates. Under state law, technical college classified employees receive a COLA based upon the King County CPI.

- Exempt employees. In general, these employees are exempt from the civil service system. Most are also exempt from union representation, although professional/technical and entry level exempt employees were provided the right to organize and be represented in 2007. This category includes administrators, deans, directors, assistant/associate deans/directors, advisors and higher-level IT, HR and public information professionals. Salaries for non-represented exempt employees are set through local college decision making. Salary increases for non-represented exempt employees are limited by state law to only those increases authorized by the Legislature in the Appropriations Act. Salaries and salary increase amounts for represented exempt employees are set through collective bargaining.

Although authorized to exceed salary increase amounts established by the Legislature for represented exempt, technical college classified and faculty employees, access to sustainable funding limit districts ability to do so.

**Salary Study.** A budget proviso was adopted by the Legislature in March 2018, a system steering committee was formed in April 2018, and a consultant was hired in May 2018. Faculty labor unions and the Office of Financial Management were consulted as the study progressed.

Consistent with the proviso, our goal for the study was to develop data supporting a competitive pay proposal that, if funded, would ensure that colleges have the talent needed to serve and improve outcomes for students and Washington’s economy. It was stated and understood, that regional pay may be an element that helps colleges in higher cost areas achieve this goal.

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1 Highline and Yakima colleges have opted to bargain locally, outside of the coalition. Historically, they have agreed to provide the same salary increase as negotiated by the coalition bargainers.

2 In general, there is an interest to maintain a single classification and compensation plan for all state civil service employees that results in alignment of pay rates for represented and non-represented civil service employees.
For faculty and exempt employees, the methodology developed in the 2008 salary study was used to collect data, identify peer states and make comparisons. Civil service classified employee salary data from the 2018 State Salary Survey, completed by the OFM, was reviewed and considered. National and in-state cost-of-living rates for 2018 were obtained from the Council for Community and Economic Research, the same organization that provides cost-of-living data to the U.S. Census Bureau. As noted above and required by the proviso, OFM was consulted on data resulting from a Memorandum of Understanding between the OFM and the Washington Federation of State Employees on regional pay.

Results show that:

- Washington State’s community and technical college faculty and exempt staff are paid at least 12.4 percent less than two-year college faculty in peer states, on a cost-of-living adjusted weighted average.
- For Washington State’s civil service employees, 40 percent of employees are 25 percent or more below the estimated market value for their position; 34 percent of employees are 10.125 percent below and 15 percent are 2.5 percent below. (Each technical college negotiates its own classification and compensation plan, making comparison difficult. However, on average technical colleges spend slightly less per staff FTE than community colleges.)
- Washington State’s cost of living has increased significantly over peer states since the 2014 study, primarily driven by housing costs in the Puget Sound area.
- Using a market basket approach, the study consultant pulled cost-of-living data by county, weighted the data by population and aggregated the data into the state’s existing twelve Workforce Development Areas. Each college was placed in the area it primarily serves. Based upon a cost-of-living national average of 1.00, the cost-of-living for Washington equaled 123.5, or 23.5 percent higher than the national average. Within Washington State the cost-of-living ranges from 0.94 in Yakima to 1.517 in Seattle-King County. For illustrative purposes, this means that a $60,000 annual salary “spends like” $63,830 in Yakima County and like $39,552 in King County.

During its August meeting, the State Board adopted a 2019-21 budget request that includes $68 million as a first step towards closing the 12.4 percent salary gap in relation to pay in peer states. This amount provides a three percent increase each year of the biennium, in addition to regular increases provided by the Legislature. A similar request is anticipated for the 2021-23 biennium. Information was also shared on the presidents’ plan to continue to explore the possibility of developing a regional pay proposal.

The possibility of distributing salary increase funds differentially by location represents a departure from historical practice and, therefore, was the focus of much discussion over several months. Various options were identified, analyzed and discussed. However, with a budget request submittal deadline in September, there was insufficient time to identify and address risks and implications of making such a change.

Last session, the Legislature allocated salary funds to K-12 school districts partially based upon the median housing values in each school district. In September, the Governor’s Office reached tentative collective bargaining agreements that provide an additional five percent pay increase for represented civil service employees working in King County. Those tentative agreements and five percent premium pay applies to community college classified employees working in King County (Green River, Highline, Seattle, Bellevue,

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3 This same methodology was used to update data and support a budget request in 2014.
4 The State Board has not request operating funds for classified employee salary increases. Salaries for represented civil service classified employee are set through collective bargaining with the Governor’s Office. Salaries for technical college classified employees are set through local collective bargaining and a cost of living increase, mandated by state law. The COLA increase amounts are included in our maintenance level budget request. Although increases are set through disparate processes, we have historically supported consistent increases for all classified employees.
Cascadia, and Shoreline). These circumstances have increased the pressure on the system to develop and propose a regional pay increase.

College presidents have established a system work group that includes six presidents and two each instruction, business, and human resource vice-presidents. That group has been tasked with:

- Identifying data needed to decide on a regional pay recommendation;
- Identifying and providing analysis on the risks and implications of proposing and not proposing regional pay; and,
- Making a recommendation by the December 13-14, 2018, WACTC meeting for first review.

College presidents plan on acting on the workgroup’s recommendation during their January 22-23, 2019, meeting. The State Board is scheduled to receive an update during its February 6-7, 2019, meeting and, potentially, will be asked to act on a WACTC regional pay recommendation. This schedule provides time for staff and the college system to work with the Legislature to potentially incorporate a regional pay request into their budget proposals.

**Potential questions**

- How are pay increases determined for system employees?
- What has been the state board role in system employee pay increases?
- What should be the basis for determination of a regional pay amount?
- What additional information or data is needed to act on a regional pay increase?

**Recommendation/preferred result**

The salary study consultant will provide members of the State Board a summary of the data and analysis that formed the basis of the system competitive pay increase request. Information will also be shared on regional pay, in preparation for a potential action item during its February 6-7, 2019, meeting. The State Board will provide feedback and direction to staff on these efforts.

Policy Manual Change Yes ☒ No ☐

Prepared by: John Boesenberg, deputy executive director, business operations

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REGULAR ITEM

December 6, 2018
Tab 6

Student Voice – Student leadership and WACTSA

Brief Description
Throughout the academic year, the Council of Unions and Student Programs (CUSP) leaders promote student development by: coordinating a Student Voice program in May, hosting Washington Community and Technical Colleges Student Association (WACTCSA) leadership meetings in September, and organizing the Student Legislative Academy in November and the Student Action Agenda in February.

The Student Legislative Academy brings student leaders from the community and technical colleges to Olympia where they build a statewide legislative strategy and platform for the upcoming legislative session. Students learn about legislative processes, speak with legislative leaders, and develop their action plan for addressing student concerns and priorities.

An advisory representative from CUSP and a student leader from WACTCSA will discuss their 2019 Legislative Agenda with the Board at the December 6, 2018, State Board meeting.

How does this item link to the State Board’s 2018-19 Priorities?
CUSP provides guidance to student activity directors at colleges which complements instructional programs and strengthens students’ educational experiences through cultural, intellectual, athletic, recreational, social, community services, and leadership activities. The knowledge gained from activities such as the Student Legislative Academy informs and educates students about their greater role and responsibility to serve their communities, through advocacy, equity, diversity, inclusion, and student engagement.

Background information and analysis
In 2004 the Student Legislative Academy was created to help students advocate for community and technical college issues. CUSP and SBCTC staff work together to develop leadership activities for student leaders. The Student Legislative Academy provides opportunity for students to:

- Build legislative communication skills
- Understand the advocacy process
- Contextualize student involvement in the legislative process
- Prepare for the community and technical college advocacy day
- Prepare for the legislative session
- Learn how the community and technical college system develops legislative platforms and how student voices contribute to that process
- Learn to effectively communicate legislative priorities
Attachment A: Washington State Community Technical Colleges Student Association 2018-19 Action Agenda

Potential questions

- How do student issues and concerns impact policies within Washington State community and technical colleges?
- Are student issues aligned with the legislative direction of the State Board for Community and Technical Colleges?

Recommendation/preferred result

Staff will provide a brief overview of the Student Legislative Academy. Board members will have an opportunity to discuss the Student Legislative Action Agenda with student representatives in the context of meeting college and system goals.

Policy Manual Change Yes ☐ No ☒

Prepared by: Edward Esparza, policy associate

360-704-4338, eesparza@sbctc.edu
The following issues were developed during the 2018 Legislative Voice Academy by the Washington Community & Technical College Student Association (WACTCSA). This agenda represents the issues community and technical college (CTC) students have identified as their highest priorities for advocacy during the 2018-2019 academic and legislative session.

**Legislative Issue**

**New Hope for Previously Incarcerated Students**
The State should support legislation that limits disclosure of a student’s criminal past on social and human service applications to encourage reintegration of students to apply for services that impact academic achievement; like housing and food assistance. This action can increase employment and housing opportunities, reduce recidivism, and decrease racial disparity in the criminal justice system. Further, this action will help students enroll in college and support academic completion. Regardless of a criminal background CTC students deserve equal opportunity and access to social services regardless of their criminal background.

**Textbooks and Open Educational Resources (O.E.R.s) Affordability and Accessibility**
The legislature should establish greater incentives and funding for educators and professors to facilitate OER development; an effective and proven process. CTC students are continually concerned about prohibitive costs of educational resources for most courses offered in the CTC system. CTC students want equitable access to affordable content to support their education; when not available, students seek other alternatives or do not purchase books. We appreciate former legislative action to support the development of OERs but more is needed.

**College Affordability**
The legislature should expand access to in-state tuition programs and adopt an innovative model that supports academic completion for CTC students. A high school diploma is no longer enough to give a person equal access to quality jobs; studies show that by 2020 65% of all jobs in the U.S. will require post-secondary education. To meet this demand, every resident of Washington State should have an equitable opportunity to pursue higher education. This makes our workforce more competitive and strengthens our State’s economy.

**System Issue**

**Address College Campus Food Insecurity**
The State Board for Community and Technical Colleges should create a study focused on developing best practices and policies focused on CTC college campus food pantries and electronic debit systems for statewide adoption. Currently, CTC Student Associations are at various stages of pantry development. Responding to these concerns using a common set of guidelines or best practices would enhance streamlining efforts to combat food insecurities. Schools currently do not have guidance on partnering and/or networking with local agencies. Additionally, students are more in need of access to EBT transactions; as campus stays are longer due to spread out course schedules. Addressing barriers to low-income student’s ability to obtain food on campus is an access issue for academic success and a best practice model can address this.
REGULAR ITEM (RESOLUTION 18-12-52)

December 6, 2018
Tab 7

Legislative Update

Brief Description

The board will be briefed on potential 2019 legislative priorities and asked to approve two pieces of request legislation.

How does this item link to the State Board’s 2018-19 priorities?

Identifying possible changes to state law that results in improved service delivery to students supports four system goals:

- **Enrollment, Completion and Equity**
  - When legislative goals are met, community and technical colleges have the resources to maintain open doors and promote student success to completion. The 2019 Operating Budget request as well as two bill proposals for review, address access and student success.

- **Advocacy**
  - To accomplish the college system legislative goals, State Board members, staff, and system leaders are engaged with the legislature and policy makers to support colleges in promoting student success.

Background information and analysis

The primary focus entering the 2019 legislative session is the college system’s operating budget request.

Operating Budget

With a focus on competitive compensation for college faculty and staff, funding for Guided Pathways, and programming for high demand workforce needs, the operating budget request will provide much needed services to our students and enhance Washington’s community and technical college system’s ability to respond to ever growing and ever changing employer demands in their regions around the state.

Capital Budget

The Capital Budget request will provide students with high-quality classroom and lab space and places for educational support so they can achieve their goals. Our college system faces a backlog of needed projects which funding of the 2019 request to the legislature would greatly reduce. Overall, the list will fund 37 major projects at 29 colleges and minor projects needed at all 34 colleges.

Policy Issues

Proposed State Board Request Legislation

- **Removing school districts' ability to withhold grades and transcripts of students.** (Attachment A) If a student owes a fine or fee to a school district and the payment of that fine prevents a college from receiving that student’s grades or transcripts, that fine or fee will not be required to be paid.
• **Concerning community and technical colleges awarding high school diplomas.** *(Attachment B)* A community or technical college may issue a high school diploma or certificate at the time a student receives an Associate’s Degree if the student does not already have a high school diploma. This would apply to students age 16 and older.

Other potential issues in the 2019 legislative session for discussion:

- **Access and affordability for dual credit programs.**
  - Fees and Books for Running Start and College in the High School students paid for College Bound Scholars.
  - Fees and Books for Running Start and College in the High School students waived by the legislature – subject to appropriation.

- **Support for homeless students**
  - Similar to SB 6262 from 2018, a bill will be introduced to provide some additional services for homeless students at colleges and universities.

- **College Promise**
  - Providing “free” postsecondary education in Washington State.
    - Seattle Promise

- **Online Educational Resources/Low Cost college materials**
  - Similar to HB 1375 from 2017, a bill will be introduced which would require community and technical college courses with low cost materials to be highlighted in a college on-line course catalog. Low cost is defined as less than $50.

**Potential questions**

- Is the proposed request legislation consistent with Board priorities?

**Recommendation/preferred result**

The State Board is asked to approve the 2019 legislative priorities and two policy bills as request legislation for the 2019 legislative session.

Policy Manual Change Yes ☐ No ☒

Prepared by: Arlen Harris, legislative director

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A resolution relating to the 2019 community and technical college system legislative agenda.

WHEREAS, Washington’s community and technical colleges serve the majority of higher education students in the state, aligning curricula with employer needs, providing lower-cost transfer opportunities and contributing to economic growth statewide; and

WHEREAS, the community and technical college system has identified budgetary and policy priorities for the upcoming regular legislative session that support the system’s mission of providing students access to a high-quality postsecondary education; and

WHEREAS, the 2019 legislative agenda includes prioritized state funding for faculty and staff compensation, pathway priorities for student services to increase the number of students completing degrees and credentials, funding to support high demand programs like nursing, allied health, information technology, and advanced manufacturing, and much needed investment in capital projects; and

WHEREAS, the 2019 legislative agenda supports policy legislation to support access in basic education for adults;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges approve the 2019 legislative agenda.

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 December 6, 2018

Attest

____________________________________  _______________________________________
Jan Yoshiwara, secretary                Anne Fennessy, chair
<table>
<thead>
<tr>
<th>BILL Req. #:</th>
<th>Z-0877.1/18</th>
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<tr>
<td>ATTY/TYPIST:</td>
<td>PW:lel</td>
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<tr>
<td>BRIEF DESCRIPTION:</td>
<td>Removing school districts' ability to withhold pupils' grades and transcripts.</td>
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AN ACT Relating to removing the ability of school districts to withhold grades and transcripts of pupils; and amending RCW 28A.635.060.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

Sec. 1. RCW 28A.635.060 and 1997 c 266 s 13 are each amended to read as follows:

(1) Any pupil who defaces or otherwise injures any school property, or property belonging to a school contractor, employee, or another student, is subject to suspension and punishment. If any property of the school district, a contractor of the district, an employee, or another student has been lost or willfully cut, defaced, or injured, the school district may withhold the ((grades, diploma, and transcripts)) of the pupil responsible for the damage or loss until the pupil or the pupil's parent or guardian has paid for the damages. If the student is suspended, the student may not be readmitted until the student or parents or legal guardian has made payment in full or until directed by the superintendent of schools. If the property damaged is a school bus owned and operated by or contracted to any school district, a student suspended for the damage may not be permitted to enter or ride any school bus until the student or parent or legal guardian has made payment in full or until
directed by the superintendent. When the pupil and parent or guardian are unable to pay for the damages, the school district shall provide a program of voluntary work for the pupil in lieu of the payment of monetary damages. Upon completion of voluntary work the (grades) diploma(, and transcripts) of the pupil shall be released. The parent or guardian of such pupil shall be liable for damages as otherwise provided by law.

(2) Before any penalties are assessed under this section, a school district board of directors shall adopt procedures which insure that pupils' rights to due process are protected.

(3) If the department of social and health services or a child-placing agency licensed by the department has been granted custody of a child, that child's records, if requested by the department or agency, are not to be withheld for nonpayment of school fees or any other reason.

--- END ---
BILL REQ. #: Z-0876.1/18
ATTY/TYPIST: PW:lel
BRIEF DESCRIPTION: Concerning community and technical colleges granting high school diplomas.
AN ACT Relating to granting of high school diplomas by community or technical colleges; and amending RCW 28B.50.535.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

Sec. 1. RCW 28B.50.535 and 2017 c 93 s 1 are each amended to read as follows:

A community or technical college may issue a high school diploma or certificate as provided under this section.

(1) An individual who satisfactorily meets the requirements for high school completion shall be awarded a diploma from the college, subject to rules adopted by the superintendent of public instruction and the state board of education.

(2) An individual enrolled through the option established under RCW 28A.600.310 through 28A.600.400 who satisfactorily completes an associate degree, including an associate of arts degree, associate of science degree, associate of technology degree, or associate in applied science degree, shall be awarded a diploma from the college upon written request from the student.

(3) An individual((two years or older)) sixteen years or older or enrolled through the option established under RCW 28A.600.310 through 28A.600.400, who enrolls in a community or technical college for the purpose of obtaining an associate degree and satisfactorily
completes an associate degree through a community or technical college, including an associate of arts degree, associate of science degree, associate of technology degree, or associate in applied science degree, shall be awarded a diploma from the college upon written request from the student. Individuals under twenty-one years of age under this subsection are ((not)) eligible for funding provided under chapter 28A.150 RCW.

((4) An individual who enrolls in a technical college through the option established under RCW 28B.50.533, who satisfactorily completes an associate degree, including an associate of arts degree, associate of science degree, associate of technology degree, or associate in applied science degree, shall be awarded a diploma from the college upon written request from the student.))

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