# STATE BOARD MEETING AGENDA

State Board Office: 1300 Quince Street SE, Olympia, WA
4th Floor // Cascade Conference Rooms

Study Session: Wednesday, March 28, 2018 // 1 p.m. to 5 p.m.
Business Meeting: Thursday, March 29, 2018 // 8 a.m. to 12 p.m.

Board members
Larry Brown, chair // Anne Fennessy, vice chair // Wayne Martin // Jay Reich // Carol Landa McVicker // Phyllis Gutierrez Kenney // Fred Whang // Ben Bagherpour // Crystal Donner
Jan Yoshiwara, executive director // Beth Gordon, executive assistant


### March 28 Study Session

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<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Activity</th>
<th>Location</th>
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<tbody>
<tr>
<td>1 p.m.</td>
<td>Welcome and introductions</td>
<td>Discuss</td>
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<td>Larry Brown, chair</td>
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<td>1:05 p.m.</td>
<td>2019-21 Operating budget development</td>
<td>Discuss</td>
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<td>Cherie Berthon</td>
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<td>2:20 p.m.</td>
<td>2018 Supplemental operating budget request</td>
<td>Discuss</td>
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<td>Cherie Berthon</td>
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<td>2:50 p.m.</td>
<td>Break</td>
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<td>3:05 p.m.</td>
<td>2018 Supplemental capital budget request</td>
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<td>Wayne Doty</td>
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<td>3:40 p.m.</td>
<td>Legislative update</td>
<td>Discuss</td>
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<td>Arlen Harris</td>
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<td>4:15 p.m.</td>
<td>Executive directors report</td>
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<td>Jan Yoshiwara</td>
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<td>4:45 p.m.</td>
<td>Adjournment</td>
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<td>Board member dinner</td>
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<td>7:30 a.m.</td>
<td>Breakfast</td>
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<td>8 a.m.</td>
<td>Welcome, introductions, and election of chair pro tem</td>
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<td>Jan Yoshiwara, board secretary</td>
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<tr>
<td>8:05 a.m.</td>
<td>Adoption of agenda</td>
<td>Action</td>
<td>Chair pro tem</td>
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<td>8:10 a.m.</td>
<td>Approval of consent agenda</td>
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<td>a. Lake Washington Institute of Technology – local expenditure authority, east building commons remodel Resolution 18-03-10</td>
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<td>b. Clover Park Technical College – local expenditure increase, loading dock and storage facility Resolution 18-03-11</td>
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<td>c. Approval of February 8, 2018 meeting minutes</td>
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<td>8:15 a.m.</td>
<td>WACTC Report</td>
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<td>Tom Keegan, President, Skagit Valley College</td>
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<td>8:30 a.m.</td>
<td>ACT Report</td>
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<td>Jim Page, Trustee, Olympic College</td>
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<td>8:45 a.m.</td>
<td>Labor Report</td>
<td>Discuss</td>
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<td>9 a.m.</td>
<td>2018 Supplemental operating budget request</td>
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<td>Cherie Berthon</td>
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<td>Resolution 18-03-12</td>
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<td>9:15 a.m.</td>
<td>2018 Supplemental capital budget request</td>
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<td>Wayne Doty</td>
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<td>Resolution 18-03-13</td>
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<td>2017-18 State Board priorities updates</td>
<td>Discuss</td>
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<td>9:30 a.m.</td>
<td>a. Diversity and equity</td>
<td>Discuss</td>
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<td>Jan Yoshiwara and Tom Keegan</td>
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<td>10:20 a.m.</td>
<td>Break</td>
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<td>10:30 a.m.</td>
<td>b. Completions</td>
<td>Discuss</td>
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<td>Kristy Wellington-Baker</td>
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<td>11 a.m.</td>
<td>c. Long-term advocacy</td>
<td>Discuss</td>
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<td>Laura McDowell and Phyllis Gutierrez Kenney</td>
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<td>11:40 a.m.</td>
<td>Open public comment</td>
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<td>11:45 a.m.</td>
<td>Chair pro tem report</td>
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<td>● Naming of nominating committee chair and members for state board 2018-19 chair and vice chair</td>
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<td>12 p.m.</td>
<td>Adjournment</td>
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Next meeting: May 2-3, 2018 ~ Peninsula College

**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.
STUDY SESSION ITEM

March 28, 2018
Tab 1

2019-21 operating budget development

Brief Description

Last month, the State Board held small group discussions about the system’s goals and priorities, particularly, how they might shape future budget requests. This served to begin the budget development process with a broad and inclusive brainstorming session including input from multiple stakeholders. At this meeting, the State Board will reflect on the contributions of the small groups and learn about the initial results of a survey of college budget priorities. Finally, State Board members will have an in-depth discussion on the direction they would like to take the budget development process and how it may connect to other high priority efforts underway.

How does this item link to the State Board’s 2017-18 Priorities?

The State Board is responsible for developing and submitting a budget to the governor and state Legislature on behalf of the community and technical college system. The biennial budget request is a strong policy statement from the State Board in that describes the funding needed to support the system’s goals and priorities. This past fall, the State Board identified its key priorities as Long Term Advocacy, Equity and Diversity, Completions, Enrollments, and ctcLink success.

Background information and analysis

Historically, the State Board develops a new biennial budget agenda every two years. The process takes place at multiple levels with input from commissions, councils, task forces, faculty, employees, students, and other stakeholders. The college presidents also hold budget discussions and make their recommendations to the State Board in May. Ideally, the State Board adopts their initial budget request priorities in June so that college presidents can relay them to Legislators during their summer visits to campuses.

In February, colleges in the system were surveyed to learn more about their budget priorities. The survey included two sections. Section 1 asked colleges to rate their level of support and comment on several potential budget requests. Section 2 asked colleges to provide their five highest budget priorities for the next four years and the relative weight of each. A summary of results from Section 1 are included in Attachment A. Results from Section 2 are still being verified and discussed by the college presidents and will be reported in May.

There were six potential investments included in the survey. These strategic investments (budget requests) were identified based on the State Board’s goals and recent biennial budget proposals.

1. Promote student achievement and success by implementing the Guided Pathways Initiative across the system.
2. Build on the system’s strengths by improving faculty salaries and the full-time to part-time faculty mix.
3. Build on the system’s strengths by improving employee compensation.
4. Increase the number of people in Basic Education for Adults and I-BEST (programs that combine basic skills, English language, academics, and job skills training) and those students’ transition to college-level courses.

5. Expand workforce education programs to meet skills gaps and to increase awards in high-demand professional-technical programs.

6. Increase flexible funding for financial aid so that colleges can help students address barriers to attending college (e.g. childcare, car repairs, or groceries).

In general, there was high support for all of these investments. Faculty and employee compensation, Guided Pathways, and flexible financial aid funding received a very high level of support from colleges. Adult Basic Education/I-BEST and workforce programs received high levels of support. It appears that the small difference in enthusiasm were links to variations in missions and student composition. For example, technical colleges showed the highest level of support for investments in workforce education programs. Again, Attachment A includes more detailed information and will be reviewed during the State Board meeting.

Potential questions

1. Is the system best served by developing budget priorities based on system needs or would budget proposals for specific outcomes be more effective?

2. Should the budget process link with other, ongoing workgroups or initiatives?

3. Do we need additional information or resources in future budget discussions?

Recommendation/preferred result

The Board will have information about the budget priorities of stakeholders and the colleges’ perspective on several potential budget requests. The Board will develop its own consensus on how to frame the budget proposals and whether a longer-term approach is appropriate.

Prepared by: Cherie Berthon, operating budget director

(360) 704-1023, cberthon@sbctc.edu
Appendix A

Survey of College Budget Priorities

Initial Summary of Findings
SMALL GROUP DISCUSSION NOTES
FROM FEBRUARY 2018 STATE BOARD MEETING
OPERATING BUDGET THOUGHTS AND PRIORITIES

After reviewing the State Board’s goals and priorities, which are the most relevant to meeting the State Attainment Goals?

1. All three of the State Board’s goals (student achievement and success, increase access and a strong community and technical college system) are equally important in meeting the State 70% attainment goal.
2. Enrollments must be directly linked to completions and then to jobs.
3. Ensuring students’ employability after earning a credential is the most important goal.
4. The lack of a technical pathway is hindering us.
5. A five-year plan around state attainment goals, with research-based strategies and outcomes should be developed.
6. We are talking about “the means,” but should be talking about “the ends” – the outcomes of these goals and priorities.

From the perspective of Legislator, what is the most important thing the CTCs can accomplish? What one new investment would you make?

1. Understand the skills needed by employers.
2. Increase the number of people with skills needed to support the economy.
3. Produce prepared, skilled workers for unfilled jobs.
4. Provide the state a quantifiable return on investment (ROI).
5. Identify the number of jobs we can deliver over five years.

What are the unique strengths and opportunities of our system?

1. Flexibility – able to adjust to meet emerging business needs.
2. The CTCs are the only statewide public education system poised to serve youth, adults who dropped out of high school, and adults that need a refresher to do college-level work.
3. CTCs are set up to quickly provide credentials and certificates, moving people into skilled jobs.
4. CTCs are set up to provide students with applied skills – STEM skills that directly relate to work.
5. CTC credentials and certificates are linked to jobs.
6. CTC workforce programs are directly connected to employers – and we need to sharpen this message.
What are the top three needs of the system?

1. Student supports that move students through barrier points, like the TRIO program.
2. Improve completions, attract and retain students.
3. Address faculty and staff compensation.
4. Community partners to help students get jobs.
5. More flexibility.
6. Develop a five-year plan.
7. Programs that focus on getting adults into skilled jobs.

Which investments best serve the needs just identified?

1. Student Support Services, like Guided Pathways.
2. State investment that results in specific outcomes, such as 500 new credentials with direct links to job placement.
3. Development of a five-year budget plan in which funding could be requested in stages.
4. Improved salaries for all employees — faculty, staff, and exempt employees.
5. Improved faculty full-time / part-time mix.
6. Workforce education programs expansion to meet skills gaps in emerging industries.
7. Requesting funding for enrollments in specific purposes and programs.
SURVEY OF COLLEGE BUDGET PRIORITIES

Initial Summary of Findings

Cherie Berthon
March 28, 2018
SURVEY PROCESS

• Fall 2017 – Survey developed with input from business officers.
• January 2018 – Presidents on the operating budget committee finalized and approved the survey.
• Early March 2018 – Districts responses were received and staff began compiling results.
• Today – Review of colleges’ feedback on potential budget requests.
SURVEY QUESTIONS

• Section One
  • Assessed support for several potential budget requests
  • Open-ended request for feedback

• Section Two
  • An opportunity for college districts to express their top five priorities for next two biennia
  • Relative importance of each priority weighted
SECTION ONE: SIX POTENTIAL BUDGET INVESTMENTS

1. Promote student achievement and success by implementing the *guided pathways initiative* across the system.

2. Build on the system’s strengths by *improving faculty salaries* and the full-time to part-time faculty mix.

3. Build on the system's strengths by *improving employee compensation*. 
POTENTIAL INVESTMENTS (CONTINUED)

4. Increase the number of people in basic education for adults and I-BEST and those students’ transition to college-level courses.

5. Expand workforce education programs to meet skills gaps and to increase awards in high-demand professional-technical programs.

6. Increase flexible funding for financial aid so that colleges can help students address barriers to attending college (e.g., childcare, car repairs, groceries)
GUIDED PATHWAYS: VERY HIGH

Comments

• This is critical to student success. We could improve our 'wrap around' services.

• New funding is needed for a true organizational reconfiguration.

• All colleges need to adopt this model if we hope to meet the State's attainment goals.

• It would be helpful if the state board purchased a statewide technology solution to track and support students.

Concerns

• Colleges should be allowed to use funding based on their own assessment of priority needs in implementation.

• Will the terminology "guided pathways" resonate with legislators?

• We support with new funding—not a reallocation of resources.

• This type of reform should be a local college choice.
FACULTY SALARIES AND FULL-TIME TO PART-TIME FACULTY MIX: VERY HIGH

Comments
• We are now competing with K-12 schools for our faculty.
• Quality faculty is a critical need, especially in light of the guided pathways work.
• It is more difficult to hire and retain qualified faculty. Our full-time faculty are moonlighting more to make ends meet. This hurts our student retention and completion.

Concerns
• We should focus on improving salaries for ALL employees.
• Districts need flexibility to fund improved FT/PT mix or salary increases.
• We are wary of targeting support to colleges that have not committed to fund existing faculty salaries / increments.
FACULTY SALARIES (CONTINUED)

Comments

- Program growth and health are reliant on having a core of full-time faculty to work with students.
- King county's high cost of living is a major challenge to our recruitment and retention efforts.
- We know there’s a connection between full-time faculty and student success.
- Faculty competitiveness is a concern. We can't attract certain disciplines when other jobs pay much more.

Concerns

No additional concerns.
IMPROVING EMPLOYEE COMPENSATION: VERY HIGH

Comments

• We are having particular difficulty filling positions in information services and finance.

• IT professionals skilled in PeopleSoft have higher wages and more opportunities than those with legacy systems.

• Retention is difficult during these high employment times.

• It is increasingly difficult to compete against industry for talent in specialized fields.

Concerns

None noted.
BASIC EDUCATION FOR ADULTS AND I-BEST: HIGH

Comments
• More than 100,000 adults in our service area have less than a high school diploma.
• I-BEST combines general education with contextualized training and is preferred by most adults.
• These programs are effective, but expensive — even with the weighted funding in the allocation model.

Concerns
• Adult basic education funding should move to a caseload model rather than be subsumed into our current allocation model.
• We are concerned about the high cost of the programs with little-to-no tuition revenue.
BASIC EDUCATION FOR ADULTS AND I-BEST: HIGH

Comments
• New funding is needed to cover the full cost of supporting students in these programs as they transition to college-level courses.
• To provide equitable opportunities for all students, we must expand I-BEST and related accelerated learning options.
• Our ABE students are a “captive audience” that the colleges need to transition into college-level programs. This isn’t currently happening at an acceptable rate.

Concerns
• I-BEST programs are successful, but very resource intensive.
• This is a priority for us if funding is provided for ESL and is not connected to completion of a credential.
WORKFORCE EDUCATION: HIGH

Comments

• The need for higher skilled trades has been communicated by numerous employers.

• Funding the start-up costs and keeping pace with technological advances often makes starting new programs cost-prohibitive.

• Equipment is expensive and must be replaced fairly often to keep pace with industry.

Concerns

• The current apprenticeship funding model does not work for our college.

• Funding should be based on local community needs and should be non-competitive.
WORKFORCE EDUCATION: HIGH

Comments

• To maintain industry standards, we must maintain programs that are innovative and provide opportunities to a diverse population.

• Our workforce programs need support to promote program accomplishments and coordinate program implementation.

• Expanding workforce programs has both programmatic costs and facility requirements / expenses.

Concerns

• Some high-cost programs necessitate extra fees that are a burden on students.

• We need better methods for determining gaps in industry demand.
FLEXIBLE FINANCIAL AID: VERY HIGH

Comments

• Financial stress is the primary reason students leave.
• We have an increased number of students who are homeless, living in shelters and hungry.
• Undocumented students should be covered.
• We should advocate that State Need Grant be expanded to cover more needs.

Concerns

• It would take new staff to implement this effectively, so that should be included.
• Too much emphasis on solving social problems could be a concern as we are not a social services agency.
OTHER IDEAS?

• Technology accessibility — New laws and policies require that we comply with technology accessibility requirements. It’s an enormous lift. We need a system approach to meeting all ADA and policy 188 requirements, such as an accessibility center for excellence.

• Campus safety, security, mental health, title IX, and student conduct related work.

• Improvements to technology and systems that support student progression and persistence (i.e., Starfish).

• We need to increase our role in apprenticeships. This training modality will continue to increase in popularity and we need to be the leaders in that effort.
NEXT STEPS

• Presidents hold their budget academy in April.
• The Board will receive additional college survey information in May.
• Additional information needs?
• Concerns?
STUDY SESSION ITEM

March 28, 2018
Tab 2

Legislative Update

Brief Description
The board will be briefed on potential 2018 legislative priorities and given an update about emerging issues from the 2018 legislative session.

How does this item link to the State Board’s 2017-18 Priorities?
Identifying possible changes to state law that results in improved service delivery to students supports four system goals:

- **Enrollment & Completion**
  - When legislative goals are met, community and technical colleges have the resources to maintain open doors and promote student success to completion.

- **Equity & Access**
  - A major hurdle was overcome with the passage of HB 1488 which promotes access to Washington’s Dreamers.

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

Background information and analysis
The primary focus entering the 2018 legislative session was the need for a capital budget and support for the system’s supplemental operating budget request

**Capital Budget**
SB 6090, concerning the Capital Budget, passed the legislature on January 18 and was signed by the Governor on January 19. The budget funded the top 20 of the 25 projects on the Board’s capital project list, including approval of locally funded Certificates of Participation (COP). SB 6095, concerning the supplemental Capital Budget, passed the legislature on March 8. The supplemental budget included funding of the entire State Board biennial request.

**Operating Budget**
State Board Members, staff, and system leaders pushed for the 2018 operating budget request of $16 million with primary focus on $9 million compensation funding gap. None of the requests of the State Board were funded in the supplemental operating budget, however provisions were made to maintain increases in per-student Running Start funding for the remainder of this biennium thru the ’21-23 biennium. This amounts to an increase of approximately $16 million in Running Start support in FY’19.
Policy Issues

HB 2399/SB 6169 – State Board Request Legislation
- Including certain residents who do not have a high school diploma or equivalent or postsecondary credential and the number of students expected to enroll in basic education for adults courses at community and technical colleges in caseload forecast council forecasting. (Failed to pass)

HB 1237/SB 5993
- Modifying collective bargaining law to authorize additional compensation to academic employees at community and technical colleges. (Passed the Legislature on March 5)

HB 1488/SB 5074
- Aligns eligibility for the college bound scholarship program and the state need grant to include individuals granted Deferred Action for Childhood Arrival status (DACA). 1488 – House Rules / 5074 (Passed the Legislature on March 3)

HB 2252/SB 5917
- Address statewide crediting for AP & IB & Cambridge exams (Passed the Legislature on March 6)

HB 2868/SB 6209 & SB 6260
- These bills address Running Start costs and eligibility. 6260 would require colleges to pay for books and transportation for low income students. 2868 and 6209 would expand Running Start eligibility to 9th and 10th grade students. (Failed to pass cutoff)

SB 6101/SB 5666/SB 5568/SB 6543
- These bills address college affordability. (All failed to pass)
  ○ 6101 – free college including 4 year university (Evergreen Act) – now 13th year – Sen Rules
  ○ 5666 – free community college
  ○ 5568 - tuition freeze
  ○ 6543 – 10% tuition reduction at CTC’s

2019 Legislative Session

Work is in progress to develop a substantial legislative agenda for the 2019 legislative session. Tying in with the work of the Long Term advocacy Task Force, active communications will be needed to support that agenda. Some early ideas for next session include:
- 2019 – 2021 Biennial operating and capital budget requests
  ○ Both in development
- Fine forgiveness to receive high school transcripts
- Awarding High School Diploma when an Associate’s Degree is earned.
- Aligning and standardizing dual-credit transfer into community and technical colleges from AP/IB/Cambridge students in High School
Potential questions

- Does the State Board have feedback about progress towards meeting system wide legislative goals?
- Does the State Board have feedback about Board member engagement in legislative advocacy?

Recommendation/preferred result

- The State Board is encouraged to share early thoughts/brainstorms for building the 2019-21 legislative agenda

Policy Manual Change Yes ☐ No ☒

Prepared by: Arlen Harris, legislative director

360.704.4394, aharris@sbctc.edu
CONSENT ITEM (RESOLUTION 18-03-10)

March 29, 2018
Tab 3a

Lake Washington Institute of Technology — local expenditure authority for East building commons area remodel

Brief Description
Lake Washington Institute of Technology is seeking approval to use up to $1,300,000 in local funds to remodel the student commons area in the East building.

How does this item link to the State Board’s 2017-18 Priorities?
This project supports increased enrollments and completions by providing updated and relevant campus facilities.

Background information and analysis
Lake Washington Institute of Technology student government has voted to use Associated Student Government funds to renovate the commons area in the East building. The student body approved this project and funding on February 5, 2018.

Renovations will include a new west stair to re-direct pedestrians, updated flooring, improved lighting and electrical outlets, as well as other aesthetic and functional improvements. Increased flexibility for college and student supported events will also be achieved.

This project is in alignment with the 2015 campus master plan and has been approved by the college board of trustees on March 12, 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 18-03-10 giving Lake Washington Institute of Technology authority to spend up to $1,300,000 in local funds toward the renovation of the East building student commons area.

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 18-03-10

A resolution relating to Lake Washington Institute of Technology’s request to use up to $1,300,000 in local funds to renovate the East building commons area.

WHEREAS, the college student body voted on February 5, 2018 to use Associated Student Government funds to remodel the commons area in the East building; and

WHEREAS, the renovations include improved traffic flow, flooring, lighting, electrical outlets for technology, as well as aesthetic and functional improvements; and

WHEREAS, this project is in alignment with the facilities master plan and has been approved by the Lake Washington Institute of Technology Board of Trustees on March 12, 2018.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Lake Washington Institute of Technology to expend up to $1,300,000 in local funds; and

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

APPROVED AND ADOPTED on March 29, 2018

Attest

Jan Yoshiwara, secretary

Larry Brown, chair
CONSENT ITEM (RESOLUTION 18-03-11)

March 29, 2018
Tab 3b

Clover Park Technical College — local expenditure authority increase for loading dock and storage facility

Brief Description

Clover Park Technical College is seeking approval to use an additional $57,000 in local funds for the loading dock and warehouse storage facility next to building 23.

How does this item link to the State Board’s 2017-18 Priorities?

This project supports enrollments and completions by providing appropriate and relevant campus facilities.

Background information and analysis

Clover Park Technical College was granted local capital expenditure authority not to exceed $1,200,000 in resolution 17-05-25 on May 11, 2017 for the construction of a loading dock and warehouse storage building.

Additional funds of $57,000 have been identified to pay for project management fees and additional sidewalk work to better accommodate a forklift.

The college president, with designated authority from the Clover Park Technical College Board of Trustees, approved this local capital authorization increase request on February 28, 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 18-03-11 giving Clover Park Technical College authority to spend up to an additional $57,000 in local funds toward the completion of the loading dock and warehouse storage facility next to building 23.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director

(360) 704-4382, wdoty@sbctc.edu
A resolution relating to Clover Park Technical College’s request to use an additional $57,000 in local funds to complete the loading dock and warehouse storage facility next to building 23.

WHEREAS, the college was given local capital expenditure authority of $1,200,000 in resolution 17-05-25 on May 11, 2017 to construct a loading dock and warehouse storage facility; and

WHEREAS, the college has identified an additional need of $57,000 for project management fees and additional sidewalk construction; and

WHEREAS, the college president, with designated authority from the Clover Park Technical College Board of Trustees, approved this local capital authorization increase on February 28, 2018.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Clover Park Technical College to expend up to an additional $57,000 in local funds on this project; and

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

APPROVED AND ADOPTED on March 29, 2018

Attest

____________________________________  ______________________________________
Jan Yoshiwara, secretary                Larry Brown, chair
STATE BOARD MEETING MINUTES

Study Session: Wednesday, Feb. 7, 2018 // 1 p.m. to 5 p.m.
Business Meeting: Thursday, Feb. 8, 2018 // 8 a.m. to 12 p.m.

Grays Harbor College: 1620 Edward P. Smith Drive, Aberdeen, WA 98520

Board members
Larry Brown, chair // Anne Fennessy, vice chair // Wayne Martin // Jay Reich // Carol Landa McVicker // Phyllis Gutierrez Kenney // Fred Whang // Ben Bagherpour // Crystal Donner
Jan Yoshiwara, executive director // Beth Gordon, executive assistant


Call to order and adoption of agenda
Chair Larry Brown called the meeting to order at 8 a.m., welcomed those present, and asked for audience introductions. He then asked for a moment of silence for Jim Crabbe.

Motion: Moved by Anne Fennessy, seconded by Jay Reich, and unanimously approved by the Board the adoption of its February 8, 2018, regular meeting agenda.

Approval of consent agenda (Resolution 18-02-01 and 18-02-06)

a. SBCTC meeting minutes, December 7, 2018

Motion: Moved by Phyllis Gutierrez Kenney, seconded by Fred Whang, and unanimously approved by the Board the adoption of its February 8, 2018 consent agenda.

Workforce priority enrollments regional analysis recommendation (Resolution 18-02-07)

In May 2016, the State Board approved allocations under a new funding model which included priority enrollments. One of the categories consists of courses addressing the mid-level skills gap based on a statewide report jointly produced by the Washington Student Achievement Council, the Workforce Training and Education Board and SBCTC, The Skilled and Educated Workforce Report (Joint Report). At that time, the Board requested further examination of a regional analysis for workforce priority enrollments. Presidents expressed a similar interest. A system group met from December 2016 to November 2017, selected a vendor, established parameters, analyzed the resulting data, and made a recommendation which was reviewed by commissions
and councils and forwarded to the Washington Association of Community and Technical Colleges (WACTC). WACTC voted to approve the work group’s recommendation on January 24, 2018 and forward that recommendation to the Board. The Board was last briefed on the progress of the work group in June 2017.

The work group recommended that the 2013 Joint Report continue to be the basis for workforce priority enrollments, based on the need for predictability and stability in incenting investment in high demand workforce areas. The positive impact of rewarding colleges for investing in growing programs the advantages of adopting either a regional approach or the 2017 Joint Report.

**Motion**: Moved by Jay Reich, seconded by Phyllis Gutierrez Kenney, and unanimously approved by the Board the adoption of its Resolution 18-02-07, that the Board endorse continued use of the 2013 *Skilled and Educated Workforce Report* methodology, applying the latest available enrollment data, for determination of eligible workforce priority enrollments until a future review of allocation policy takes place.

### Applied baccalaureate proposal approvals (Resolutions 18-02-08 and 18-02-09)

**5a) Green River College – BAS in Early Childhood Education: Infant and Child Mental Health**

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

**Motion**: Moved by Phyllis Gutierrez Kenney, seconded by Ben Bagherpour, and unanimously approved by the Board the adoption of its Resolution 18-02-08, approving Green River’s request.

**5b) Clark College – BAS in Human Services**

Clark College proposes a Bachelor of Applied Science in Human Services beginning fall quarter 2018. This degree program satisfies the requests of social service providers as well as the current movement on the federal level to merge addictions treatment with mental health treatment under an umbrella of behavioral health in order to embrace a more holistic and effective strategy in treating both disorders. Human services professionals possess a broader applied skill set that provides them the flexibility to fill various positions at a higher entry level in the behavioral health field. The proposed degree will utilize core competencies that include, but are not limited to, the following competency categories: assessing strengths and needs, planning services, linking to resources, advocating and individualizing care. The proposed degree would be Clark College’s third applied baccalaureate degree.

**Motion**: Moved by Anne Fennessy, seconded by Crystal Donner, and unanimously approved by the Board the adoption of its Resolution 18-02-09, approving Clark College’s request.

### Capital budget update

Wayne Doty provided an updated on the Capital budget now that the legislature has taken action.
Applied baccalaureate statements of need

Clark College – BAS in Early Childhood Education: Infant and Toddlers

Clark College proposes a Bachelor of Applied Science in Early Childhood Education with a concentration in infant and toddlers beginning fall quarter 2019. The purpose of this proposed degree is to provide a pathway of education and training needs of a professional workforce who provide caring learning environments for young children birth through age five. This workforce is in diverse settings, including childcare center, preschools, elementary schools, in-home settings, corporate childcare centers, and other educational programs. Changes in state and federal policies, including Early Childhood Education and Assistance Programs and accreditation through the National Association of the Education of Young Children are also increasing the expectations and requirements for the preparation and credentials of early childhood education professionals. These requirements are placing demands on colleges and universities to increase capacity in order to support the need for the baccalaureate-prepared early childhood workforce. The proposed degree would be Clark College’s third applied baccalaureate degree.

Clover Park Technical College – BAS in Interior Design

Clover Park Technical College proposes a Bachelor of Applied Science in Interior Design beginning fall quarter 2019. The applied baccalaureate degree will serve Clover Park’s place-bound, working adults needing a four-year degree to progress in their field. Increasingly, employers in industry are expecting tomorrow’s workforce to begin entry-level positions with a bachelor’s degree specifically in interior design, particularly larger architecture/design firms and those focusing on commercial design. Hospitality, residential, kitchen and bath, and sustainable design are just a few of the many paths an interior designer may pursue. The proposed degree would be Clover Park Technical College’s second applied baccalaureate degree.

Legislative update

The primary focus entering the 2018 legislative session was the need for a capital budget and support for the system’s supplemental operating budget request. In addition to these funding requests, the agency is engaged with the following policy legislation:

Capital Budget

SB 6090, concerning the Capital Budget, passed the legislature on January 18 and was signed by the Governor on January 19. The budget funded the top 20 of the 25 projects on the Board’s capital project list, including approval of locally funded Certificates of Participation (COP). Work continues on a potential supplemental Capital Budget to achieve funding for the final five design projects on the Board’s 2017-19 biennial request.

Operating Budget

State Board members, staff, and system leaders continue to push for the 2018 operating budget request of $16 million with primary focus on $9 million compensation funding gap.

Policy Issues

SB 6169/HB 2399 – State Board Request Legislation

- Including certain residents who do not have a high school diploma or equivalent or postsecondary credential and the number of students expected to enroll in basic education for adults courses at community and technical colleges in caseload forecast council forecasting.

SB 5993/HB 1237

- Modifying collective bargaining law to authorize additional compensation to academic employees at community and technical colleges.
HB 2868/SB 6209 & SB 6260
- Running Start costs and eligibility. 6260 would require colleges to pay for books and transportation for low income students. 2868 and 6209 would expand Running Start eligibility to 9th and 10th grade students.

HB 1488/SB 5074
- Aligns eligibility for the college bound scholarship program and the state need grant to include individuals granted Deferred Action for Childhood Arrival status (DACA).

HB 2252/SB 5917
- Address statewide crediting for Advance Placement, International Baccalaureate, and Cambridge exams

SB 6101/SB 5666/SB 5568/SB 6543
- These bills address college affordability.
  ○ 6101 – free college including four year university
  ○ 5666 – free community college
  ○ 5568 - tuition freeze
  ○ 6543 – 10 percent tuition reduction at CTC’s

Executive director report
Executive Director, Jan Yoshiwara reported on the following:
- Capital projects
- Regional attainment
- Collective bargaining
- Deputy Executive Director of Education interim

Open public comment
There were no public comment requests.

Chair report
Chair Larry Brown thanked the Board members for their continued hard work on the 2017-18 goals. He noted that he was looking forward to continued reports on the goal progress.

Adjournment/next meeting
There being no further business, the State Board adjourned its regular meeting of February 8, 2018 at 12 p.m. The State Board will hold its next meeting on March 28-29, 2018, at the State Board office in Olympia.

Attest

Jan Yoshiwara, secretary
Wayne Martin, chair pro tem
REGULAR ITEM (RESOLUTION 18-03-12)

March 28, 2018
Tab 4

2018 Supplemental Operating Budget Update and Allocations

Brief Description
The 2018 legislature passed a supplemental operating budget that made new investments in K-12, but few new investments in the community and technical college system. Running start rates and financial aid funding were the two highlights for our system. The Board will review the supplemental operating budget items and new allocations for the current fiscal year.

How does this item link to the State Board’s 2017-18 Priorities?
The state funding provided in the operating budget is the primary source of financial support for the Board and system’s goals of increasing access to post-secondary education, promoting student achievement and success and building on the system’s strengths and successes.

Background information and analysis
In June 2017, the State Board adopted the 2018 operating budget allocation based on the enacted 2017-19 biennial budget. The 2018 supplemental budget and associated allocations make relatively small adjustments to the existing budget. At its next meeting, the Board will review the entire FY 2019 operating allocation, including the allocation model, legislative provisos and state Board earmarks.

On a policy level, there are two important ‘wins’ for the community and technical college system. First, is the running start per-student rate. Under the legislature’s 2017 “McCleary” policy, running start rates were set to increase significantly with the onset of increased K-12 funding. The senate budget proposed to freeze the current rate and tie future rates to inflation. This would have meant at least $16 million less in revenue next year and more than $30 million less in 2019-20 and beyond. The final legislative budget maintains the higher rates and the current policy.

The second win is the legislature’s commitment to fully funding of the state need grant over the next several years. The supplemental budget includes $18.5 million to reduce the number unserved by 25 percent (4,600 students) next year. It also eliminates the waiting list over four years, serving all eligible students beginning in FY 2022. As part of the outlook, additional funding is assumed in the 2019-21 biennium to reduce the waiting list by one-half in FY 2020 and three-quarters in FY 2021.

The remaining supplemental budget impacts are relatively small compensation adjustments, funding for two bills that passed the legislature and several project-specific provisos. Finally, there is a shift of $67 million in funding from the state general fund to the state pension account, which has a net zero impact on system funding. Appendix A provides a detailed listing. Most of the supplemental budget changes occur next year in FY 2019, but a handful impact this year. With State Board approval, those funds will be allocated to colleges the first week of April (see Appendix B.)
The Governor is now reviewing the legislative supplemental budget and considering potential vetoes. The executive director of the State Board has requested a veto of a proviso that would require us to identify at least two high school equivalency tests that meet certain criteria. This proviso with $50,000 was added during the legislative budget conference and is linked to senate bill 5731, which did not pass out of the senate higher education committee. State Board staff are concerned that the proviso would require our colleges to offer multiple high school equivalency tests with criteria that do not align with federal policy or state standards. It would also interfere with an upcoming competitive process for selecting the high school equivalency exam vendor. At the time of this writing, we have not heard whether the governor plans to veto this language. He has until March 31st to sign the budget, so we may have more information at the time of the State Board meeting.

Next steps

If the Board approves the FY 2018 supplemental allocations, and assuming the budget is enacted by March 31, those funds in Appendix B will be allocated in early April. The full FY 2019 allocation will be considered by the State Board in May. If the governor’s decision about the requested veto is not available at the time of this meeting, staff will notify the Board of the outcome when it is determined.

Potential questions

- Are there any questions about the legislature’s 2018 supplemental operating budget?
- Does the Board have any questions about the State Board allocations?

Recommendation/preferred result

The Board will have an understanding of the content of 2018 supplemental operating budget and the FY 2018 allocations to colleges. Staff recommends adoption of resolution 18-03-12 with allocations to colleges and authority for the executive director to make funding decisions, if necessary.

Policy manual change

Yes ☐ No ☒

Prepared by: Cherie Berthon, operating budget director, (360) 704-1023, cberthon@sbctc.edu
### Legislative 2018 Supplemental Budget
Community & Technical College System

*Near General Fund State + Pension Stabilization Acct + Capital Projects Account*

*Dollars in Thousands*

<table>
<thead>
<tr>
<th>General Items</th>
<th>Biennial Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Services Adjustments</td>
<td>486</td>
</tr>
<tr>
<td>Move Pension Fund Shift to Agencies</td>
<td>(67,897)</td>
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<tr>
<td>Fund Replacement from Pension Stabilization</td>
<td>67,897</td>
</tr>
<tr>
<td>Inflation on College Affordability — Tuition Backfill</td>
<td>313</td>
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<table>
<thead>
<tr>
<th>Compensation Items</th>
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<tbody>
<tr>
<td>Paid Family Leave</td>
<td>291</td>
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<tr>
<td>Health Benefit Rate Reduction</td>
<td>(4,861)</td>
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<tr>
<td>Pension Rate Change</td>
<td>81</td>
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<tr>
<td>Initiative 732 COLA</td>
<td>492</td>
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<td>Compensation Study</td>
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<tr>
<th>College-Level Items</th>
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<tbody>
<tr>
<td>Clover Park Debt Service (C.P. Account)</td>
<td>2,420</td>
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<td>WA-LERC Labor Staff</td>
<td>338</td>
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<tr>
<td>Federal Way Education Initiative</td>
<td>500</td>
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<td>Graham CTC Feasibility Study</td>
<td>300</td>
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<td>Opportunity Center for Employment and Education</td>
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<tr>
<td>Workforce Development Peninsula College</td>
<td>437</td>
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<table>
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<tr>
<th>Bill-Related Funding</th>
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<tr>
<td>High School Equivalency Tests</td>
<td>50</td>
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<tr>
<td>Gold Star Families</td>
<td>381</td>
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<tr>
<td>Native American Curriculum</td>
<td>42</td>
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</table>

| Total                                                                         | 1,636          |
### FY 2018 Supplemental Budget Allocations

<table>
<thead>
<tr>
<th>Operating Budget Allocation Methodologies</th>
<th>Funding Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Central Service Adjustments</td>
<td>$156,000</td>
</tr>
<tr>
<td>Many of the general government functions are funded through billings to state agencies. These charges pay for legal services, enterprise services, central IT functions, financial services, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Recommendation:</strong> Add to reserves dedicated to paying central service billings.</td>
<td></td>
</tr>
<tr>
<td>☐ State/Pension Fund Shift</td>
<td>$34 million shift with net zero impact</td>
</tr>
<tr>
<td>The 2017 legislature initiated this shift and directed OFM to allocate the funds to agencies based on their level of pension spending. It replaces general fund state dollars with pension stabilization account funds. Colleges will have to use these funds for their pension expenditures, but there is no impact to our funding total.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Recommendation:</strong> Allocate based on districts’ share of state pension expenditures.</td>
<td></td>
</tr>
<tr>
<td>☐ Inflation on Tuition Backfill</td>
<td>$109,000</td>
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<tr>
<td>In 2015, the legislature reduced tuition and “backfilled” the loss with state funding. The tuition backfill total is adjusted for inflation each year based on Seattle consumer price index.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Recommendation:</strong> Allocate to districts proportionate to their total allocation of tuition backfill funding in the 2015-17 biennium.</td>
<td></td>
</tr>
<tr>
<td>☐ Graham Feasibility Study</td>
<td>$150,000</td>
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<tr>
<td>Funds are provided to pierce college to continue its work with graham-kapowsin high school.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Recommendation:</strong> Allocate to pierce district, as directed by the legislature.</td>
<td></td>
</tr>
<tr>
<td>☐ Workforce Development Peninsula College</td>
<td>$ 87,000</td>
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<tr>
<td>Funds are provided for peninsula college to begin expanding the annual cohorts of three allied health programs: medical assistant, nursing assistant, and registered nursing.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Recommendation:</strong> Allocate to peninsula district, as directed by the legislature.</td>
<td></td>
</tr>
</tbody>
</table>
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 18-03-12

A resolution relating to the 2017-19 and 2018 supplemental capital budgets

WHEREAS, the State Board for Community and Technical Colleges submitted a 2018 supplemental operating budget request to make incremental improvements in the funding provided for the 2017-19 biennium; and

WHEREAS, the 2018 legislature passed a supplemental operating budget with adjustments outlined in Appendix A; and

WHEREAS, there are impacts to the fiscal year 2018 operating allocations as specified in Appendix B; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes the allocation of additional funds for fiscal year 2018 provided in the 2018 supplemental operating budget; and

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

APPROVED AND ADOPTED on March 29, 2018

Attest

Jan Yoshiwara, secretary

Larry Brown, chair
REGULAR ITEM (RESOLUTION 18-03-13)

March 28, 2018
Tab 5

Capital Budget Update and Allocations

Brief Description

The legislature passed both a biennial and supplemental capital budget during the 2018 regular session. The combination of these two budgets fully funded the State Board’s 2018 supplemental request. Staff will provide an overview of the funding provided and next steps.

How does this item link to the State Board’s 2017-18 Priorities?

The facilities built and maintained using funds from the capital budget support the State Board’s goals by increasing access to post-secondary education, promoting student achievement and success and building on the system’s strengths and successes.

Background information and analysis

The State Board adopted Resolution 17-06-45 during its June 29, 2017 meeting. This resolution directed staff to add projects from the biennial capital budget request which were not funded or authorized, with new requests for local financing in the 2018 supplemental capital request. At the time of adoption, the Legislature was in its third special session and it was unknown if a capital budget would be adopted. Staff were directed to allocate the funding provided in the 2017-19 budget when it was available.

Staff worked with colleges to update all 2017-19 requests to reflect a delay in their funding. Requests for the 2018 supplemental budget were due to the Office of Financial Management by October 9, 2017. The updates assumed expenditure and financing authorities would be provided in May 2018.

The 2018 supplemental budget was passed by the legislature on March 8, 2018. At the time this document is being written it is on the Governor’s desk for signing. While the budget passed the legislature sooner than assumed, there have been unexpected impacts in the system request that may continue to delay the implementation of the projects.

During the six months without funding for the biennium, the Department of Enterprise Services (DES) laid off project managers and contract specialists that work on community and technical college projects. After the 2017-19 budget was effective (on January 19, 2018) the DES began calling back and recruiting to fill the vacant positions. Until filled, the DES has assigned higher-than-usual workloads to their staff so that every college has some support.

The capital budgets also have a few items that were not requested by the State Board but affect the community and technical college system, including the following:

- $300,000 for the Office of Financial Management “to contract with an external consultant to develop
a plan that provides required basic law enforcement training through student paid programs with training provided by community and technical colleges.”

- $150,000 for the Office of Financial Management to “submit a higher education facility study” in consultation with stakeholders including the SBCTC. The study is to include several metrics for space utilization and reasonableness of cost.
- $200,000 for the Department of Commerce to “to contract for a seismic study regarding suspected unreinforced masonry buildings in Washington state.”
- $200,000 for North Seattle College “to implement the initial steps for student housing.”

Subsequent to the biennial budget being effective on January 19, 2018, all of the funds provided for minor projects in the State Board’s request, and the predesign portion of major project design funding were allocated to the colleges. We are working with colleges to allocate the remaining funds consistent with the Office of Financial Management’s allotment requirements.

Some colleges have said they may not be able to complete the minor work as funded and other colleges have said they could now complete work they did not think they could last August when the 2018 supplemental budget request was prepared. This creates the opportunity to move funding between minor projects on the same list. Minor work list changes must be approved by OFM before funds may be expended on the revisions.

There is a list of the funding provided and allocated to the colleges in attachment A and a list of authorities for alternative financing in attachment B.

Next steps

As soon as the supplemental budget is effective, we will adjust the allocations to include the additional funding provided for delay in the adoption of the biennial budget.

We will also survey the colleges to determine if there have been any changes in the schedules for the minor work. If there are projects that cannot be completed in the biennium as funded and other projects that were postponed but now can be completed, minor work list changes will be submitted to OFM to move the funding to the postponed projects.

If the funding needed for the postponed minor projects that can now move forward exceeds the funding available from projects that cannot be completed as planned, then the State Board’s Executive Director will decide on the most equitable distribution of the funding.

Potential questions

- Are there any questions about the capital funding provided by the legislature?
- Does the Board have concerns about the next steps for allocation of the remaining funding?

Recommendation/preferred result

The Board will have an understanding of the content of the capital budget and impacts of its timing. Staff recommends adoption of resolution 18-03-13 with allocations to colleges and authority for the Executive Director to make minor work funding decisions, if necessary.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director, (360) 704-4382, wdoty@sbctc.edu
SBCTC new appropriations in the 2017-19 (SSB 6090) and 2018 (ESSB 6095) capital budgets

<table>
<thead>
<tr>
<th>Priority</th>
<th>College</th>
<th>Number</th>
<th>Phase</th>
<th>Project</th>
<th>Funding 6090 + 6095</th>
<th>Allocations to Colleges</th>
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<td>Statewide</td>
<td>30001291</td>
<td>Preventive Facility Maintenance and Building System Repairs</td>
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<td>Statewide</td>
<td>30001369</td>
<td>Minor Works - Preservation</td>
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<td>Statewide</td>
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<td>Minor Works - Program</td>
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<td>7</td>
<td>Edmonds</td>
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<td>Construct</td>
<td>Science Engineering Technology Bldg</td>
<td>$39,257,000</td>
<td>$39,257,000</td>
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<td>Wenatchee</td>
<td>30000915</td>
<td>Design</td>
<td>Wells Hall Replacement</td>
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<td>Construct</td>
<td>Learning Commons</td>
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<td>Olympic</td>
<td>30000086</td>
<td>Design</td>
<td>Shop Building Renovation</td>
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<td>Pierce Fort Steilacoom</td>
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<td>Design</td>
<td>Cascade Building Renovation - Phase 3</td>
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<td>Big Bend</td>
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Total: $323,876,000 $123,787,877 $199,588,123

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1 Section 1 of the bill says "this authorization extends to reimbursement of any expenses incurred between July 1, 2017, and the effective date of this act that would have been authorized to occur or to be reimbursed under the terms of this act had it been in effect on July 1, 2017."

2 SSB 6090 funds the Clover Park project with a COP backed by college building fees. The supplemental 6095 increased the authorization as requested. The debt service for this was provided in the supplemental operating budget.

3 There is $200,000 for North Seattle College Student Housing project 92000028 in the enacted biennial budget that was not in the system’s request.

Prepared by SBCTC Capital Budget Office

Tab 5 Attachment A
SBCTC new authorities in the 2017-19 (SSB 6090) and 2018 (ESSB 6095) capital budgets

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<tr>
<th>College</th>
<th>Project</th>
<th>Authority 6090 + 6095</th>
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<tbody>
<tr>
<td>Bellevue</td>
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<td>Cascadia</td>
<td>Parking facilities</td>
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<td>Grays Harbor</td>
<td>Upper parking lot improvements</td>
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<td>Lower Columbia</td>
<td>Re-authorize COP for Renovation of Main Building</td>
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<td>Renton</td>
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<td>Shoreline</td>
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<td>South Puget Sound</td>
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<td>South Seattle</td>
<td>COP for Student Wellness and Fitness Center</td>
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<td>Whatcom</td>
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<td>Yakima</td>
<td>West campus expansion</td>
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</tr>
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</table>

2 SSB 6090 funds the Clover Park project with a COP backed by college Building Fees. The supplemental 6095 increased the authorization as requested. The debt service for this was provided in the supplemental operating budget.

Prepared by SBCTC Capital Budget Office

Tab 5
Attachment B
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 18-03-13

A resolution relating to the 2017-19 and 2018 supplemental capital budgets

WHEREAS, the State Board for Community and Technical Colleges submitted a 2018 capital budget request that set forth the capital program for community and technical colleges for the 2017-19 biennium; and

WHEREAS, the capital request included funding for major projects, minor repair and program improvements, maintenance and operations, and emergency repairs; and

WHEREAS, the capital request also included authorities for alternatively financed projects; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes the allocation of the funding and authorities for major projects, alternatively financed projects, maintenance and operations, and all re-appropriations as provided for in the 2017-19 and 2018 capital budgets; and

BE IT FURTHER RESOLVED, that the Executive Director is authorized to make adjustments to minor work allocations as approved by the Office of Financial Management; and

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

APPROVED AND ADOPTED on March 29, 2018

Attest

____________________________________  ______________________________________
Jan Yoshiwara, secretary                     Larry Brown, chair
REGULAR SESSION

March 29, 2018

Tab 6a

Equity, diversity and inclusion

Brief Description

SBCTC and the college system have increasingly focused on equity and diversity efforts over the past three years. The college system serves a more diverse student body every year and efforts to close completion gaps are showing gains due to college and college system efforts.

How does this item link to the State Board’s 2017-18 priorities?

One of the five priorities for the State Board is to eliminate equity gaps for people served by the college system. In addition, it is our goal to integrate equity into the other Board priorities, especially enrollment, completions and advocacy.

Background information and analysis

In earlier meetings, September 2017 and December 2017, the Board has been briefed on college system level activities focused on leadership development for students of color, increasing the diversity of new faculty hired by the colleges, mentoring new faculty of color, mentoring administrators of color, professional development for faculty and staff of color, and supporting the colleges’ chief diversity and equity officers.

In a recent meeting, the chief diversity and equity officers encouraged the State Board to adopt a policy statement on equity, to provide a system leadership statement and to support the policy work at their campuses. The diversity officers have offered their assistance in developing such a statement. Over the past two years, the college presidents have adopted statements on religious diversity, support for undocumented immigrant students, and diversity, equity and inclusion, which may serve as starting points for a college system policy statement. Those statements are provided in attachment A.

The college presidents have convened a special committee through the Washington Association for Community and Technical Colleges (WACTC) this year to make recommendations to the presidents on directions to pursue in support of equity, diversity and inclusion. Tom Keegan, president at Skagit Valley College, chairs this committee for the presidents. Dr. Keegan will make a presentation to the Board on the work of his committee to date, and actions planned for the future.
Potential questions

- Is the college system engaged in activities that will close equity gaps?
- What is the role of the State Board in these efforts?
- Should the Board adopt a policy statement on diversity, equity and inclusion?

Recommendation/preferred result

The State Board will have an opportunity to engage with presidents leading equity work for the WACTC, the presidents’ statewide association. In addition, the Board will have an opportunity to consider developing a policy statement on diversity, equity and inclusion.

Policy Manual Change

- Yes
- No

Prepared by: Jan Yoshiwara, executive director

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STUDY SESSION ITEM

March 29, 2018
Tab 6b

2017-18 priorities updates: completions

Brief Description

Increasing student completions of certificates and degrees while closing equity gaps remains a key priority. An increasing number of colleges have adopted the Guided Pathways framework to accomplish this priority. Updates on key strategies will be shared including an insight report presentation by critical friend, Deb Bragg, and a college report on the Scale of Adoption Assessment process recently completed by over 90 percent of Washington state community and technical colleges in collaboration with the Community College Research Center at Columbia University.

How does this item link to the State Board’s 2017-18 Priorities?

The State Board priorities include a focus on increased completions and closing equity gaps in all areas. Twelve colleges have received additional financial and technical resources to address both of these goals through restructuring the student experience based on the Guided Pathways framework: Everett, Peninsula, Pierce, South Puget Sound, South Seattle, Clover Park, Lower Columbia, Renton, Spokane Falls, Tacoma, Skagit Valley and Clark colleges. In an effort to extend the learning and reform effort across the state, professional development opportunities are being offered for interdisciplinary teams from all colleges in the system, including a recent Technology Tools event and upcoming Guided Pathways Student Success Institutes in Pasco and Lakewood in May.

Background information and analysis

Guided Pathways is a research-based framework designed to clarify transparent educational pathways to meaningful living wage careers including those that require transfer to baccalaureate institutions. Students then have the opportunity to make informed choices early. Integrated support structures provide intensive, targeted advising to choose their paths, stay on those paths, learn what they need to know, and graduate. To make these fundamental shifts and increase the number of students successfully completing meaningful educational credentials, guided pathways reforms require transformative work in college practices and culture. Colleges evaluate, and when appropriate, redesign academic programs and integrated student supports at scale for all degree-seeking students, rather than increasing programmatic interventions for discrete populations.

The State Board has set up an infrastructure and strategic framework for moving the guided pathways approach forward in the system. The agency intentionally sought out and received grant resources to support these strategic efforts. Funding partners include College Spark Washington, Jobs for the Future, The Bill & Melinda Gates Foundation, the University of Texas at Austin, Dana Center for Math Pathways, and new state legislative funding.

One of the strategies is to offer workshops to help colleges deepen their knowledge and understanding of the guided pathways approach and how they might implement them at their colleges. The winter Guided Pathways cohort retreat was held January 17-19, 2018, in Vancouver, Washington. Teams from 12 colleges (both College Spark cohorts and the AACC Pathways colleges) heard speakers, participated in team work sessions, and otherwise connected to share ideas, strengths, and challenges. Highlights of the event included a plenary...
session on behavioral economics and student choice, and focused sessions on accelerated math pathways and alignment with K-12 and university partners.

The State Board is also partnering with the Community College Research Center (CCRC) at Columbia University to offer the Guided Pathways Essential Practices: Scale of Adoption Assessment, a tool designed to help colleges assess institutional progress in adopting guided pathways. Background information and the Scale of Adoption Assessment instrument were distributed to college leadership teams system-wide last month, and over 90 percent of colleges completed the assessment, including the pilot of additional equity items developed by a team of system leaders to assess structural equity, diversity and inclusion progress. Follow up interviews with CCRC and Guided Pathways Change Facilitators are in progress this month, which will be the foundation for college-specific reports designed to assist colleges in their Guided Pathways implementation journeys. Results of the assessment process will be the focus of Student Success Institutes planned for May 7-8, 2018.

The Guided Pathways Change Facilitators are part of a larger change leadership infrastructure developed to support the colleges as they navigate significant cultural shifts required in the redesign of the student experience. The Change Facilitators are a diverse group of college system leaders who are trained in change leadership and facilitation concepts and skills. Change facilitators support college team discussions during team planning sessions at cohort retreat events, utilizing the adaptive leadership approaches needed to implement guided pathways while retaining equity for all students at the forefront of their redesign efforts. In addition, the State Board has enlisted a cadre of coaches and critical friend evaluators to support colleges with their implementation efforts, by analyzing current work, helping identify areas where colleges across the system may be ‘stuck,’ and offering guidance on strategy and tactics necessary to fully scale guided pathways as a mechanism for improved completion outcomes for all students.

In addition to coaches and critical friend evaluators, the State Board for Community and Technical Colleges has engaged a Guided Pathways Advisory Committee composed of college presidents, representative leadership from chief equity and diversity officers, instructional vice presidents, student services vice presidents, and research and planning administrators. The advisory committee meets quarterly and provides critical guidance, advising staff regarding progress, challenges, and strategies to consider while scaling guided pathways across our college system. The next meeting of the Advisory Committee will be May 31, 2018, in connection with the May WACTC meeting.

Potential questions

- How will Guided Pathways support Board goals for increasing completions/closing equity gaps?
- What are challenges and opportunities for redesigning colleges using Guided Pathways?
- How will the Community College Research Center Scale of Adoption Assessment be used to move Guided Pathways work forward?

Recommendation/preferred result

The Board will receive an update on the guided pathways approach and the strategies the State Board has developed and deployed to accelerate guided pathways within the state system.

Policy Manual Change Yes ☐ No ☒

Prepared by: Kristi Wellington-Baker, director of student success center

360-704-1022, kwellingtonbaker@sbctc.edu
REGULAR SESSION

March 29, 2018
Tab 6c

Long-Term Strategic Advocacy and Communications

Brief Description

The Long-Term Strategic Advocacy and Communications Task Force tackled two key questions at its February and March meetings: Which stakeholders should we interview and what should we ask? With leadership from Sound View Strategies, the task force answered these questions. It created a list of stakeholders, decided which to interview by phone and online, and drafted interview questions.

This agenda item will provide an update on these milestones toward providing the State Board with a recommended advocacy plan in June.

How does this item link to the State Board’s 2017-18 priorities?

This item is consistent with the State Board’s goal to “Build on the system’s strength and successes by increasing communications and partnerships within our system, including faculty students and staff, and with business, labor, K-12, 4-year institutions and other stakeholders.”

Background information and analysis

At its February 7 meeting, the State Board heard from Kelly Evans of Sound View Strategies, the public affairs firm that is helping the task force produce a recommended long-term advocacy and communications plan. The advocacy portion of the plan is due to the State Board for consideration in May. The messaging portion is due in September.

Sound View Strategies has a six-phase approach to this project:

1. Perform a situational analysis of the community and technical college system (set goals, conduct a SWOT analysis, define the target audience).

2. Gather stakeholder input (personal surveys of key stakeholders with a web survey for additional stakeholders).

3. Conduct public opinion research (a survey to gauge public opinion, test messages and identify appropriate messengers).

4. Engage the system (discuss the framework of the plan with State Board members and others to get direction and feedback).

5. Deliver the final plan.

6. Create a messaging architecture (an overarching message about our system with sub-messages aimed at the concerns of specific audiences).

Phase 1 is complete. Phases 2 and 3 are underway.
In phase 1, the task force established these goals:

- Increase regard for CTCs as a path to a better life and career (“build respect”).
- Increase awareness of CTCs’ unique role/position in the higher education landscape as a solution to the issues facing Washington state (“vital and unparalleled”).
- Raise CTCs’ profile as a critical funding priority (“build funding”).
- Develop advocates in the Legislature for the CTCs (“build champions”).
- Increase diversity amongst stakeholders (“broaden support”).

Phases 2 and 3 were the focus of the February and March meetings. In February, the task force reviewed, and expanded, a list of potential advocacy partners provided by Sound View Strategies. In March, a subcommittee identified which of those partners to interview by phone versus online, and approved draft questionnaires.

Serving on the subcommittee were:

- Anne Fennessy, chairwoman of the task force and State Board vice-chair.
- Phyllis Kenney, State Board member.
- Bridget Piper, president of the Association of College Trustees.
- Judy Hartmann, member of the Legislative Action Committee of the Association of College Trustees.
- Tim Stokes, chairman of the Washington Association of Community and Technical Colleges Legislative and Public Information Committee.
- Carla Naccarato-Sinclair, chair of the Washington Education Association Higher Education Coordinating Committee.
- Daniella Suarez, SBCTC student intern.

Also attending the meeting were Kelly Evans of Sound View Strategies; Mary Kay Clunies-Ross of Sunshine Communications (which is partnering with Sound View Strategies); and State Board staff.

**Potential questions**

- How did the task force determine which advocacy partners to interview in-person?
- What types of questions will be asked during the phone and online interviews?

**Recommendation/preferred result**

Board members will have the opportunity to discuss, and provide recommendations, for continued work on long-term strategic advocacy for our system.

Policy Manual Change Yes ☐ No ☒

Prepared by: Laura McDowell, communications director
360-704-4310, lmcdowell@sbctc.edu