STATE BOARD RETREAT AND MEETING AGENDA

Skamania Lodge
1131 SW Skamania Lodge Way
Stevenson, WA 98648

Retreat Executive Session: Monday, August 26 // 1 p.m. to 7 p.m.
Retreat Session: Tuesday, August 27 // 9 a.m. to 4 p.m.
Business Meeting: Wednesday, August 28 // 8:30 a.m. to 11:30 a.m.

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

August 26 Executive Retreat Session

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Location</th>
<th>Tab</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 p.m.</td>
<td>Lunch</td>
<td>Meadow Patio</td>
<td></td>
</tr>
<tr>
<td>1:05 p.m.</td>
<td>Welcome, expectations, guidelines</td>
<td>Meadow Room</td>
<td></td>
</tr>
<tr>
<td>1:15 p.m.</td>
<td>Executive Director Annual Review and State Board Self-Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review data and develop “Board” assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide and Receive Feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00 p.m.</td>
<td>State Board Priorities Review and Planning</td>
<td></td>
<td>Evaluation</td>
</tr>
<tr>
<td>5:00 p.m.</td>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:30 p.m.</td>
<td>Dinner and Continued State Board Self-Evaluation</td>
<td>Baker Room</td>
<td></td>
</tr>
<tr>
<td>7 p.m.</td>
<td>Recess for the day</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### August 27  Retreat Session

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Location</th>
<th>Tab</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m.</td>
<td>Breakfast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td>Welcome and introductions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wayne Martin, Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>State Board Strategic Planning</td>
<td></td>
<td>Strategic Planning</td>
</tr>
<tr>
<td>12:30 p.m.</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30 p.m.</td>
<td>State Board Strategic Planning continued</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>2020 Legislative Advocacy Planning</td>
<td>Advocacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arlen Harris, Legislative Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Laura McDowell, Communications Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:30 p.m.</td>
<td>Recess for the day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:30 p.m.</td>
<td>Dinner</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### August 28  Regular Meeting

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Location</th>
<th>Tab</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m.</td>
<td>Breakfast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td>Welcome and introductions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wayne Martin, Chair</td>
<td>Cascade Locks A</td>
<td></td>
</tr>
<tr>
<td>9:10 a.m.</td>
<td>Adoption of Meeting Agenda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:15 a.m.</td>
<td>Adoption of Consent Agenda</td>
<td>Tab 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Lower Columbia College, property acquisition, 1608 20th Ave Resolution 19-08-39</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Olympic College, local expenditure, Bremerton campus shop building renovation Resolution 19-08-40</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Shoreline Community College, request to add local financing to state funded major project Resolution 19-08-41</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Approval of June 2019 State Board meeting minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:20 a.m.</td>
<td>Workforce Education Investment Act</td>
<td>Tab 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jan Yoshiwara</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:20 a.m.</td>
<td>Operating Budget work plan and supplemental technical adjustments</td>
<td>Tab 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cherie Berthon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:40 a.m.</td>
<td>Board Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td>Adjourn</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.
THE PROBLEM

• The Washington Student Achievement Council education attainment goals:
  • All adults in Washington, ages 25-44, will have a high school diploma or equivalent.
  • At least 70% of Washington adults, ages 25-44, will have a postsecondary credential.
  • Goals adopted by State Legislature

• *The Washington Roundtable education goal:
  • 70% of Washington Students will earn a post-secondary credential by age 26.

*The Washington Roundtable is comprised of senior executives of major private sector employers in Washington state.
THERE IS MORE WORK TO DO...

Just over 90% of Washington’s population aged 25-44 holds a high school diploma or equivalent, a one percentage point increase over the baseline year of 2011.

52.5% of adults aged 25-44 have a postsecondary certificate, apprenticeship, degree, or higher, a two percent increase over the baseline year of 2011.

40% of young adults have completed a college credential compared to 31% in 2006.

COMMUNITY & TECHNICAL COLLEGE ROLE

CTC’s will need to complete an additional 228,000 credential holders over 10 years.

• This is 60% of the overall WSAC goal of 340,000 new credential holders based on the populations whose education attainment needs to increase and where they are likely to enroll.

• Serving more people, increasing completions and eliminating equity gaps are all required to close gaps in the state’s skilled labor force and maximize career pathway opportunities for all Washingtonians
A NEW VISION

Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social and economic justice in service to our diverse communities.
NEW VISION’S IMPACT

How does the new vision statement frame your statewide work in policy and advocacy?
HOW ARE WE DOING?

ACTIVITY: Review of the data...

• What trends do you see from the data?
• Where are our systems strengths?
• Where are our systems struggles?
SBCTC GOALS TO RAISE EDUCATIONAL ATTAINMENT AND CLOSE SKILLS GAPS

• Improve completion rates.

• Increase enrollment.

• Eliminate equity gaps.
SBCTC KEY STRATEGIES

• Fully implement guided pathways across the college system
  - Technical assistance
  - Partnerships with foundations and research orgs
  - Accountability

• Implement Career Connect Washington
  - Endorsement process, award grants
  - Partnerships with business and labor orgs
  - Metrics and targets

• Implement strategic enrollment plan
  - Dual credit
  - Washington College Grant outreach
  - Simpler user friendly online admissions application
  - Streamline Ability to Benefit for IBEST

• Eliminate equity gaps
  - Discuss new vision broadly
  - Redesign system leadership development program
  - Equity across all strategies

• Advocacy
  - Implement strategic advocacy plan
ACTIVITY

• Strengths of the draft plan?

• Suggestions and feedback regarding the draft plan?
NEXT STEPS?
SBCTC Vision and Strategic Priorities

DRAFT

August 2019

Problem Statement

Washington Student Achievement Council educational attainment goals:
- All adults in Washington, agenda 25-44, will have a high school diploma or equivalent.
- At least 70 percent of Washington adults, ages 25-44, will have a postsecondary credential.
- Goals adopted by State Legislature

Washington Roundtable education goal:
- 70 percent of Washington students will earn a post-secondary credential by age 26.

Educational Attainment is Increasing

- Just over 90 percent of Washington’s population aged 25-44 holds a high school diploma or equivalent, a one percentage point increase over the baseline year of 2011.
- 52.5 percent of adults aged 25-44 have a postsecondary degree, certificate or apprenticeship credential, a two percentage point increase over the baseline year of 2011.
- 40 percent of young adults have completed a college credential compared to 31 percent in 2006.

Washington’s Community and Technical College Role

- CTCs will need to complete an additional 228,000 credential holders over 10 years.
- This is 60 percent of the overall WSAC goal of 340,000 new credential holders based on the populations whose education attainment needs to increase and where they are likely to enroll. [Link to report]
- Serving more people, increasing completions and eliminating equity gaps are all required to close gaps in the state’s skilled labor force and maximize career pathway opportunities for all Washingtonians. [Link to report]

SBCTC Vision Statement

Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social and economic justice in service to our diverse communities.
**Principle Goals to Raise Educational Attainment and Close Skills Gaps**

**Improve completion rates.** The largest contribution to increasing educational attainment by community and technical colleges will come from improving completion rates for students we already enroll across all programs, associate degrees both transfer and workforce, certificates including apprenticeships, and transitions from basic skills to college level programs.

**Increase enrollment.** College enrollment can increase from populations with lower educational attainment rates, including low income adults, people of color, immigrants and single parents.

**Eliminate equity gaps.** Consistent with the values in the Board’s vision statement, we must eliminate gaps in transition to college, retention, completion, wage and transfer outcomes for students historically underrepresented in higher education.

**Key Strategies**

**Fully implement Guided Pathways across the college system**
Guided pathways is a research-based framework to redesign college programs and services in order to put students on career and educational paths and support their completion. SBCTC will need to scale up pathways from early adopters to all community and technical colleges.
- Expand technical assistance to colleges on guided pathways implementation.
- Embed equity throughout pathways implementation
- Expand partnerships with private foundations and research organizations to scale guided pathways and evaluate outcomes.
- Identify accountability metrics for college implementation.

**Implement Career Connect Washington**
The state is implementing a new youth apprenticeship system designed to launch young adults into careers through a combination of work based learning and classroom instruction leading to college credentials. SBCTC received a small appropriation to begin implementing Career Launch programs.
- Develop Career Launch endorsement process
- Award grants to colleges for Career Launch program equipment and implementation.
- Develop partnerships with industry associations and labor organizations.
- Negotiate metrics and targets

**Implement Strategic Enrollment Plan**
- Expand dual credit including for technical education
- Implement an outreach campaign for low income, young and working adults and people of color, in collaboration with the launch of the new Washington College Grant.
- Implement a simplified online admissions application with redesigned residency and citizenship questions.
- Seek federal approval to implement a standard process for Ability to Benefit, to increase participation in I-BEST programs and basic skills transitions to college level programs.

**Eliminate equity gaps**
The Board adopted a new equity focused vision statement and will consider a statement of intent at their August 2019 retreat.
• Disseminate new Board vision statement and discuss its implications with college system stakeholders.
• Redesign and implement equity minded, system-level leadership development programs for aspiring and senior college administrators.
• Pursue eliminating equity gaps across all SBCTC strategies.

Advocacy
• Implement long-term strategic advocacy plan
• Building relationships with new legislators and legislative leaders
• Increase external stakeholder engagement with communities of color, business associations and labor organizations.

Metrics
• Use metrics identified in the Strategic Enrollment Plan to track progress towards increasing enrollments, including demographic disaggregation to analyze equity gaps.
• Use measures approved by the Board for the Student Achievement Initiative to track progress towards increasing completion rates, including demographic disaggregation to analyze equity gaps.
• Negotiate measures for Career Connect Washington to include number of Career Launch programs, number of students served, and employment outcomes..
Statement of Intent

On June 27, 2019, the governor-appointed Washington State Board for Community and Technical Colleges unanimously approved the following vision statement:

"Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities."

The vision statement is meant to inspire us, to challenge us, and to capture the heart of our mission so well that we are restless to improve. It also answers a fundamental question: What do we hope to achieve for our students and the world they create?

From 2006 to 2019: An Evolving Vision

Our system’s last vision statement dates back to 2006, a time when our nation was on the brink of the Great Recession. The statement focused on raising the prosperity of individuals, communities and our economy. However, it was silent in recognizing that we can only achieve those goals by improving outcomes for our diverse student population.

This 2019 vision statement grew from months of data analysis and facilitated conversations among State Board members and with a system-wide Equity Vision Work Group. The work group was made up of representatives from the State Board, trustees, presidents, students, faculty and college diversity and equity officers. Also participating on the work group were State Board staff who serve on the agency’s Diversity, Equity and Inclusion Committee.

The Purpose of This Statement of Intent

This document records the thought process behind the wording of the 2019 vision statement so the intent remains clear as leaders change and colleges create local plans to support the state-wide vision.

Words Matter: A Phrase-by-Phrase Analysis of This Vision Statement

Leading with racial equity...

This vision statement immediately focuses on racial equity, which raises an important question: Why start with race? The answer: To provide an excellent education for all our students, we must remove the institutional barriers that weigh down students of color, who make up 45 percent of our student population.
SBCTC research shows students of color are less likely to be retained through completion. This is not because of a lack of talent, ambition or work ethic on the part of students, but because of racist and discriminatory practices that have funneled away opportunity and income over generations.

Throughout our history, institutional racism blocked people of color from getting well-paying jobs, buying houses and pursuing education. Families of color have been less able to save, become economically stable, and accumulate wealth to pass onto future generations. Students of color are living with disadvantages that are deeply rooted in discriminatory practices, many intentional and others created through privilege or unconscious bias.

Any system produces what it is designed to produce. Our community and technical colleges are producing white graduates at a higher rate than graduates of color. The answer lies not in “fixing” students, but changing our institutions to better serve students of color.

While history may have created inequalities in systems long before we were born, we are all part of the system now and it’s our job to change it.

The destiny of our students is linked. The strategies that produce racial equity for students of color also work for other students, creating an invigorated campus community and better educational outcomes overall.

“Leading with race is very intentional in this statement. Other things will follow, but if we don’t start here, everything else will be watered down.” — Work group member

“Many of us were raised not to see race, but when we do that, we actually do more harm to students of color.” — Work group participant

...our colleges maximize student potential and transform lives...

“Potential” means several things: students’ potential for upward mobility, potential to participate in communities and our nation’s democracy, and potential to see their own vast capabilities. This phrase also recognizes that our colleges transforms lives for students, family members, community members, and employers alike.

...within a culture of belonging...

Students thrive where they feel they belong. This section challenges colleges to create a culture where all students and educators feel welcomed, valued and acknowledged. Colleges should hire more employees of color so students see themselves reflected in those around them. Staff of all races should understand racial equity and translate it into effective practice.

“We need to change the culture of our organizations, so our responsibility is beyond shedding light on the students and instead look at their entire experience, like an ecosystem.” — Work group member

...that advances racial, social and economic justice in service to our diverse communities.

This final phrase answers one of the work group’s biggest questions: To what end are we helping students achieve their maximum potential? Certainly, it’s to elevate students, communities and our economy, but it’s also to turn all students into standard-bearers for racial, social and economic justice within their own diverse communities, leading the way for others.

“We aspire to create not just a skilled nurse, but a socially just and socially responsible nurse.” — Work group member
Enrollment, Completion, and Equity Metrics

August 2019

Summary

Highlights
- Enrollment of students of color continues to grow, increasing the diversity of college student bodies. Nine colleges now have student bodies with a majority students of color.
- Transitions to college level programs for basic skills students continue to climb especially for students of color. I-BEST has played a substantial role in increasing transition rates.
- Colleges have made progress with retention within the first year of college, especially for students of color.
- Equity gaps are closing for underrepresented students of color in retention rates and credit accumulation.
- College-level math completion rates for all students are showing the greatest gains in student achievement.
- Employment rates for all groups of graduates have increased, with the highest rates among Latino, Asian and Native American students.

Challenges
- Overall enrollment levels continue to decline for the college system. This trend is slowing progress towards the goal of increasing the number of new college credential earners into the state’s economy, and creating revenue problems for colleges.
- Enrollment of white students, all age cohorts but especially working age adults, continues to decline due to the strong economy and job opportunities.
- Transitions to college level programs for Latino and Asian basic skills and English as a Second Language students have doubled over the past ten years, but remain almost half the rate of white students.
- More than 40 percent of students leave before gaining one quarter’s worth of college credit. If students drop out, most leave after one quarter.
- Retention and completion rates were lowest for African American students.
- Just one in five students completes a degree or certificate four years after starting college. Improving completion rates is a key challenge to improve the college system’s contribution to a skilled labor force.
- Underrepresented students of color have a higher tendency to complete a certificate rather than associate degree, leading to lower wage outcomes. Guided pathways efforts are a major strategy to improve completion rates for all students and eliminate equity gaps in program enrollment, completion and wage outcomes at the same time.
Enrollment, Completion, and Equity Metrics

State Board retreat
August 2019

Jan Yoshiwara, Executive Director
Goal

Increase overall enrollment inclusive of all focus areas and eliminate the achievement gap of underrepresented students in order to increase student attainment of credentials leading to further education and living wage jobs.
System-level strategies

- Strategic enrollment management
- Math pathways
- Full scale guided pathways implementation
- Guided pathways and student achievement initiative research studies
- Diversity, equity and inclusion integration across all strategies
Enrollment, Completion, and Equity Metrics

- Overview of the student lifecycle from first enrollment to post-college outcomes

- Measuring Progress
  - **Enrollment**
    - Getting students on the path through outreach and onboarding
  - **Retention and progress**
    - Keeping students on the path through engagement and critical milestones
  - **Completion**
    - Degrees and certificates
    - Transfer to bachelor degree programs
    - Employment
  - **Close the equity gap**
Enrollment, Completion Goals
Washington Community and Technical Colleges

**EQUITY**

**Outreach**
- Students feel welcome, supported, and that college, more specifically the institution and program, is for them.
- Colleges develop a shared vision of educational priorities with K-12 and community-based partnerships.

**Onboarding**
- So that...
- Students receive support services and academic guidance along their educational journey.
- So that...
- Students feel engaged in the college, clearly understand their program’s relation to their future, and learn.

**Retention and Completion**
- So that...
- Students retain.
- Students meet critical educational milestones.
- Metrics by race/ethnicity:
  - First 15 college-level credits
  - First 30 college-level credits
  - Complete college math in first year
  - First year retention rates

**STUDENTS COMPLETE HIGH VALUE CERTIFICATES AND DEGREES**

**TRANSFER TO BACHELOR PROGRAMS OR GO TO WORK IN HIGH DEMAND FIELDS**
Equity Gap

- The enrollment trends are disaggregated by race and ethnicity with students reporting more than one race as “2 or more races.”
- The outcome metrics for retention, progress, and completion are disaggregated by race and ethnicity separately to count students in each category they report.
Enrollment

• Annual number of recent high school graduates (28) enrolled in the CTC’s as award-seeking students
• Annual number of the adult population (254) enrolled in the CTC’s as award-seeking students
• Number and percent of basic education students transitioning to college level courses at the CTC’s
Adults with some or no college: FTE

- American Indian or Alaska Native
- Asian
- Hispanic
- Native Hawaiian or other Pacific Islander
- Other race
- 2 or more races

Year: 2007-08 to 2018-19
### Adult basic education students transitioning to college

#### 2017-18 Basic education students transitioning to college-level coursework

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Total students</th>
<th>Total students transitioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>2,048</td>
<td>698</td>
</tr>
<tr>
<td>Asian</td>
<td>9585</td>
<td>2159</td>
</tr>
<tr>
<td>Black/African American</td>
<td>7462</td>
<td>2330</td>
</tr>
<tr>
<td>Hispanic</td>
<td>17682</td>
<td>3611</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>719</td>
<td>228</td>
</tr>
<tr>
<td>White</td>
<td>21146</td>
<td>8499</td>
</tr>
</tbody>
</table>

- **American Indian or Alaska Native**: 34% transitioned
- **Asian**: 23% transitioned
- **Black/African American**: 20% transitioned
- **Hispanic**: 31% transitioned
- **Native Hawaiian or other Pacific Islander**: 23% transitioned
- **White**: 32% transitioned
Adult basic education students transition to college
Retention and progress

- Number and percent of award-seeking students who earn 15 college-level credits in first year
- Number and percent of award-seeking students who earn 30 college-level credits in first year
- Number and percent of award-seeking students returning for a second year
- Number and percent of transfer award-seeking students who complete college-level math in their first year
New award-seeking students completing first 15 credits

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Total students</th>
<th>Total earned 15 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>1,183</td>
<td>676</td>
</tr>
<tr>
<td>Asian</td>
<td>3,733</td>
<td>2,306</td>
</tr>
<tr>
<td>Black/African American</td>
<td>2,991</td>
<td>1,585</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5,731</td>
<td>3,187</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>641</td>
<td>370</td>
</tr>
<tr>
<td>White</td>
<td>21,492</td>
<td>12,938</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35,771</strong></td>
<td><strong>21,062</strong></td>
</tr>
</tbody>
</table>
First-time award-seeking students who earn 15 credits in first year over time

- American Indian or Alaska Native
- Asian
- Black/African American
- Hispanic
- Native Hawaiian or other Pacific Islander
- White
New award-seeking students completing first 30 credits

2017-18 first-time award-seeking students who complete 30 credits in first year

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Total students</th>
<th>Total earned 30 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>1,183</td>
<td>409</td>
</tr>
<tr>
<td>Asian</td>
<td>3,733</td>
<td>1,547</td>
</tr>
<tr>
<td>Black/African American</td>
<td>2,991</td>
<td>884</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5,731</td>
<td>1,930</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>641</td>
<td>218</td>
</tr>
<tr>
<td>White</td>
<td>21,492</td>
<td>8,526</td>
</tr>
<tr>
<td>Total</td>
<td>35,771</td>
<td>13,514</td>
</tr>
</tbody>
</table>
First-time award-seeking students who earn 30 credits in first year over time

- American Indian or Alaska Native
- Asian
- Black/African American
- Hispanic
- Native Hawaiian or other Pacific Islander
- White
New award-seeking students return for second year

2016-17 first-time award-seeking students who returned for second year

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Total students</th>
<th>Total returned second year</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>1,098</td>
<td>456</td>
</tr>
<tr>
<td>Asian</td>
<td>3,227</td>
<td>1,689</td>
</tr>
<tr>
<td>Black/African American</td>
<td>2,824</td>
<td>1,063</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5,353</td>
<td>2,640</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>572</td>
<td>256</td>
</tr>
<tr>
<td>White</td>
<td>20,915</td>
<td>9,945</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33,989</strong></td>
<td><strong>16,049</strong></td>
</tr>
</tbody>
</table>
First-time award-seeking students who returned for second year

2009: 51%
2010: 51%
2011: 52%
2012: 54%
2013: 54%
2014: 53%
2015: 52%
2016: 52%

American Indian or Alaska Native: 40%
Asian: 38%
Black/African American: 35%
Hispanic: 37%
Native Hawaiian or other Pacific Islander: 37%
White: 39%
### Complete college-level math in first year

#### 2017-18 first-time award-seeking transfer students who complete college math in first year

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Total students</th>
<th>Total completed college math</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>748</td>
<td>168</td>
</tr>
<tr>
<td>Asian</td>
<td>2,586</td>
<td>963</td>
</tr>
<tr>
<td>Black/African American</td>
<td>1,881</td>
<td>348</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3,838</td>
<td>936</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>425</td>
<td>107</td>
</tr>
<tr>
<td>White</td>
<td>13,856</td>
<td>4,060</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23,334</strong></td>
<td><strong>6,582</strong></td>
</tr>
</tbody>
</table>
First-time award-seeking transfer students who complete college math in first year

- American Indian or Alaska Native
- Asian
- Black/African American
- Hispanic
- Native Hawaiian or other Pacific Islander
- White
Completion and post college outcomes

• Number and percent of first-time ever in college students who exit college with an degree or certificate
• Number and percent of first-time ever in college students employed after exiting college with a degree or certificate
• Number and percent of first-time ever in college students who exit college with an degree and transfer to a four year
Students exiting with degree or certificate

First-time students credential attainment four years later
Cohort years 2010, 2011, 2012

First-time students credential attainment four years later
Cohort years 2012, 2013, 2014
Students employed after exiting with degree or certificate

First-time students employed full-time four years after start
Cohort years 2010 and 2011

<table>
<thead>
<tr>
<th></th>
<th>Workforce degree grads</th>
<th>Workforce long certificate grads</th>
<th>Workforce short certificate grads</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>61%</td>
<td>45%</td>
<td>27%</td>
</tr>
<tr>
<td>Asian</td>
<td>57%</td>
<td>39%</td>
<td>29%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>51%</td>
<td>47%</td>
<td>35%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>67%</td>
<td>46%</td>
<td>46%</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>56%</td>
<td>55%</td>
<td>43%</td>
</tr>
<tr>
<td>White</td>
<td>60%</td>
<td>48%</td>
<td>47%</td>
</tr>
</tbody>
</table>

First-time students employed full-time four years after start
Cohort years 2012 and 2013

<table>
<thead>
<tr>
<th></th>
<th>Workforce degree grads</th>
<th>Workforce long certificate grads</th>
<th>Workforce short certificate grads</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>66%</td>
<td>43%</td>
<td>35%</td>
</tr>
<tr>
<td>Asian</td>
<td>69%</td>
<td>47%</td>
<td>37%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>56%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>70%</td>
<td>58%</td>
<td>40%</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>61%</td>
<td>58%</td>
<td>40%</td>
</tr>
<tr>
<td>White</td>
<td>62%</td>
<td>62%</td>
<td>56%</td>
</tr>
</tbody>
</table>
Students exiting with degree and transferring to a four-year institution

First-time students who transferred four years after start
Cohort years 2010 and 2011

<table>
<thead>
<tr>
<th></th>
<th>Percent transferred with degree</th>
<th>Percent transferred without degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>67%</td>
<td>9%</td>
</tr>
<tr>
<td>Asian</td>
<td>66%</td>
<td>14%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>62%</td>
<td>10%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>69%</td>
<td>11%</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>52%</td>
<td>7%</td>
</tr>
<tr>
<td>White</td>
<td>64%</td>
<td>14%</td>
</tr>
</tbody>
</table>

First-time students who transferred four years after start
Cohort years 2012 and 2013

<table>
<thead>
<tr>
<th></th>
<th>Percent transferred with degree</th>
<th>Percent transferred without degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>63%</td>
<td>11%</td>
</tr>
<tr>
<td>Asian</td>
<td>66%</td>
<td>15%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>66%</td>
<td>11%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>59%</td>
<td>8%</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>73%</td>
<td>7%</td>
</tr>
<tr>
<td>White</td>
<td>61%</td>
<td>12%</td>
</tr>
</tbody>
</table>

*Small numbers for Pacific Islander students (64 in first chart and 70 in second) impact the percentages*
Enrollment and completion goals: key assumptions

• The Washington roundtable estimates 740,000 job openings in Washington state by 2021. To fill those jobs, the Roundtable set a goal that by the year 2030, 70% of Washington students will earn a postsecondary credential by age 26.

• To meet this goal requires doubling postsecondary credential attainment in the state.

• Due to recent enrollment declines in the CTC’s, completion goals were set to grow slowly in the next couple of years and more rapidly in the long term as the impact of initial investment and reforms take full effect.

• The more rapid increases in completions in the long term will depend on significant additional investments as more students persist and fill capacity at the colleges.

• Completions are expected to rise faster than enrollment as the strategies for enrollments include both new enrollments and increasing retention rates to move students already enrolled through to completion faster.
Washington Roundtable Credential Attainment Goal

CREDENTIAL ATTAINMENT: CURRENT GROWTH RATE vs. WHAT IS NEEDED

- Class of 2006: 31%
- Class of 2015 (Estimate): 40%
- Class of 2030 (Goal): 70%

+0.9% growth per year
+2.0% growth per year
Washington CTC Enrollment and Completion Goals

The blue area shows historical trend and the green shows goals for future growth. The area shaded in gray is growth beyond our near term investments that will require additional investments for reaching the goals.
CONSENT ITEM (RESOLUTION 19-08-39)

August 28, 2019

Lower Columbia College — property acquisition, 1608 20th Avenue in Longview, Washington

Brief Description

Lower Columbia College seeks to purchase the property located at 1608 20th Avenue in Longview, Washington for approximately $330,000. The property will be used for student housing.

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

Lower Columbia College identified the acquisition of off-campus student housing as their first strategic initiative in the 2015 Master Plan. The college’s 2018-19 annual goals include continued expansion of international student enrollment, and integrated housing and support services.

The property located at 1608 20th Avenue consists of a 2,356 square foot residence constructed in 1956 and 5,998 square foot lot adjacent to the college campus. The property is currently used as a student rental property. If approved, the property will continue to be used for student housing. A map showing the property relative to the existing campus is in Attachment A.

The total cost to purchase is estimated to be $330,000. 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.

Lower Columbia College’s Board of Trustees approved this request on August 5, 2019. 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 19-08-39 giving Lower Columbia College authority to spend up to $330,000 in local funds toward the acquisition of 1608 20th Avenue in Longview, Washington.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director
(360) 704-4382, wdoty@sbctc.ed
Lower Columbia College
Longview Campus

B  Recent Acquisitions:
Resolution 13-10-51
1931 Olympia Way
Parcel Number 000701

Resolution 17-03-18
1615 20th Avenue
Parcel Number 00050

A  Proposed Acquisition:
1608 20th Avenue
Parcel Number 00703
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 19-08-39

A resolution relating to Lower Columbia College’s request to use up to $330,000 in local funds to purchase the property at 1608 20th Avenue in Longview, Washington

WHEREAS, the college has identified the acquisition of off-campus student housing in their 2015 master plan; and

WHEREAS, the purchase of the property will provide student housing adjacent to the campus; 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 $330,000; and

WHEREAS, Lower Columbia College’s Board of Trustees approved this request on August 5, 2019; and

WHEREAS, Lower Columbia 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 Lower Columbia College to spend up to $330,000 in local funds for the purchase of the property located at 1608 20th Avenue in Longview, Washington; 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 8/28/2019

Attest

____________________________________  ______________________________________
Jan Yoshiwara, secretary                  Wayne Martin, chair
CONSENT ITEM (RESOLUTION 19-08-40)

August 28, 2019

Tab 1b

Olympic College — local expenditure authority for Bremerton campus shop building renovation

Brief Description

Olympic College is seeking approval to use up to $1,860,000 of local funds to construct shop building renovations on the Bremerton campus as part of project 30000986.

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

Olympic College is currently in the design phase of renovating the Shop Building that currently houses four Programs: Welding, Composite Materials, and classrooms for Electronics and Technical Design programs. The renovated building will also allow the college to relocate the CNC/Precision Machinery program that is currently off campus in leased property.

The 2017-19 capital budget included $953,000 for the design and the 2019-21 budget includes $7,652,000 for construction. State Board policy 6.20.30 requires colleges to manage projects within the level of their state appropriation and approved local funds.

The budget submitted with the approved predesign includes expanded scope and building addition. The additional scope was approved by the Office of Financial Management contingent upon the college covering the additional cost. Total project cost of $10,465,000 indicates a need for local funds of $1,860,000.

Olympic College’s Board of Trustees approved the use of $1,000,000 in June 2019 and another $860,000 in August 2019.

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 19-08-40 giving Olympic College the authority to spend up to $1,860,000 in local funds toward the renovation of the Bremerton shop building.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director, (360) 704-4382, wdoty@sbctc.edu
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 19-08-40

A resolution relating to Olympic College’s request to use up to $1,860,000 in local funds for renovations of the Bremerton campus shop building.

WHEREAS, design phase of the shop building renovation is underway in state funded project 30000986; and

WHEREAS, $953,000 in state funding was provided for design of this project in the 2017-19 capital budget and $7,652,000 was provided for construction in the 2019-21 enacted budget; and

WHEREAS, the college expanded the scope and building addition in the predesign approved by the Office of Financial Management increasing the total project cost of $10,465,000; and

WHEREAS, additional local funds of $1,860,000 are needed to complete the project as designed; and

WHEREAS, Olympic College’s Board of Trustees approved the use of $1,000,000 in local funds in June 2019 and another $860,000 in August 2019.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Olympic College to spend up to $1,860,000 in local funds for the renovation of the Bremerton campus shop building; 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 08/28/2019

Attest

Jan Yoshiwara, secretary
Wayne Martin, chair
CONSENT ITEM (RESOLUTION 19-08-41)

August 28, 2019
Tab 1c

Shoreline Community College request to add local financing to state funded major project

Brief Description
Shoreline Community College is seeking approval to finance up to $10,000,000, backed by local funds, to avoid further reduction in scope of the Allied Health Replacement project 30000990.

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
In 2014 Shoreline Community College proposed a major project to replace five 50 year old buildings, totaling about 65,000 square feet, that were used for their allied health, science and manufacturing programs with a single new 70,000 square foot building. The proposed cost was $39,742,000 including escalation with construction starting in July 2017. The proposal included the college contributing $3,000,000 in local cash to the project.

The project was scored and ranked tenth out of the nineteen proposals for the 2015-17 selection. The top ten ranked projects were added to the system’s pipeline of projects below the other projects already in the pipeline, in rank order from the selection.

When the project was funded for design in the 2018 supplemental budget it was estimated to cost $42,730,000. Early in design the college decided to construct two buildings, one would be 55,000 square feet and another 15,000 square feet. The total cost of the project was still estimated to be within the budget for the 2018 supplemental request.

When submitted to the Office of Financial Management in September 2018, the cost estimate was increased to $43,234,000 for the 2019-21 request for construction-phase funding. This budget includes $40,234,000 in state appropriations and $3,000,000 in local cash. Construction was expected to begin in July 2019.

As design progressed during the last year, the cost estimate for the two buildings (totaling about 70,000 square feet) increased significantly and the college decided to only construct a single 51,600 square foot building. This smaller building is now expected to cost $53,234,000.

State Board policy 6.20.30 requires colleges to manage projects within the level of their state appropriation and approved local funds.
To balance the budget, the Shoreline Community College Board of Trustees has identified sufficient local revenue to service the debt on a $10,000,000 Certificate of Participation to combine with the $40,234,000 in state appropriations and $3,000,000 in local cash already in the project.
The Shoreline Community College Board of Trustees is requesting the State Board include a request for legislative authority to finance up to $10,000,000 for the project 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 this project consistent with the State Board’s goal of supporting enrollment?

**Recommendation/preferred result**

Staff recommends approval of Resolution 19-08-41 directing staff to include the request to finance up to $10,000,000 for Shoreline Community College Allied Health Replacement project 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 19-08-41

A resolution relating to Shoreline Community College’s request to finance up to $10,000,000, backed by local funds, to be used on its Allied Health Replacement project 30000990.

WHEREAS, the college is currently in design for the Allied Health Replacement project; and

WHEREAS, the college has been appropriated $40,234,000 by the legislature for design and construction of the project; and

WHEREAS, the college has committed $3,000,000 in local cash for construction of the project; and

WHEREAS, the total estimated cost for the project is now $50,234,000; and

WHEREAS, Shoreline Community College’s Board of Trustees, on July 17, 2019, requested the State Board include a request for legislative approval to finance up to $10,000,000 in its 2019-21 capital budget request for this purpose.

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 Shoreline Community College to locally finance a portion of its Allied Health Replacement project.

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 8/28/2019

Attest

____________________________________  ______________________________________
Jan Yoshiwara, secretary                  Wayne Martin, chair
STATE BOARD MEETING MINUTES

Big Bend Community College
Business Meeting: Thursday, June 27 // 8:30 a.m. to 1:30 p.m.

Board members
Anne Fennessy, chair // Wayne Martin, vice chair // Jay Reich // Carol Landa McVicker Phyllis Gutierrez Kenney // Fred Whang // Ben Bagherpour // Crystal Donner // Chelsea Mason
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 8:30 a.m., welcomed those present, and asked for audience introductions.

Motion: Moved by Jay Reich seconded by Carol Landa McVicker, and unanimously approved by the Board the adoption of its June 27, 2019, regular meeting agenda with one modification moving the appointment of the chair and vice chair up on the agenda to ensure a quorum was present for the vote.

Approval of consent agenda (Resolutions 19-06-32 to 19-06-38)

a. 2019-20 Corrections Education Contract
   Resolution 19-06-32
b. Green River College, local expenditure, phase two building improvements
   Resolution 19-06-33
c. Yakima Valley College, local expenditure, increase for campus expansion and gallery renovation
   Resolution 19-06-34
d. Centralia College, property acquisition, West Pear
   Resolution 19-06-35
e. Pierce College Fort Steilacoom, local expenditure, phase three renovations
   Resolution 16-06-36
f. Bellevue College, local expenditure, electrical infrastructure replacement
   Resolution 19-06-37
g. Bellevue College, local expenditure, classroom renovations
   Resolution 19-06-38
h. May 28, 2019, Special Meeting Minutes

   Motion: Moved by Jay Reich, seconded by Phyllis Gutierrez Kenney, and unanimously approved by the Board the adoption of its June 27, 2019, consent agenda.

State Board Equity and Diversity Statement (Resolution 19-06-28)
One of the Board’s six priorities is to eliminate gaps for students in the college system. The Board had a robust conversation during their study session reviewing the statement put forward by the workgroup and discussing next steps. The Board expressed their many thanks to the work group members for their hard work in developing the statement:
“Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social and economic justice in service to our diverse communities.”

Motion: Moved by Phyllis Gutierrez Kenney, seconded by Jay Reich, and unanimously approved by the Board the adoption of Resolution 19-06-28 approving the proposed Equity and Diversity Statement.

2019-20 Basic Education for Adults Federal Awards (Resolution 19-06-29)
Basic Education for Adults allocations are strategically aligned to the Board’s six priorities. The Washington state Basic Education for Adults programming builds on fourteen years of innovation that includes the comprehensive Integrated Basic Education Skills and Training pathway that is being expanded to include I-BEST at Work (targeted to work with incumbent employees at their place of employment with pilots funded by a generous Walmart Grant), and High School 21+. These have been successfully implemented in all 34 colleges in collaboration with five community-based organizations as well as in five adult corrections facilities. The Integrated Digital English Acceleration initiative that has been implemented across the system and nation, and other research-based and evidence-driven practices that move more adults more quickly through rigorous basic education programming to certificates and degrees, will result in increased levels of completion and living-wage jobs.

Motion: Moved by Ben Bagherpour, seconded by Phyllis Gutierrez Kenney, and unanimously approved by the Board the adoption of Resolution 19-06-29 approving the 2019-20 Basic Education for Adults Federal Awards.

2019-20 Workforce Awards and Allocations (Resolution 19-06-30)
The State Board awards federal workforce training funds to colleges to support programs offering entry level training, skills upgrade, or retraining for the state’s workforce. Each program provides residents across the state opportunities to increase their educational attainment. Colleges fund workforce education programs in multiple ways, including the use of general enrollment funding and state and federal targeted funding. Each June, the Board approves the state targeted funding for the next fiscal year.

Motion: Moved by Chelsea Mason, seconded by Crystal Donner, and unanimously approved by the Board the adoption of Resolution 19-06-30 approving the 2019-20 Workforce Awards and Allocations.

Appointment of 2019-20 State Board Chair and Vice Chair
In accordance with current State Board bylaws, the election of officers is to be held by June of each year. In the absence of the Chair, his or her duties will be assumed by the Vice Chair who acts as the Chair Pro Tempore. The Vice Chair may serve as the successor to the Chair. Phyllis Gutierrez Kenney gave the nominating committee report and submitted the nomination of Wayne Martin for the position of State Board chair and Carol Landa McVicker for the position of State Board vice chair for 2019-20.

Motion: Moved by Phyllis Gutierrez Kenney and seconded by Ben Bagherpour and unanimously approved by the Board to appoint Wayne Martin as State Board chair for 2019-20.

Motion: Moved by Phyllis Gutierrez Kenney and seconded by Crystal Donner and unanimously approved by the Board to appoint Carol Landa McVicker as State Board vice chair for 2019-20.
2019-21 Capital Budget Allocations and 2020 Supplemental Request (Resolution 19-06-31)
The State Board heard a presentation and participated in a discussion on allocations of funding in the 2019-21 capital budget, and reasserting its 2019-21 priorities in a 2020 supplemental request with adjustments to existing project budgets to reflect budget-timing impacts, and seek new financing authority for locally supported projects.

Motion: Moved by Carol Landa McVicker, seconded by Jay Reich, and unanimously approved by the Board the adoption of Resolution 19-06-31, allocating the resources in the enacted 2019-21 biennial capital budget and completing the 2020 supplemental capital request.

2020 Supplemental Operating Budget Guidance
The Legislature just passed a two-year operating budget for the 2019-21 biennium. This fall, the State Board has the opportunity to submit proposed adjustments to the biennial budget. During the discussion the State Board provided guidance to staff on the direction of the 2020 Supplemental Operating Budget.

Chair Report and Board Member Discussion
- August retreat planning
- Strategic long-term planning
- The value of attending system and national meetings

Adjournment/next meeting
There being no further business, the State Board adjourned its regular meeting of June 27, 2019, at 11:45 a.m. The State Board will hold its next meeting and retreat on August 26-28, 2019, at Skamania Lodge.

Jan Yoshiwara, secretary
Wayne Martin, chair
REGULAR MEETING

August 28, 2019

Tab 2

Operating Budget Planning

Brief Description
Earlier this year, the Legislature made the largest investment in the community and technical college system in recent memory. At this meeting, we will follow up on discussion about the 2020 Supplemental Operating Budget and preview the operating budget work plan for the coming year.

How does this item link to the State Board’s Priorities?
Legislative operating and capital appropriations to the State Board for Community and Technical Colleges are the foundation for the system’s operation. State resources provide the means to make progress on our goals. The Board has identified college system priorities as Long-Term Advocacy, Equity/Diversity/Inclusion, Completions, Enrollments, Career Connections, and ctcLink success.

Background information and analysis
Washington State operates on a biennial (two year) budget cycle. In odd-numbered years, such as 2019, the Legislature develops an operating budget for the following two fiscal years. State fiscal years start July 1 and end June 30. In even-numbered years, such as 2020, the Legislature passes a supplemental operating budget to make any needed adjustments to the existing biennial budget. State agencies, including SBCTC, have the opportunity to submit proposed supplemental budgets in October 2019.

At the June meeting, the State Board agreed with the staff preliminary recommendation to forego policy level operating budget requests in the 2020 Supplemental. The college system presidents offered the same recommendation at their July retreat. Over the summer, staff have analyzed the details of the biennial budget and do not see the need for any technical adjustments or maintenance level requests. Two minor adjustments to the maintenance and operations funding can be made within existing appropriations.

Over the course of this year, the State Board will take up the following operating budget and allocation issues:

December 2019 – Preliminary discussion of the 2021-23 operating budget development process.
February 2020 – Begin 2021-23 operating budget development discussion with system stakeholders.
March 2020 – Consider any impacts from the Legislative budget. Review State Board Earmarks and new funding to be allocated in Fiscal Year (FY) 2021.
May 2020 – Continue 2021-23 operating budget development. Adopt FY 2021 allocation and tuition policy.
June 2020 – Direction provided to staff on primary 2021-23 operating budget policy proposals.
August 2020 – Final adoption of the system’s 2021-23 operating budget proposal.

Potential questions
Are there additional operating budget issues that the Board wishes to address this year?

Recommendation/preferred result
Staff finds that no technical adjustments or maintenance level budget requests are needed and therefore, no 2020 supplemental budget needs to be submitted to the Governor and Legislature. No action needed.

Policy Manual Change Yes ☐ No ☒

Prepared by: Cherie Berthon, operating budget director, (360) 704-1023, cberthon@sbctc.edu
House Bill #2158: Workforce Education Investment, Impact & Update

Brief Description

With the passing of House Bill #2158: Workforce Education Investment, the State Board for Community and Technical Colleges will play a significant role in changing the lives of Washingtonians. By providing funding for faculty salaries (nursing and high demand programs), Career Connect Washington programming, and the Guided Pathways movement, community and technical colleges are further equipped to make significant gains in student completion and in closing student achievement gaps. This is an historic investment in higher education for the State of Washington.

Included in this legislation, is the creation of the Workforce Education Investment Accountability and Oversight Board consisting of members of the Legislature and representatives from business, labor, higher education, and students.

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

In 2017, the State Board established the five priority focus areas of advocacy, enrollment, completion, equity, and ctcLink. In August 2018, Career Connect Washington was added as a sixth priority for the Board.

The Workforce Education Investment legislation supports the State Board’s priorities by investing in faculty salaries, guided pathways for all colleges to increase student completion rates and by funding enrollment growth for Career Connect Washington programs.

In addition, the Legislature is making a substantial investment in access for low and middle income families through the new Washington College Grant.

Background information and analysis

The Workforce Education Investment Act provides funding for community and technical colleges in the following ways:

- **Guided Pathways:** Implement Guided Pathways to all community and technical colleges in the state, $2m (2019), $30m (2020).
- **Career Launch Enrollments:** Funding for increased enrollment in Career Launch endorsed programs as part of Career Connect Washington, $1m (2019), $2m (2020).
- **Nursing Educator Salaries:** Increase (solely) nurse educator salaries, $20m (2019), $20m (2020).
- **High Demand Salaries:** Increase salaries for faculty in high demand programs, including but
not limited to nursing educators, other health-related professions, information technology, computer science, and trades, including welding, $20m (2020).

- **Foundational Support**: Compensation and Central Services Support, $12.4m (2019), $15.2m (2020).
- **Simulated Goods Manufacturing Equipment**: Provide training equipment for biologics company, $500,000 (FY 2020).

**Charge for the Oversight board**

The purposes of the Workforce Education Investment Accountability and Oversight Board are to:

“(a) provide guidance and recommendations to the legislature on what workforce education priorities should be funded with the workforce education investment account; and

(b) ensure accountability that the workforce education investments funded with the workforce education investment account are producing the intended results and are effectively increasing student success and career readiness, such as by increasing retention, completion, and job placement rates.”

The oversight board consists of seventeen members: four members of the legislature; five members representing business; two members from labor; two representatives of higher education; two students including one community or technical college student; one member from Independent Colleges of Washington; and one member from the Washington Student Achievement Council.

The board will report its recommendations each August to the appropriate committees of the legislature.

**Accountability framework moving forward.**

*Guided Pathways implementation*: SBCTC allocated $100,000 per college for Guided Pathways in the current fiscal year. Colleges are to complete an implementation plan for Guided Pathways that reflects the Community College Research Center’s Scale of Adoption framework by March 2020.

The first reporting deadline to the legislature is December 1, 2020. SBCTC will be able to report on satisfactory completion of guided pathways plans.

*Career Launch enrollment*: This funding is intended to provide for new or expanded enrollments within eligible Career Launch endorsed programs in the colleges. Eligible Career Launch programs are credit bearing programs that have received a Career Launch endorsement from the Career Connected Learning cross-agency endorsement review team. Applications for this funding opportunity will be available in September and accepted until the end of October. Funding is anticipated to be released to colleges in mid-December.

*Nurse Educator Salaries*: Colleges were allocated funds for nursing educator salaries based on nursing student enrollments. Colleges are asked to report on how they used these funds by spring 2020.
**High Demand Salaries:** Allocation of these funds will be determined by the State Board in spring 2020. Colleges will be asked to report on how they used these funds by spring 2021.

**Foundational Support:** These funds have been allocated to colleges consistent with the distribution of general salary increases.

**Simulated Goods Manufacturing:** Development of a public benefit agreement is under way for Shoreline Community College, effective 2020.

**Potential questions**

- What data and analysis will be used by SBCTC to report results of these appropriations to the Workforce Education Investment Oversight Board?

**Recommendation/preferred result**
The Board will suggest regular progress report updates over the next two years.

Policy Manual Change Yes ☐ No ☒

Prepared by: Carli Schiffner, deputy executive director for education services
(360) 704-4353, cschiffner@sbctc.edu