



STATE BOARD RETREAT AND MEETING AGENDA

Board members

Jay Reich, chair // Phyllis Gutierrez Kenney, vice chair // Carol Landa McVicker // Ben Bagherpour
Fred Whang // Crystal Donner // Chelsea Mason // Martin Valadez // Mack Hogans
Jan Yoshiwara, Executive Director // Beth Gordon, Executive Assistant
Statutory Authority: Laws of 1991, Chapter 28B.50 Revised Code of Washington

August 25 **Retreat Session**

- 1:00 p.m. **Retreat Expectations and Guidelines**
Jay Reich, Chair
- 1:15 p.m. **Executive Session**
- 2:45 p.m. **Break**
- 3:00 p.m. **Continued Executive Session**
- 4:00 p.m. **Review of Retreat Priorities and System Discussions**
Jan Yoshiwara, Executive Director
- 4:30 p.m. **Recess for the day**

August 26 **Retreat Session**

- 8:30 a.m. **Welcome and Introductions**
Jay Reich, Chair
- 8:45 a.m. **Review of State Board strategic and work plan** Tab A
Facilitator: Jan Yoshiwara, Executive Director
- 9:15 a.m. **Building Enrollment, Increasing Access** Tab B
Facilitator: Carli Schiffner, Deputy Executive Director, Education
- 11:15 a.m. **Potential Impact of America's College Promise Proposal in Congress** Tab C
Facilitators: Cherie Berthon, Operating Budget Director
Choi Halliday, Deputy Executive Director, Business Operations
- 12:30 p.m. **Lunch Break**
- 1:30 p.m. **Moving Equity Strategies Forward** Tab D
Facilitator: Ha Nguyen, Director of Diversity, Equity and Inclusion
- 3:00 p.m. **Break**

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| 3:15 p.m. | Advocacy Task Force Phase 2 <i>Facilitators: Phyllis Gutierrez Kenney, Vice Chair Laura McDowell, Communications Director Arlen Harris, Legislative Director</i> | Tab E |
| 4:30 p.m. | Recess for the day | |
| August 27 | Business Meeting | |
| 9:30 a.m. | Welcome <i>Jay Reich, Chair</i> | |
| 9:35 a.m. | Adoption of Regular Business Meeting Agenda <i>Jay Reich, Chair</i> | Action |
| 9:40 a.m. | Adoption of Consent Agenda <i>Jay Reich, Chair</i> | Tab 1 Action |
| 9:45 a.m. | Consideration of Supplemental Operating Budget Request <i>Cherie Berthon, Operating Budget Director</i> Resolution 21-08-47 | Tab 2 Action |
| 10:45 a.m. | Board Discussion <i>Jay Reich, Chair</i> | |

Updated 8-11-21

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.



**COMMUNITY AND
TECHNICAL COLLEGES**
Washington State Board

2020-2030

STRATEGIC PLAN



INTRODUCTION

Washington's community and technical colleges were designed around a remarkable idea: that education past high school should be available to everyone, regardless of their economic or academic backgrounds. Today, this vision is more important than ever. A high school diploma for most is no longer enough to earn a good living and lead a comfortable life. People need education past high school just to get started in a well-paying job, and continuous skill-building to keep up and get ahead. At the same time, employers need skilled workers to stay competitive and thrive. However, only 56 percent of adults in Washington have a certificate or degree past high school.¹

In 2013, the Washington Student Achievement Council issued a Roadmap Report to increase educational attainment in Washington.² In 2014, Gov. Inslee signed legislation endorsing the goals proposed in that report.³ The two educational attainment goals are:

- All adults ages 25-44 will have a high school diploma or equivalent, and
- 70 percent of adults ages 25-44 will have a postsecondary credential.

The call to increase educational attainment in Washington became more urgent in 2016, when the Washington Roundtable issued a report that found that most of the 740,000 job openings in the coming years will require education past high school. The Washington Roundtable set a goal that by 2030, 70 percent of Washington students will earn a postsecondary credential by the age of 26.⁴

Washington's community and technical colleges are central to meeting the state's education goals because we serve as a nexus between high school, higher education and the workforce.

Each year, about 363,000 students come to our colleges to find the educational path that's right for them — whether it's to train for a career, learn a skilled trade, earn an industry certificate or apprenticeship, or transfer to a university.⁵ We train healthcare workers, IT technicians, welders, construction workers, engineering technicians, nurses and educators. Thirty-nine percent of graduates from Washington's public universities start at a community or technical college.⁶

However, we have more work to do.

As Washington's largest system of public higher education, community and technical colleges need to improve completion rates so our students reach their personal goals and our state reaches its goals for a skilled and educated citizenry.





This strategic plan establishes three goals for our system:

1. Achieve educational equity for students historically underrepresented in higher education.
2. Improve completion rates for all students across all types of programs.
3. Increase enrollment and retention among populations who can benefit the most from college access.

Measurable outcomes will be reported every year to drive improvements throughout our college system.

This strategic plan emerged from a collaborative process that included students, presidents, trustees, educators and business leaders. We thank them for their vision.

State Board for Community and Technical Colleges

- Wayne Martin, chair, Kennewick
- Carol Landa-McVicker, vice chair, Spokane
- Ben Bagherpour, Vancouver
- Crystal Donner, Everett
- Anne Fennessy, Seattle
- Phyllis Gutierrez Kenney, Edmonds

- Chelsea Mason, Puyallup
- Jay Reich, Seattle
- Fred Whang, Tacoma

Executive Director

Jan Yoshiwara, executive director, State Board for Community and Technical Colleges

OUR VISION

This strategic plan aligns with a vision statement approved by the Washington State Board for Community and Technical Colleges in June 2019:

“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 reflects the diverse nature of our students, who represent all ages, backgrounds, incomes, races and ethnicities. They work, raise families, pay bills and care for their loved ones. In any given class, a student can be sitting side-by-side with a 16-year-old Running Start student, a worker who is training for a new career, and a 50-year-old veteran. How well we serve these students will shape the future of our state’s families, communities and businesses.

Our goal in this strategic plan is to improve completion rates across-the-board for all students, and to improve completion rates faster for students of color. This is both a moral and practical imperative. People who earn a college credential tend to earn higher incomes, participate more fully in their communities, and reap the benefits of a thriving economy. However, SBCTC research shows our colleges are producing white graduates at a higher rate than graduates of color.

Additionally, both the Washington Student Achievement Council and the Washington Roundtable warn that reaching state education goals will be impossible without closing equity gaps. As our state becomes more diverse, equity gaps will hold more people back and impede progress toward our state’s educational goals.

As the doorway to college first-generation college students and students of color — 47 percent of our students are students of color compared to 32 percent of the general population — community and technical colleges face an urgent need to close equity gaps.⁷





OUR GOALS

This strategic plan calls upon our community and technical college system to achieve three goals:

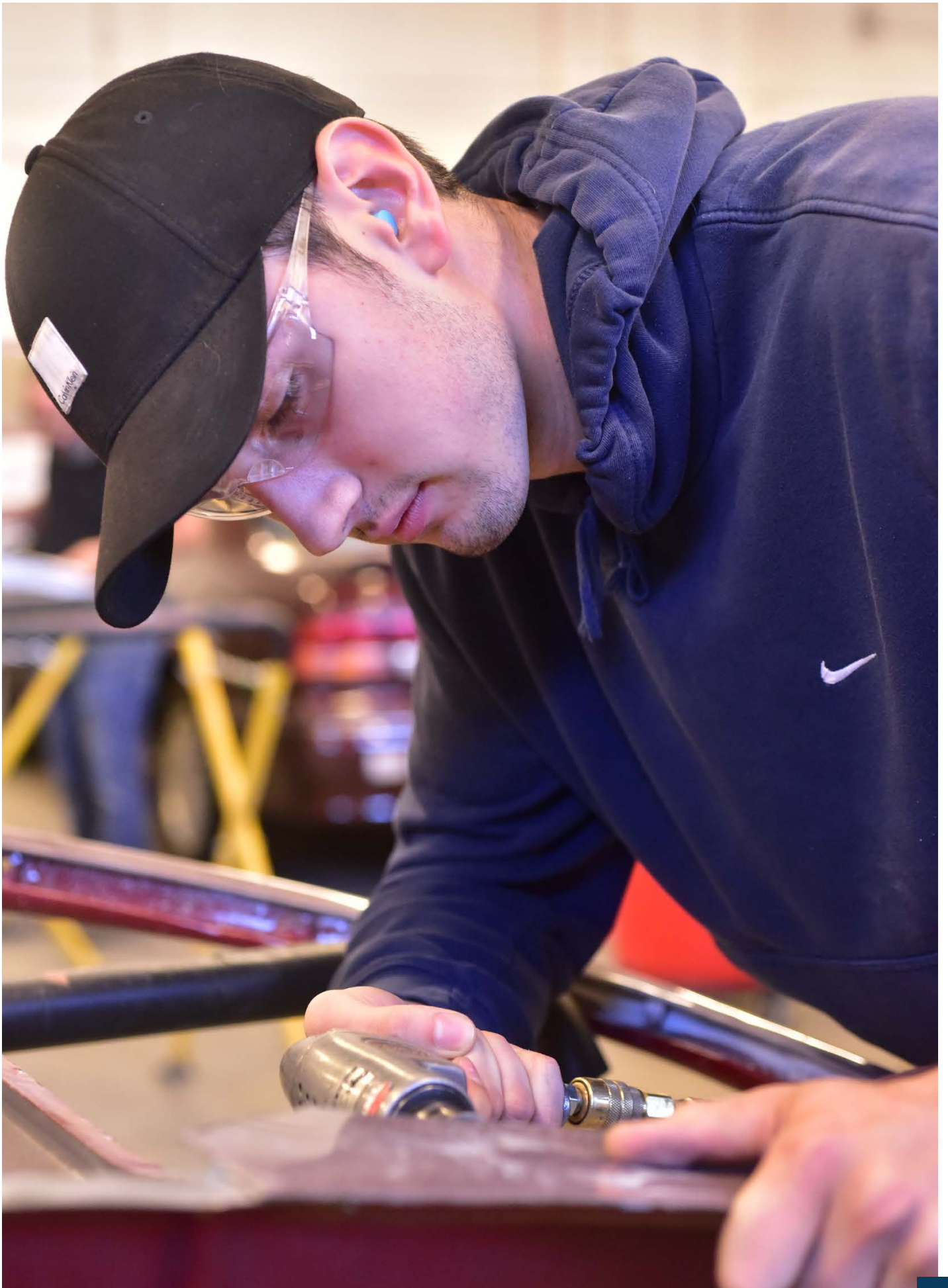
1. Achieve educational equity for students who are historically underrepresented in higher education.

- Eliminate inequities in college access, retention and completion for students historically underserved in higher education: Hispanic, American Indian/Alaska Native, Pacific Islander, Black/African American and Asian.
- Eliminate inequities in wages and university transfers. Our colleges offer a wide range of credentials. Generally, the longer the credential, the higher the wages upon graduation. We want to see students of color equally represented in degree programs that either result in sought-after skills and higher wages or successful transfer into a university.

2. Improve completion rates for all enrolled students across all types of programs and credentials — workforce degrees, transfer degrees, certificates and apprenticeships.

3. Increase access and retention among populations who can benefit the most from college access. This includes young adults, working adults, low-income people, people of color, immigrants and single parents.





OUR STRATEGIES

The following strategies will advance the three goals previously outlined.

Strategy 1: Implement actions, policies and investments that produce equitable outcomes.

- Using the new vision statement, engage college system leaders in equity-based professional development, advocacy and actions across the college system.
- Develop a ladder of professional development opportunities that lead to leadership positions. Cultivate future, equity-minded leaders with faculty and staff at all levels, from frontline staff to aspiring mid- and senior-level college administrators.
- Conduct policy audits to eliminate barriers for students in the key areas that can make or break their ability to enroll, and stay, in college. Examples include admissions, financial aid, precollege education and basic skills instruction.
- Create an equity resource bank of best practices in the areas of student services, curricula, hiring and employment to share successful practices throughout the system.
- Implement accessible technology for students, faculty and staff.

Strategy 2: Implement research-based strategies that are proven to improve completion rates for all students. These strategies include Guided Pathways and Career Launch programs.

Guided Pathways involves fundamentally redesigning the college experience for all students — from advising and support services to course sequencing and program maps. Advisers help students choose a path, stay on the path and get a degree or certificate. This work is especially important for students of color, low-income students, and those who are the first in their families to go to college. Guided Pathways is a way to make sure that students who enter our college system receive the proper supports that guide them, in a structured manner, through to completion.

- Develop new partnerships with industry associations and labor organizations to ensure pathways align to the skills required by employers, thus helping to close the skills gap.
- Ensure that every career pathway — health care, for example — reflects the full range of available credentials, including certificates, workforce degrees, university-transfer degrees, applied bachelor's degrees and apprenticeships. This enables students to see the broad horizon of professional opportunities in the field and how credentials align with certain careers.
- Embed equity strategies throughout the implementation of Guided Pathways.
- Expand technical assistance to colleges on Guided Pathways.
- Expand partnerships with private foundations and research organizations to scale Guided Pathways across all 34 colleges and evaluate outcomes.
- Identify accountability metrics for college implementation focused on increasing student completions across student demographics.

Career Launch is part of Governor Inslee’s Career Connect Washington Initiative. Career Launch programs prepare young adults for careers by combining paid, real-life job experience with classroom studies.

- Increase the number of students who engage in work-based learning as part of their college program.
- Expand technical assistance to colleges implementing Career Launch programs.
- Develop new partnerships with industry associations and labor organizations to expand Career Launch programs, especially in fields where employers are facing skill gaps.

Strategy 3: Enroll more diverse students of all ages and backgrounds in our colleges, increasing their access to higher levels of education, higher salaries and greater financial security.

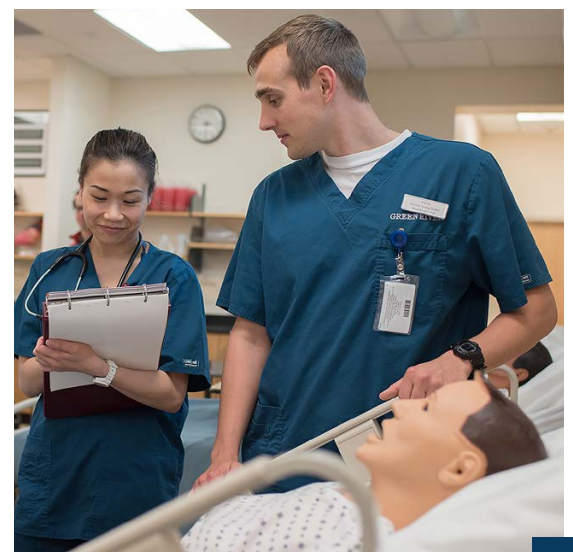
- Implement the college system’s strategic enrollment plan.
- Increase participation in dual-credit programs for all students but especially students of color, including technical education dual-credit programs.
- Help more low-income Washingtonians — those straight out of high school as well as low-wage working adults — complete financial aid applications for the new Washington College Grant.
- Transition more basic skills students into college-level programs, with full and strategic use of state and federal financial aid.

Strategy 4: Strengthen advocacy and community partnerships.

- Hold the 2019 vision statement at the core of the college system’s advocacy work.
- Continue to build upon, and implement, the system’s strategic advocacy and messaging plan.
- Continue to engage more people within our college system in advocacy and outreach efforts, including State Board members, trustees, presidents, faculty, and student leaders.
- Create wider partnerships and alliances with the organizations and people we serve: communities of color, business associations, labor organizations, K-12 schools, and universities. These connections will help ensure we respond to the emerging needs of our students and the employers who hire them.
- Build and strengthen relations with other government agencies, the Legislature, and the Governor’s Office.

Strategy 5: Improve the college system’s long-term financial sustainability and infrastructure.

- Build, remodel, and renovate facilities to support teaching and learning spaces that are high quality and technologically equipped.
- Identify funding strategies and potential fund sources to do bigger and better things for our students and the economy, including expanding programs and services and providing competitive compensation.
- Establish financial health and stability indicators and recommend professional development for new college leaders.



ACCOUNTABILITY

This strategic plan establishes aspirational goals, metrics and targets through the year 2030.

Metrics

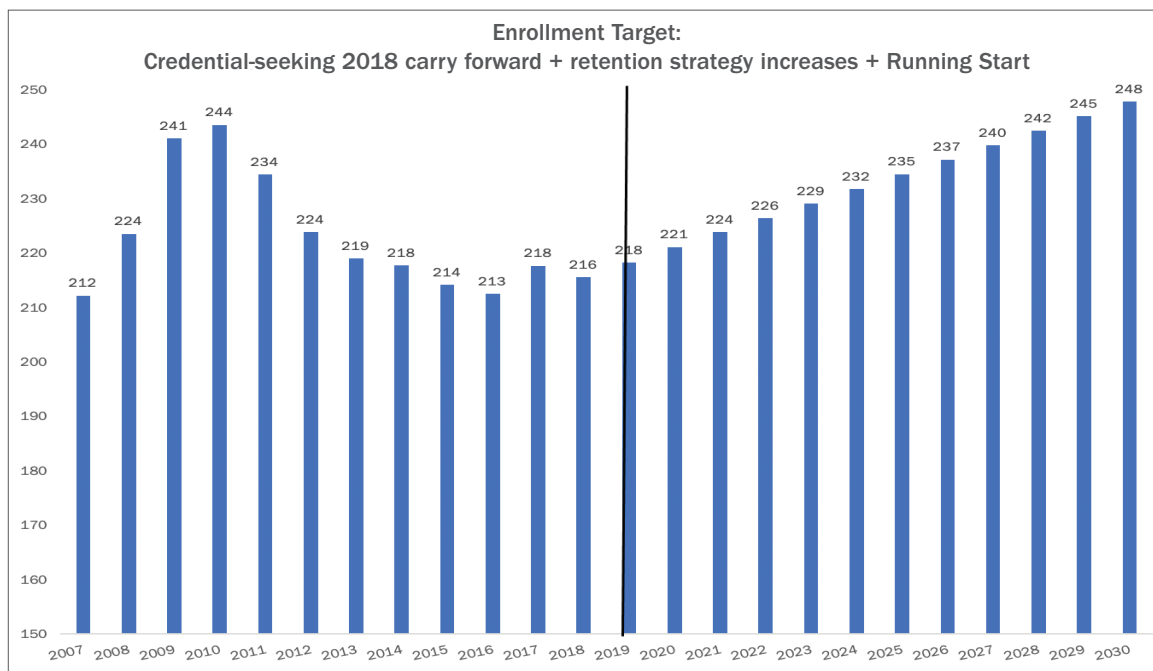
To track progress toward the college system’s goals of achieving equity, improving completion rates and increasing access, the State Board will regularly examine the following metrics.

- Access — the number of students enrolled in community and technical colleges.
- Intermediate outcomes — shorter-term metrics nationally known to propel students toward program completion:
 - Completion of college-level English and college-level math in the first year of college.
 - Retention rates from first to second term and first year to second year of enrollment.
- Completions of associate and applied bachelor’s degrees, certificates, apprenticeship and successful transfer to a university.
- All metrics are disaggregated by student demographics including race and income.

These metrics are based upon recommendations to the Workforce Education Investment Oversight Board for tracking the impact of new state investments in higher education. These metrics are also consistent with those used for the college system’s Guided Pathways data dashboard and in the college system’s performance funding system, the Student Achievement Initiative.

Goals and targets

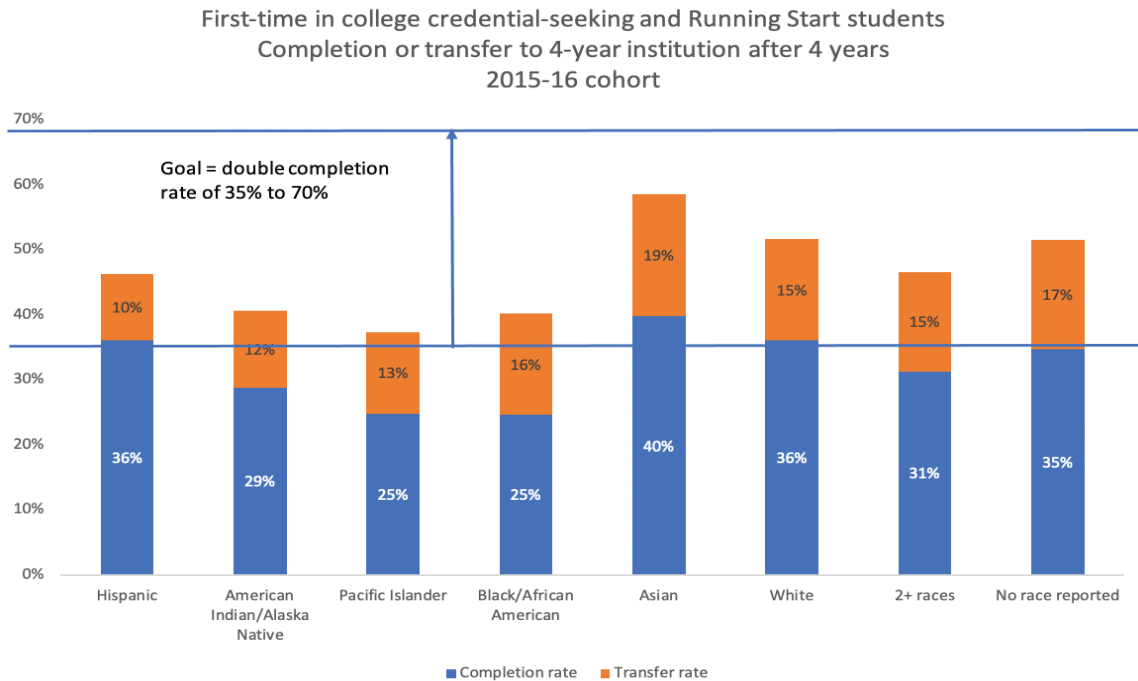
Increase access and retention among populations who can benefit the most from college access: young adults, working adults, low-income people, people of color, immigrants and single parents.



Enrollment projection/target: Credential-seeking headcount 2018 carry forward + Running Start linear forecast + retention (in thousands)

- Projections of credential-seeking students hold constant at 2018 enrollment levels, PLUS
- Simple linear forecast of 2012 to 2018 to estimate increases in Running Start, PLUS
- 500 more students per year from an assumed increased retention rate of 1% per year for new students from the previous year

Double completion rates and achieve educational equity for students who are historically underrepresented in higher education.



Source: Policy Research Common Reporting (FTEC dataset): first-time ever in college or new to institution, first-time Running Start

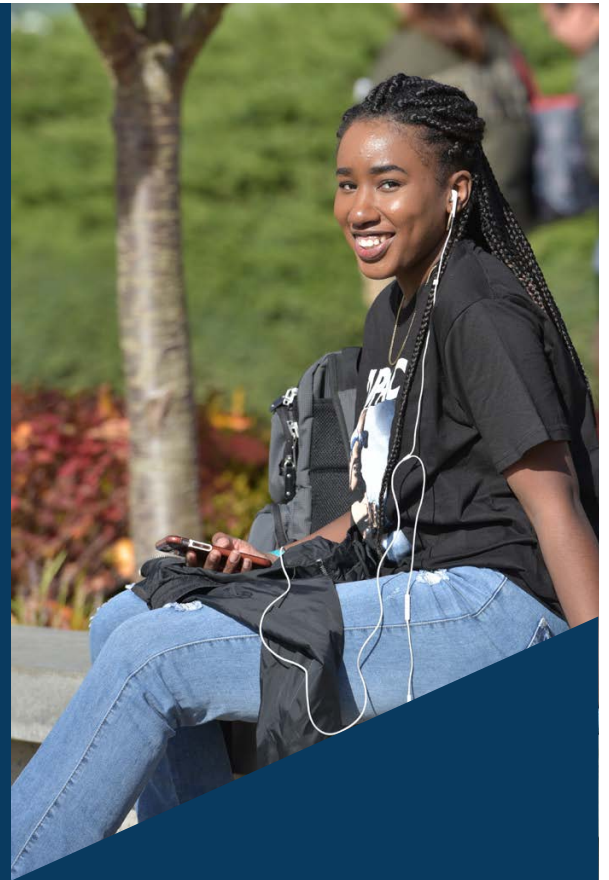
Factors considered in the goals and targets

The goals and targets expressed in this strategic plan consider the following factors:

- State and business community goals to close gaps between education attainment and the needs of the state’s economy by 2030.
- The goals and targets are stretch goals, aspirational but achievable if the actions in this strategic plan are implemented.
- All students who contribute to achieving the state’s educational attainment goals are included in the metrics.
- Annual targets are not straight-line projections to the 2030 goals but calculated to increase gains as the Guided Pathways and Career Launch efforts gather momentum.
- Completions are expected to rise faster than enrollments, consistent with the recommendations of the Strategic Enrollment Task Force.
- Enrollments must increase for all demographic groups, but completions must improve faster for underrepresented students of color to achieve the targets.

Endnotes

- 1 Washington Student Achievement Council dashboard: *Statewide Attainment Goals Set the Course*. Retrieved from wsac.wa.gov/roadmap/attainment. Data from 2017, the most recent year available at the time this publication went to press.
- 2 Washington Student Achievement Council. (2013). *The Roadmap: A Plan to Increase Educational Attainment in Washington*.
- 3 Washington State Legislature Engrossed Substitute House Bill 2626.
- 4 Washington Roundtable and The Boston Consulting Group. (2016). *Washington Kids 4 Washington Jobs*.
- 5 State Board for Community and Technical Colleges *Enrollment Data Dashboard, 2018-19 school year*.
- 6 State Board for Community and Technical Colleges (2018). *The Role of Transfer in the Attainment of Baccalaureate Degrees at Washington Public Bachelor’s Degree Institutions — Class of 2016*.
- 7 State Board for Community and Technical Colleges *Enrollment Data Dashboard, 2018-19 school year and Office of Financial Management Estimates of April 1 Population by Age, Sex, Race and Hispanic Origin*.



**COMMUNITY AND
TECHNICAL COLLEGES**
Washington State Board

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Washington's community and technical colleges comply with all federal and state rules and regulations and do not discriminate on the basis of race, color, creed, religion, national origin, age, sex, sexual orientation, marital status, disability, or status as a veteran or Vietnam-era veteran.

Published April 2020

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.
- The Washington Student Achievement Council also set a goal for 70% of Washington adults, ages 25-44 will have a postsecondary credential.
- To meet these goals requires doubling postsecondary credential attainment in the state.
- Due to consistent enrollment declines in the CTC's following the Great Recession, 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.
- ***NEW in 2021:*** the COVID-19 pandemic has caused a significant enrollment decline, disrupting the above assumptions and causing adjustments to the expected targets for 2030

Enrollment projection/target: $\text{Credentialseeking headcount} + \text{Running Start} + \text{Retention Strategies}$

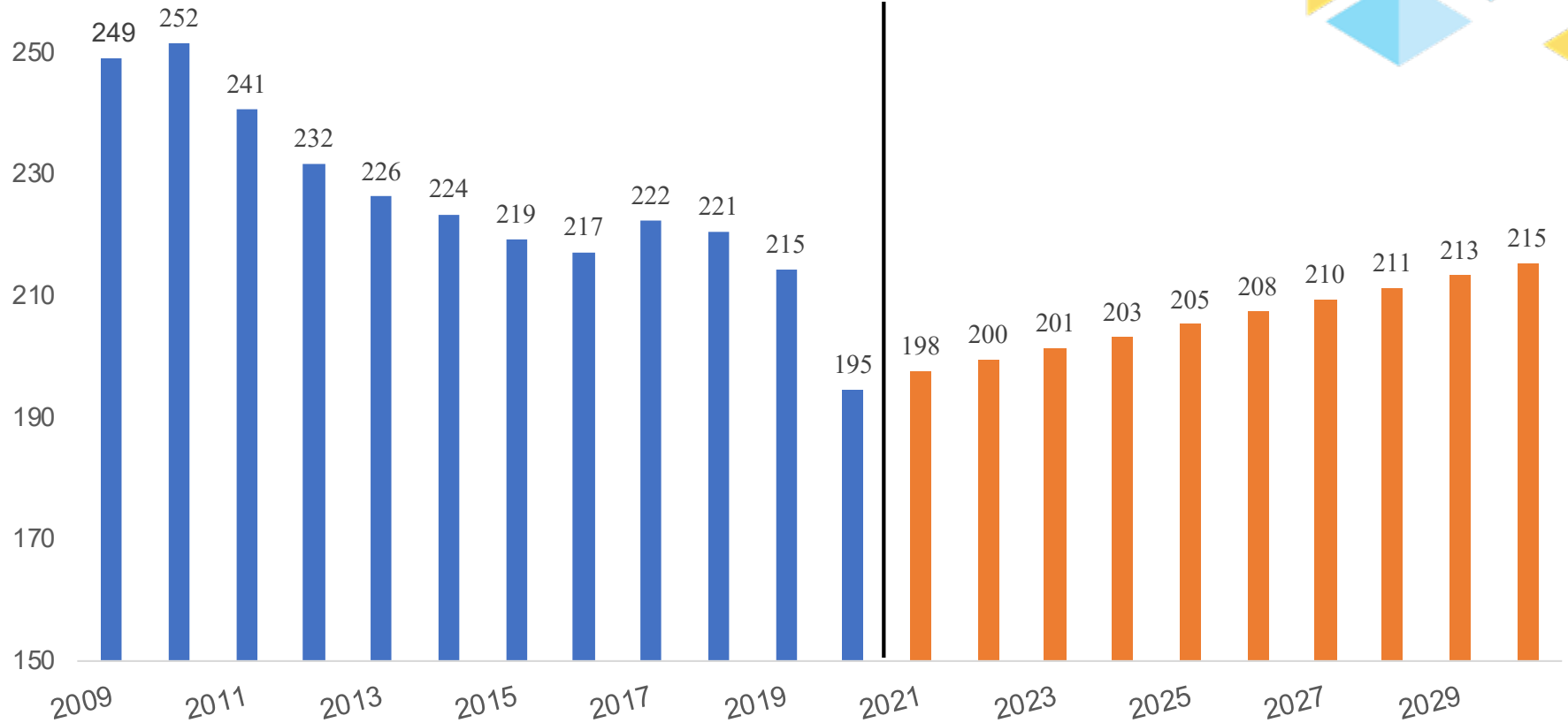
Pre-pandemic assumptions:

- The number of credentialseeking students is expected to increase by 500 each year, based on:
 - Assumed increased retention rate of 1% per year for new students from the previous year
 - Assumed increase resulting from SEM strategies focused on BEdA, specific I-BEST
- Running Start :
 - Assumed to increase each year following a linear forecast of prior year increases

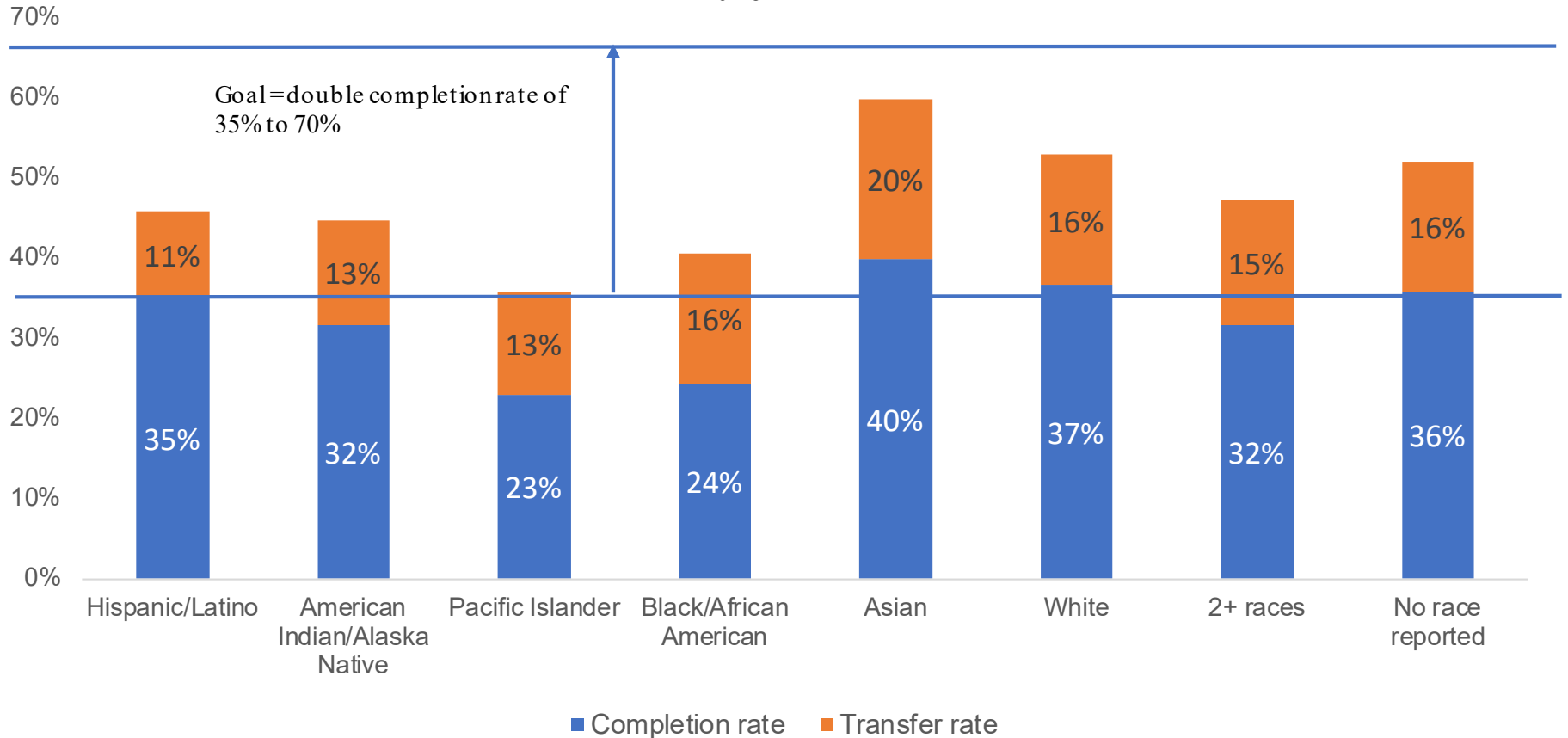
*The target adjusts every year based on actual enrollments

Enrollment Target:

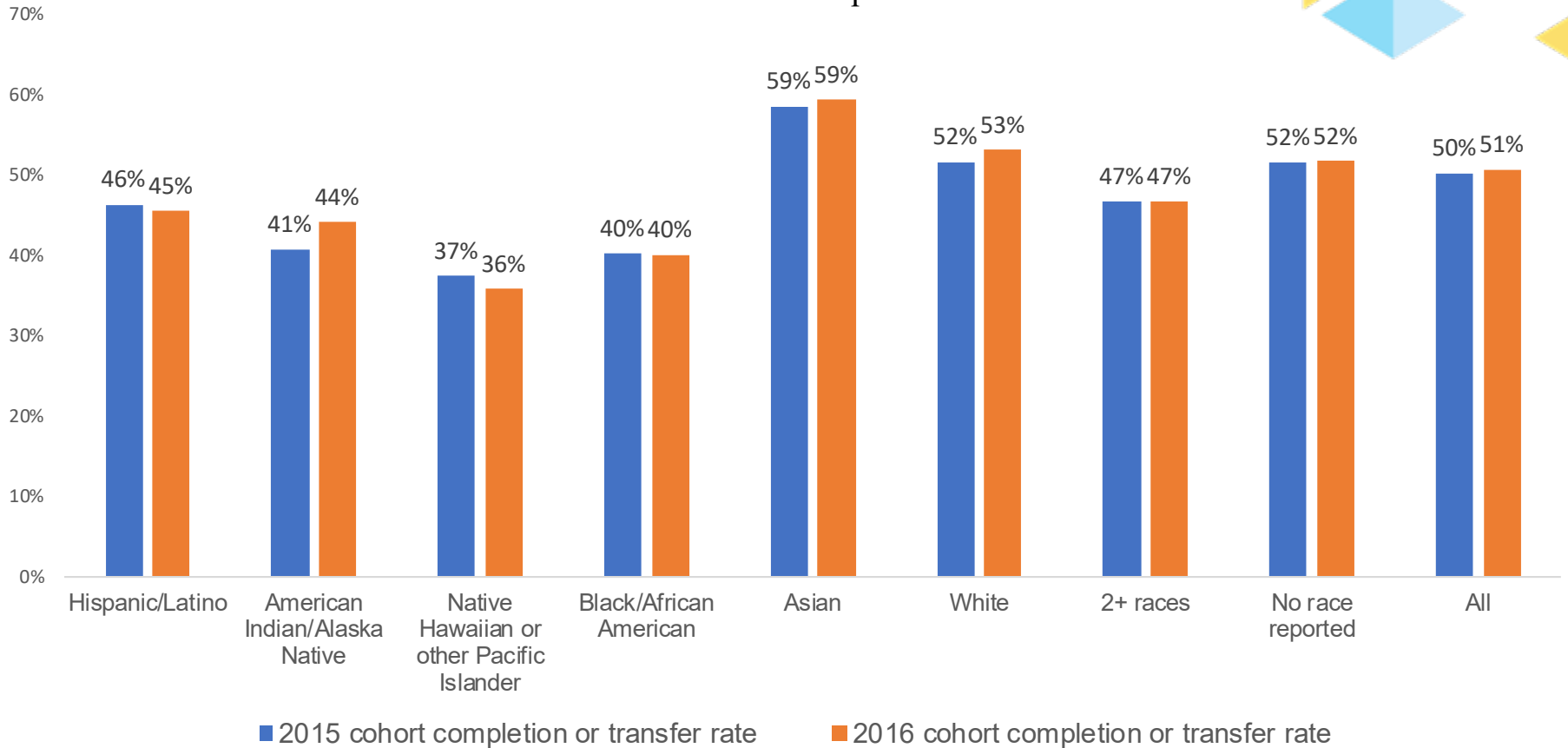
Credential-seeking 2018 carry forward + retention strategy increases + Running Start



First-time in college credential-seeking and Running Start students Completion or transfer to 4-year institution after 4 years 2016 cohort



First-time in college credential-seeking and Running Start students 2015 and 2016 cohort compare



| | Timelines | Actions | Metrics | Outcomes |
|--|---|--|--|--|
| Strategy 1: Implement actions, policies and investments that produce equitable outcomes. | Academic Year 2021-22 | Using the new system vision statement, engage college system leaders in equity-based professional development, advocacy and actions across the college system. | Increased awareness and understanding of system vision across higher level leadership roles; increased levels of engagement, advocacy, and support for equity efforts; increased retention rates for BIPOC presidents, faculty and staff | Consensus on statewide diversity goals for faculty, staff, and administrators. Increased diversity and retention rates towards those goals. |
| Staff lead: Ha Nguyen | WACTC Presidents Academys and ACT Conferences 2021-22 | Work with WACTC and ACT Equity Committees to implement professional development for trustees and presidents. | Participation levels in equity focused professional development activities and workshops. | <p>The WACTC equity committee supported four equity-focused professional development trainings to their peers:</p> <ul style="list-style-type: none"> Modeling equity in the age of COVID, December 2020 Critical race theory in institutional planning and campus design, January 2021 Preparing for an equitable economic recovery, January 2021 Debriefing equity learning together, February 2021 <p>ACT conferences provided equity-minded professional development training featuring the following topics:</p> <ul style="list-style-type: none"> The Role of Trustees in Advancing the Equity Walk, January 2021 The Role of Trustees: Building Our Capacity for Advancing the Equity Walk, May 2021 <p>**There is a growing number of presidents/chancellors and trustees of color with a substantial interest in supporting the system vision. They have worked to inform professional development trainings to their peers and build capacity for advancing equity efforts.</p> |
| | Fall, Winter, Spring 2021-22 | Work with diversity and equity officers across the 2-year and 4-year sectors to build collaborative equity efforts. | Participation levels in professional development activities for college employees of color. | <p>In October 2020, executive directors from SBCTC, the Council of Presidents, and the Independent Colleges of Washington convened an inaugural gathering of WA State's higher education diversity and equity officers. The event represented a collaborative effort to create a network of college and university staff responsible for leading diversity, equity, and inclusion efforts at their institutions. Since its first gathering, a smaller subcommittee has met on a monthly basis to consider the next steps for this effort, including the development of a scope of work and planning an annual gathering of diversity and equity officers.</p> <p>**There has been rich engagement in the last year with the smaller subcommittee related to the student pathway between the 2yr and 4yr sectors, and subsequent sharing of best practices and resources.</p> |
| | | Collaborate with the Social Justice Leadership Institute, and Faculty of Color and Administrators of Color mentoring programs to support professional development opportunities for college employees of color. | Increased collaboration among college and university Equity and Diversity leaders to advance equity efforts statewide. | <p>Due to COVID-19, these leadership/professional development programs were put on a training pause. However, 2021-22 brings renewed actions to re-establish and offer programming (although limited) beginning Fall 2021. To add, the Faculty of Color mentoring program advisory council hired a consultant to review their current processes and structures, and as a result, has hired a part-time coordinator to staff the program.</p> <p>**We continue to see strong interest and outcomes for these programs as colleagues of color continue to reach tenure and advance professionally. SBCTC will further support these programs with realigning the responsibilities within the emerging Equity, Diversity, and Inclusion department.</p> |
| | | Support a racial healing professional development series and employee resource groups for SBCTC agency staff. | | <p>The new policy for the employee resource groups was officially established in Fall 2020 and launched Winter 2021. A racial healing professional development series was launched to the agency Fall 2020-Spring 2021. Topics included racial trauma and fatigue, allyship, and supporting colleagues of color.</p> <p>**A recent survey of the Equity, Diversity, and Inclusion climate at SBCTC conveyed good support for the equity efforts and the sense that the agency was "well on its way" and/or successfully "launched" its efforts at this time.</p> |
| | Fall 2021 - Spring 2022 | Conduct policy audits to eliminate barriers for students in the key areas that can make or break their ability to enroll, and stay, in college. Examples include admissions, financial aid, precollege education and basic skills instruction. | | |

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|--|--------------------------------|---|--|---|
| | | <i>Work with WACTC Equity committee to reconvene college system representatives to complete Financial Aid policy audits.</i> | <i>Increased access to financial aid for students of color. Reduction of disparate outcomes of students of color as related to financial aid.</i> | <i>A system-wide group for reviewing Financial Aid policies and practices with a racial equity tool was reconvened. This work was initiated in January 2019 and was determined to be critically important to re-examine during the current 2020-21 academic year. The group is made up of members from the Financial Aid Council, the DEOC, the Washington Student Achievement Council, and SBCTC staff. They met monthly since January 2020 with the intent to establish a set of recommendations to be submitted to WACTC by June 2021. Areas of review included: changes at the federal level that impact our college's equity practices; ctLink impact on Financial Aid processes; and hiring BIPOC financial aid officers. **The selection and implementation of the Financial Aid recommendations further support our students of color in accessing financial aid and succeeding in college.</i> |
| | | <i>Support racial equity review training for SBCTC agency leadership and staff.</i> | <i>Increased levels of engagement, skill, advocacy, and support for racial equity efforts.</i> | <i>As part of the agency's focus on cultivating an equity-mindset, a proposal for racial equity review training for executive leadership, directors, and policy associate-level groups, including the DEI committee members, was submitted and approved in February 2021. The racial equity review training was initially to be conducted Spring/Summer 2021, but ongoing COVID-19 impacts and an evolving DEI committee group resulted in holding the trainings in Fall 2021/Winter 2022. **There is a strong foundation for the equity efforts at SBCTC and several supporting initiatives launched at this time. As a result, the agency is well-situated to begin examining its policies and practices for any undue racial impacts.</i> |
| | February 2021 | Create an equity resource bank of best practices in the areas of student services, curricula, hiring and employment to share successful practices throughout the system. | | |
| | | <i>Review of equity resource bank with rubric for excellent practices. Integrate current equity inventory into emerging and/or existing State Board initiatives, i.e. Promising Practices Exchange.</i> | <i>Increased collaboration and engagement among college administrators, faculty, and staff to advance equity efforts statewide.</i> | |
| | Fall 2020 - Spring 2021 | Implement accessible technology for students, faculty and staff. | <i>Increased knowledge and use of accessibility technology. Implementation of accessible technology across the college system.</i> | <i>Hired policy associate for accessibility in the Education Division. **There continues to be strong interest in collaborating and engaging in the equity efforts across the state, especially now with the new legislative appropriations in place to further support this work.</i> |
| | Academic Year 2021-22 | Lead and coordinate guidance to the college system for meeting the equity requirements within E2SSB 5227 and 5194 | <i>Campuses are inclusive, spaces of belonging for students of color and other minoritized students; Equity efforts are scaled across the college through strategic plans and professional development; College staff further reflect the racial diversity of students.</i> | <i>Increased understanding and knowledge for implementing the equity components of 5227 and 5194.</i> |
| | Academic Year 2021-22 | Outreach to communities of color. | <i>Increased access to college information and financial aid support for prospective and current students of color; Increased enrollment of students of color.</i> | <i>Support and advocacy for our college system is informed and led by our communities of color.</i> |
| | Academic Year 2021-22 | Coordinate professional development training for SBCTC staff. | <i>Employees of color and other minoritized groups report feeling safe at work and a sense of belonging; Increase knowledge, understanding, and application of Diversity, Equity and Inclusion concepts; Annual Diversity, Equity and Inclusion assessment reflects a shift in the agency's efforts towards exemplary ranking.</i> | <i>SBCTC is a diverse and inclusive workplace.</i> |
| | Academic Year 2021-22 | Lead and guide the DEI committee. | <i>Diverse membership within the committee with opportunities to lead; Members and staff feel supported, heard, seen; feel a sense of safety and well-being; Equity efforts extend past the Diversity Equity and Inclusion committee.</i> | <i>Increased capacity across the agency to advance its internal equity efforts.</i> |

| | Timelines | Actions | Metrics | Outcomes |
|--|------------------------|---|---|---|
| Strategy 2: Implement research-based strategies that are proven to improve completion rates for all students, including Guided Pathways and Career Launch programs. | In progress 2021-22 | Enhance current partnerships and develop partnerships with industry associations and labor organizations to ensure pathways align to the skills required by employers, thus helping to close the skills gap. | Increased number of partners/industries involved with the statewide conversation on skills gap and workforce needs. | <ul style="list-style-type: none"> • Deployed Perkins funds to Seattle College District to review the Career and Technical Education (CTE) dual credit model to improve access, dual credit industry pathways, and standardize program operation. • Worked with the state's Health Care Authority to award federal funds to colleges for expanding high demand Behavioral Health programs. • Used SBCTC Professional Technical program approval to consider WA Registered Apprenticeships and increase system transparency of program delivery. • Adjusted program approval process for Job Skills Program to improve frequency of access to the increased state funding provided by the legislature. • Collaborated with SEIU 1199 to increase access to Hospital Employee Education and Training (HEET) grants to provide job upgrade training to health care workers. • Awarded funds to expand work based learning enrollments for Career Launch youth apprenticeship enrollments and equipment grants. • Enabled Aerospace Pipeline Committee and Customer Advisory Committee business and industry experts to directly inform SBCTC staff and college representatives on workforce needs and access barriers to public resources. • Restart Grants- \$5 million. Provided grants to colleges for equipment to meet industry needs and respond to COVID • Worked with Registered Apprenticeship Related Supplemental Instruction (RSI) Committee to make recommendations on RSI quality standards to the WA Apprenticeship and Training Council. • Deployed Early Achievers Grant supporting expanded enrollment and completions for Early Learning enrollments as well as expanded equity models and incorporating new community education pathways. • Working with WA State Labor Council and WA Building Trades to improve access to the WA College Grant for apprentices and to gain clarity on impacts of local college funding contracts. |
| Staff Lead: Carli Schiffner | | Ensure that every career pathway reflects the full range of available credentials, including certificates, workforce degrees, university-transfer degrees, applied bachelor's degrees and apprenticeships. | Increased retention rates, completion of college level math and English, disaggregated by race and income. | <i>Year to year retention rates have been flat over the past five years for all groups. In 2019, first-time students had a larger drop in retention than those with previous college experience and those in Running Start. College level math attainment in the first year has steadily increased for all groups, with Black/African American students showing the largest five-year gain, particularly for first-time in college students. College level English attainment in the first year showed a moderate increase over five years for all groups, and a significant increase for Black/African American students. For both math and English, increased outcomes for the 2019 cohort is a positive sign that students are completing these requirements early in their pathway given the disruption that occurred in winter of 2020.</i> |
| | In progress 2021-22 | <i>Complete and implement Credentials of Value work.</i> | Increased completion rates towards 70% goal, including completion rates for students of color. | <i>Completion rates by the 4th year stayed the same for the 2016 cohort as compared to the 2015 cohort (35%). The pandemic and resulting drop in enrollment beginning spring quarter 2020 appears to have had an impact on the rate as the total number of completions from that year declined significantly.</i> |
| | In progress 2021-22 | <i>Analyze BAS degree completions, time to degree, and employment upon graduation.</i> | | <i>In progress.</i> |
| | In progress 2021-22 | <i>Develop common learning outcomes for seamless transfer of pre-calculus mathematics across CTC and 4-year colleges.</i> | | <i>In progress.</i> |

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| | Spring 2022 | Increase communication with K-12 and transfer institution partners about pathways. | | Dual credit director hired; Joint Transfer Council worked on increased communication around transfer; engaged in national SHEEO Transfer project. |
| | | Embed equity strategies throughout the implementation of Guided Pathways. | | College Guided Pathways work plans included enhanced priority questions designed to focus on understanding and addressing systemic inequities. Learning agenda series supported college implementation of evidence based strategies within those key priority areas. |
| | | Colleges implement equity goals designed to impact equity gaps into 2021-22 work plans. | | Done. |
| | Summer 2021- Spring 2022 | Increased engagement by college faculty and staff in placement policy and practice redesign efforts with an improved understanding of equity implementations. | | In progress. |
| | Fall 2021 | Expand technical assistance to all colleges on Guided Pathways. | | In progress. Focus last year was on improving equity in college enrollment supports, including assessment, entry, and onboarding. |
| | | Expand coaching support to all colleges. | | Done. Expanded coach leadership structure; further developed college implementation supports to enhance peer college learning. |
| | 2021-22 | Survey colleges to evaluate impact of Guided Pathways coaches. Integrate results into coaching support model for 2021-22. | | Done. Results integrated into 2021-22 coaching model and college assignments. |
| | 2021-22 | Expand public and private investments and research organization partnerships to scale effective implementation of Guided Pathways across all 34 colleges | | In progress. Additional investments by the Ballmer group, College Spark Washington, the Community College Research Center, Jobs for the Future, the Aspen Institute, CCRI, and Bragg and Associates have resulted in enhanced learning agenda experiences for colleges in priority areas including assessment, entry, and onboarding. Hosting first research collaborative convening in Fall 2021. |
| | Spring 2022 | Assess financial investments appropriated for Guided Pathways and Career Launch programs. | | Assessment funding from Ballmer Group to support system-wide implementation efforts; continuation of College Spark Guided Pathways funding for Anti-racist Writing Ecologies Assessment, and co-requisite mathematics learning communities. |
| | | Review accountability metrics for assessment of intermediate measures of progress toward improved completions and closing of equity gaps. | | In progress. |
| | | Career Launch is part of Governor Inslee's Career Connect Washington Initiative. Career Launch programs prepare young adults for careers by combining paid, real-life job experience with classroom studies. | Growth in number of Career Launch programs and number of colleges with Career Launch endorsed programs. | Over half of colleges offer Career Launch endorsed programs; 20 programs endorsed in the first year of the program, 40 programs endorsed last year. |
| | Fall 2021 | Increase the number of students who engage in work-based learning as part of their college program. | | |
| | Fall 2021 | Expand technical assistance to colleges implementing Career Launch programs | | Staff leads provided webinars, one-on-one meetings, and coaching to any interested college. |
| | Spring 2022 | Develop new partnerships with industry associations and labor organizations to expand Career Launch programs, especially in fields where employers are facing skills gaps. | | State Labor Council continues to be a strong partner in the endorsement process. New partnerships with industry associations could be expanded. |

| | Timelines | Actions | Metrics | Outcomes |
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| Strategy 3: Enroll more diverse students of all ages and backgrounds in our colleges, increasing their access to higher levels of education, higher salaries and greater financial security. | | Implement the college systems strategic enrollment plan. | Increased enrollments by student headcount, FTES, program, race, age, employment status. | <i>Total headcount and FTES continued to decline through the 2020-21 year. At the aggregate level, the decline impacted all demographics groups including age, gender, and race/ethnic groups. At the program level, there were increases in 2020-21 in applied baccalaureate programs and the dual credit program Running Start.</i> |
| Staff Lead: Carli Schiffner | In progress 2021-22 | <i>Implement Direct Admissions Initiative in partnership with high schools and colleges.</i> | Increased number of students completing college financial aid applications | <i>Per WSAC, the current financial aid application completion rate as of 8/2/21 is 46.2% for the high school class of 2021, lower than the past 5 years.</i> |
| | Winter 2021 | <i>Activate website showcasing promising practices for enrollment growth.</i> | Increased number and diversity of students enrolling in Running Start and other dual enrollment programs. | <i>Running Start participation has continued to increase every year. All race/ethnic groups were showing increases in participation through 2019-20, then evened out in 2020-21 with some groups in decline (American Indian/Alaska Native, Hispanic/Latino). College in the High School was increasing the last several years then declined in 2020-21. Asian students and 2+ races students were the only groups to show growth in the last year in this program.</i> |
| | In progress 2021-22 | <i>Increase statewide discussion on seamless transitions to institutions of higher education in Washington State.</i> | Increased number of students utilizing Ability to Benefit to enroll in college programs. | <i>Ability to Benefit is still in it's earliest stages and consequently has a small number of students participating at this time.</i> |
| | | Increase participation in dual-credit programs for all students but especially students of color, including technical education dual-credit programs. | Increased number of students transitioning from IBEST. | <i>About 18 percent of students participating in academic I-BEST persist (or complete) a second year beyond their I-BEST enrollment. This number had been consistent the past four years and declined slightly in 2019-20 for students persisting in 2020-21. More than 50 percent of students in a professional-technical I-BEST program complete or persist into a second year, but this number also showed a decline with the 2019-20 enrollment group.</i> |
| | | <i>Launch statewide Dual Credit Awareness Campaign, addressing gaps in participation for students of color and low income students.</i> | | <i>Completed in Spring 2021. Resulted in tool kit / communications plan being created for increasing participation in dual credit programs by students of color. Turned into a marketing campaign on social media and youtube.com. Each college was given social media tool kit and access to customizable resources.</i> |
| | | Help more low-income Washingtonians -- those straight out of high school as well as low-wage working adults -- complete financial aid applications for the new Washington College Grant. | | <i>Participated in the WSAC/SNAP benefit eligibility to qualify automatically for the WA College Grant. Expanded the Aim Higher financial aid outreach effort to increase awareness of WA College Grant.</i> |

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| | Winter 2021 | <i>Implement College Affordability Awareness Campaign—highlighting the Washington College Grant, completion of FAFSA, and Ability to Benefit</i> | | <i>See above.</i> |
| | | Transition more basic skills students into college level programs, with full and strategic use of state and federal financial aid. | | <i>I-BEST enrollments dropped at a much smaller rate this past academic year compared to regular BEdA enrollments. A third of colleges increased their I-BEST enrollments.</i> |
| | In progress 2021-22 | <i>Work with basic skills faculty and college financial aid staff to implement Ability to Benefit exemption from US Dept of Education.</i> | | <i>Implemented Ability to Benefit at nine institutions. Three institutions successfully offered the exemption.</i> |

| | Timelines | Actions | Metrics | Outcomes |
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| Strategy 4: Strengthen advocacy and community partnerships. | | Hold the 2019 Vision Statement at the core of the college system's advocacy work. | | |
| Staff Leads: Arlen Harris, Laura McDowell | Summer, Fall, Winter 2021-22 | <i>In written and verbal advocacy work, reiterate our dedication to closing equity gaps and our role in serving people for whom a college credential can make the most difference for themselves and their families. Ensure our operating budget requests and accompanying one pager and talking points reflect this messaging.</i> | There is wide recognition that we are a gateway of opportunity for students of color and the key to creating a more just and inclusive economy. <i>Lawmakers, policy makers and public opinion leaders recognize that our students/colleges are pivotal to achieving statewide education goals.</i> | <i>Our system's role in advancing equality and meeting statewide education goals was evident in the laws and investments approved last session. For example, Gov. Inslee invested \$40 million in our system from the Governor's Emergency Education Relief (GEER), a discretionary pool of funds provided to governors through the federal CARES Act.</i> |
| | | Continue to build upon, and implement, the system's strategic advocacy and messaging plan. | | |
| | Summer, Fall 2021 | <i>Update and implement the Legislative Outreach Plan with the Long-Term Advocacy Task Force, college presidents, trustees and State Board members. Adjust as needed leading up to, and through, legislative session.</i> | By following the Legislative Outreach Plan, we strategically activate to advance legislative priorities and respond quickly to harmful proposals. Our priorities are expressed in ways relevant to local communities and legislative districts. Our system speaks with a coordinated voice. | <i>Our system followed the year-long Legislative Outreach Plan and responded rapidly to "calls to action" from the WACTC Legislative and Public Information Committee during the 2021 legislative session. We were successful in working with lawmakers to strategically introduce or improve legislation. SBCTC budget staff provided an estimate of funding each college would receive under our operating and capital budget requests. The information was included in college-specific fact sheets and distributed to local legislators. Additionally, presidents, trustees and other system representatives met regularly with their local legislators to provide a local perspective on our system's priorities. Legislators heard and reiterated consistent, unified messages from our system throughout legislative session, and knew where we stood on key issues.</i> |
| | | Continue to engage more people within our college system in advocacy and outreach efforts, including State Board members, trustees, presidents, faculty, and student leaders. | | |
| | Summer, Fall, Winter 2021-22 | <i>Regularly engage in advocacy strategy discussions with State Board, presidents, trustees, faculty and Long Term Advocacy Task Force.</i> | Legislative advocacy remains a year- round priority of all sectors of our system: the State Board, presidents and trustees. | <i>In summer 2020, our year-long Legislative Outreach Plan was updated then monitored and implemented to ensure coordinated connections with statewide and local stakeholder groups, including business and labor partners. At its August 2021 retreat, the State Board will discuss a proposal for "phase 2" of the Long-Term Advocacy Task Force, which recommends a new composition of group members and meeting dates scheduled around events leading up to, and through, session.</i> |

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| | Fall, Winter 2021-22 | Continue student legislative intern program. Identify student leaders who can testify. Attend student agenda-setting meetings and invite student leaders to attend the WACTC Leg Committee meetings as appropriate. | Students are engaged in, and aligned with, our legislative advocacy efforts and are seen and heard within the Legislature. | The student legislative internship program continued remotely during the 2021 legislative session. In July, Jan Yoshiwara, Student Services Director Joe Holliday and Legislative Director Arlen Harris of SBCTC met with CUSP (Council for Unions and Student Programs) to discuss a framework for strengthening student-led legislative advocacy work in alignment with system priorities. Dr. Ivan Harrell, Tacoma Community College president and chair of the WACTC Legislative and Public Information Committee, also attended. |
| | Summer, Fall, Winter 2021-22 | Identify subject matter experts within the college system who can testify, as well as those who have personal connections with legislators. | We cultivate subject-matter-experts within our system and leverage existing connections between system members and lawmakers. Those who connect with legislators or testify reflect our diverse students. | SBCTC Legislative Director Arlen Harris and the WACTC Legislative and Public Information Committee strategically selected people with relationships to committee members to testify on behalf of our system and to make personal connections throughout session. |
| | | Create wider partnerships and alliances with the organizations and people we serve: communities of color, business associations, labor organizations, K-12 schools, and universities. | | |
| | Year round | Hold individual and organization-wide meetings with business and labor leaders, universities and key education advocacy organizations. | There is wide recognition that our colleges/students are pivotal to achieving statewide education goals | Presidents and trustees regularly engaged with business and labor organizations, advocacy groups and legislative task forces throughout the year. |
| | Year round | Convene work group of system leaders of color to develop outreach and engagement strategies for communities of color. | Strong partnerships are developed with communities of color to better serve people of color across Washington state, and students of color who are already enrolled in our colleges. | Jan Yoshiwara and Ha Nyguen, SBCTC's EDI director, met with ethnic commissions to discuss how our system can serve their constituents. More meetings are planned in the future. |
| | | Build and strengthen relations with other government agencies, the Legislature, and the Governor's Office. | | |
| | Year round | Have regular contact with staff in the Governor's office, legislators and legislative staff. Serve as a trusted source of data to help shape public policy. Help organize legislative work sessions. | We are at the decision-making table: The Governor's Office, legislators and other stakeholders/partners turn to us as essential partners – we are part of their thinking | Jan Yoshiwara and staff met regularly with the Governor's staff to share information and data about our system, and worked with legislative committee staff to relay information during work sessions. Throughout COVID and during the 2021 legislative session, the Governor's Office and legislators continually reached out to SBCTC and local colleges for input on key legislation and for advice. |
| | Year round | Represent the college system on task forces that intersect with our system's priorities. | Our system is represented on key task forces that inform legislation and public policy. | Jan Yoshiwara, SBCTC Legislative Director Arlen Harris, SBCTC staff and other system representatives serve on a multitude of task forces. Examples include the Workforce Education Investment Act Oversight Board, the Washington Student Achievement Council and workgroups dedicated to a coordinated response to the COVID-19 pandemic across higher-education sectors. |

| | Timelines | Actions | Metrics | Outcomes |
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| Strategy 5: Improve the college system's long-term financial sustainability and infrastructure. | | Build, remodel, and renovate facilities to support teaching and learning spaces that are high quality and technologically equipped. | Increased share of college facilities in good to excellent condition. | <i>SBCTC received \$500 million capital budget appropriation for 2021-23 compared to \$300-320 million in last five biennia.</i> |
| | June 2021 | <i>Track and report capital investment in college system including funding spent on technology and Career Launch equipment.</i> | | |
| Staff Lead: Choi Halladay | | Identify funding strategies and potential fund sources to do bigger and better things for our students and the economy, including expanding programs and services and providing competitive compensation. | Identify pros, cons of alternative fund sources to support college operations and next steps. | <i>Completed study of community college financing options</i> |
| | August 2021 | <i>Facilitate college system exploration of additional funding sources that support colleges and students.</i> | | <i>Convened focus groups at June 2021 State Board meeting and July 2021 WACTC retreat to explore possibilities of local tax authority and additional business partnerships to increase revenue.</i> |
| | | Establish financial health and stability indicators and recommend professional development for new college leaders. | Reduce the number of colleges with concerning fiscal health metrics. | |
| | Year round | <i>Work with college representatives to develop fiscal health measures and present to college presidents and business officers.</i> | | <i>WACTC Task Force looked into current metrics and recommended additional data and comprehensive financial reviews for colleges to self-monitor</i> |
| | Year round | <i>Monitor fiscal health measures for each district. Engage with college if trend raises concerns.</i> | | <i>Finishing calculations for current fiscal health measures for each college, including separating out Federal COVID relief funds. Will distribute to colleges in 2nd half of August 2021</i> |
| | Year round | <i>Provide fiscal health measures training for college leadership. Build training into a sustainable process.</i> | | <i>Presented at presidents' meeting on Task Force recommendations for fiscal health measures</i> |

RETREAT SESSION

August 26, 2021

Tab B

Addressing the college system's enrollment crisis

Brief Description

For the past decade, the community and technical college system has experienced slight enrollment declines overall. Five years ago, the State Board for Community and Technical Colleges (SBCTC) leadership convened the Strategic Enrollment Management work group to look at innovative ways to reverse the declining enrollment trends faced by the majority of the colleges in the system. The work group set the groundwork for the following strategies: the Direct Admissions Initiative, College Outreach Coordination, Dual Credit expansion, College Affordability Awareness Campaign, Bridge to College, and the expansion of applied baccalaureate degree programs. These strategies, albeit many still early in implementation, are evidence-based strategies designed to increase student enrollment and engagement.

What the Strategic Enrollment Management work group (or anyone) did not anticipate, was the onset of a global health crisis with COVID-19 in March 2020. With rapid transition to remote operations, online learning, and over a year of uncertainty, the college system experienced severe enrollment declines in most of its course and program offerings, especially among students of color. These steep declines exacerbated an enrollment challenge into an enrollment crisis.

SBCTC continues its work to combat the declining enrollment trend, but it cannot be “business as usual” in the approach to addressing this crisis. The system has to rethink its strategies in offering education—meeting students where they are; being flexible with program delivery; eliminating barriers to funding. In addition, the system needs to double its efforts in re-engaging adults in higher education pathways due to the trending decline in birth rates (therefore lessening the number of “traditional” age students transitioning from high school to post-secondary).

This presentation includes a review of enrollment data disaggregated by student demographics and academic programs that will provide context for better understanding the impact of this global health crisis on higher education in Washington State.

Addressing this enrollment crisis is a top priority for the college system, each president, and for the health and wellbeing of the state.

How does this item link to the State Board's Strategic Plan?

In June 2020, the State Board adopted its strategic plan which focuses on three goals: achieve educational equity for students who are historically underrepresented in higher education; improve completion rates; and increase access and retention among populations who can benefit the most from college access. The three goals are supported by five strategies and associated actions to

help the college system achieve those goals. The third strategy focuses on enrollment: *enroll more diverse students of all ages and backgrounds in our colleges, increasing their access to higher levels of education, higher salaries and greater financial security.*

Background information and analysis

2020-21 enrollment by focus populations

The enrollment declines in the community and technical college system that began in spring 2020 continued throughout the 2020-21 academic year. Total headcount across the college system was down 17 percent compared with the prior year. Full-time equivalent (FTE) enrollment was down 11 percent. As discussed below, the declines did not occur evenly across mission areas and populations colleges serve, and some areas started to show signs of rebound by the spring 2021 quarter.

Age

Students' age is perhaps the most revealing indicator of shifting enrollment caused by the pandemic. Student headcount among those 19 and younger declined by 10 percent. Age groups comprising of students ages 20-39 experienced enrollment declines around 15 percent, while student enrollment among those 40 and older dropped by a third (33 percent).

Gender

In 2020-21, 58 percent of students reported their gender as female. Female headcount declined 13 percent from the prior year, while students who reported their gender as male declined nearly 19 percent.

New or continuing students

In Fall 2020, national trends revealed a pattern of significant enrollment decline by students attending college for the first time. The Washington community and technical college system experienced a similar pattern, with larger percentage declines year over year for students who were new, and particularly students over the age of 25 with no prior college experience. This group declined 40 percent in headcount and 22 percent in FTE between 2019-20 and 2020-21.

Race/ethnicity

American Indian/Alaska Native, Asian, and Hispanic student headcount declined by more than the average headcount decline across the college system. Students reporting two or more races showed the smallest headcount decline at 5 percent, while students not reporting race was the highest at 35 percent. The latter point is likely related to a significant decline in programs where students are not as likely to report their demographics, such as apprenticeships.

Student type/mission area

Basic Education for Adults (BEaA):

Basic Education for Adults (BEaA) full-time equivalent (FTE) course enrollment declined 16 percent between 2019-20 and 2020-21. However, this area started to see enrollment rebound in Spring 2021 with around 2,000 more headcount enrollments as compared to prior spring. Among BEaA students, Adult Basic Education (ABE) course enrollment declined 20 percent and English

Language Acquisition (ELA) course enrollment (which is the largest BEdA program) declined 27 percent. GED enrollments were flat (one percent decline year-to-year) and I-BEST enrollments rebounded in Spring 2021 for an annual decline of less than three percent.

Academic Transfer and Running Start:

Academic transfer FTE enrollment was the mission area with the smallest year-over-year decline at 6 percent. The Running Start program ended the 2020-21 year with 300 more FTES (about one percent) than the 2019-20 year. In Running Start, the only race/ethnic group that enrolled fewer students in 2020-21 was American Indian/Alaska Native, down from 845 to 767 (nine percent)¹.

Professional-technical and Bachelor of Applied Science Programs (BAS):

Professional-technical student FTE declined 13 percent year over year. Even with fewer students in 2020-21, the top three enrolled programs were Registered Nursing, Early Childhood Education, and Business, which was the same order as the previous two years. Most other healthcare programs did not experience a significant enrollment decline, with the exception of Dental Hygiene (about 150 fewer FTES). Programs like Welding Technology, Criminal Justice, Culinary Arts, Auto Mechanics, and Industrial Tech experienced the largest declines. On a positive note, Worker Retraining FTES showed just a two percent decline year over year, which was in line with pre-pandemic patterns. This is another area that showed an enrollment rebound in Spring 2021 with over 200 more FTES than Spring 2020.

The program area with largest growth year over year was students matriculated in a BAS program with nearly 5,000 FTES in 2020-21, about a 12 percent increase. The BAS student headcount increased in all race and ethnicity categories with the largest percentage increases for students of color.

Strategies:

In addition to the strategies noted above, the SBCTC is actively engaged in combating this enrollment crisis through: better understanding the student experience and needs; eliminating barriers to affording college; expanding collaboration with workforce; refining of dual credit experiences; leveraging technology to support a new paradigm in offering education; and expanding outreach and collaboration with Black, Indigenous and People of Color (BIPOC) communities.

Better Understanding the Student Experience and Needs:

On April 30, 2021 the presidents' group, WACTC, voted to launch a long-term statewide advertising campaign with a financial contribution from each college. The target audience is unemployed or underemployed adults, ages 19-45, with a personal income of \$97,000 or less to align with the Washington College Grant. The focus will be on under-represented populations, people of color, and males.

As part of the research process, SBCTC asked colleges to send a survey link to students enrolled in Basic Education for Adults, workforce education, Basic Food, Employment and Training Program (BFET), WorkFirst, and worker retraining programs, along with Opportunity Grant recipients. Over 900 students completed the survey, and more than 200 volunteered to serve in focus groups.

¹ The race/ethnicity analyses for Running Start and BAS grouped students into each race and ethnicity reported if they reported more than one, hence there is no 2+ races category and the counts are duplicated.

From these surveys and focus groups, SBCTC staff heard that, before enrolling, students were deeply worried about how to pay for college, how to juggle their studies with work and family obligations, and whether they could succeed. Many adult learners in our state do not know that they can learn English, earn a high school diploma, and train for a job all at the same time, and that there is funding available to pay for it. Many said they were worried they might not have what it takes to go to college, or that they wouldn't fit in or get the support they needed. Many remained worried about these things, but still think college is one of the best decisions they have made. Students included statements like "just do it" and "believe in yourself" and "take it one step at a time" in the feedback provided.

It was clear from the survey responses that students are primarily concerned about finances, but that financial aid information alone is not enough to overcome their fears of going to college and take the next step toward enrolling. The students need a sense that they will be supported in their journey, fit in, and that it will all be worth it in the end.

Eliminating Barriers to Affording College:

Awareness about how to pay for college continues to be a barrier for many high school graduates as well as for returning adults. Two developments in paying for college emerged right before (or during) the onset of COVID-19 in Washington: the Washington College Grant and the Ability to Benefit waiver program.

Introduction of the Washington College Grant (formerly the State Need Grant) as an entitlement program is a "game changer" for many students. The Washington College Grant provides grants for students without high school credentials who test at a certain level, earn six college credits successfully, or are co-enrolled in I-BEST and Washington's High School Plus (HS+) program. This income-based program provides 100 percent tuition funding at eligible institutions for eligible students with incomes up to 55 percent of the state's median family income. The Washington College Grant awards are prorated for eligible students whose family income is between 56 to 100 percent of the state's median family income. The challenge is getting the information about this opportunity disseminated statewide to students, families, high school counselors, and college personnel. Attempts are being made in partnership with the Washington Student Achievement Council (WSAC) to automatically qualify students for the Washington College Grant if they are eligible for Supplemental Nutrition Assistance Program (SNAP) benefits. Preparations for launching this program are underway for a Fall 2021 implementation.

Similar to the Washington College Grant, the Ability to Benefit waiver was approved in August 2020. Ability to Benefit under federal student aid includes Pell Grants for students co-enrolled in Title-IV eligible career pathway programs with an option to earn a high school credential. Students can demonstrate eligibility when they test at a certain level, earn six college credits successfully, or co-enroll in I-BEST and HS+. Ability to Benefit allows eligible students to pay not only for tuition, fees, and books, but other living expenses as well. This makes it more likely for students to attend full-time and complete college faster. The maximum Federal Pell Grant award is \$6,345 for the 2020-2021 award year and depends on a number of factors including expected family contribution, cost of attendance, and full-time or part-time enrollment.

The key to federal financial aid is unlocked by completion of the Free Application for Financial Student Aid (FAFSA). Washington State has one of the lowest FAFSA completion rates in the country.

The FAFSA uses household income based on tax returns to determine financial aid eligibility. Many students are challenged to complete this document because it requires extensive paperwork and documentation of employment and finances. Some students are not eligible for federal financial aid because they and their families are undocumented. To encourage the awareness about FAFSA completions, SBCTC, in collaboration with Washington Student Achievement Council (WSAC) and higher education partners (both public and private) in the state, convened a FAFSA and Washington Application for State Financial Aid (WASFA) training program in January 2020. The work was interrupted by the pandemic in mid-2020, but by Fall 2020, the work group had regrouped as the Aim Higher Washington Financial Aid Train-the-Trainer initiative.

The Aim Higher Washington Financial Aid Train-the-Trainer initiative is a multi-sector effort with representatives from SBCTC, WSAC, Council of Presidents, Independent Colleges of Washington, and several colleges and universities. Its purpose is to deliver financial aid training and tools to college and university staff and community-based stakeholders to increase FAFSA and WASFA applications statewide, to leverage the dramatic increase in college affordability created by the Washington College Grant.

Efforts were re-started this spring with *Financial Aid Basics* and *Financial Aid Navigation* sessions. There were 123 participants in Basics (almost half of those trained were community and technical college staff) and 178 in Navigation (close to 40 percent of those trained represented our colleges). Completers were given a flash drive of training materials and resources, and a Certificate of Training. The series will be repeated this summer and fall, with an emphasis on training representatives from community-based organizations (CBOs) and those agencies with a statewide focus. Active outreach to CBOs is occurring this summer, with an initial focus on outreach to organizations that serve communities of color throughout the state as well as statewide organizations with a similar focus.

Several organizations have already engaged in the initiative, including Washington State Labor Council (AFL-CIO), Services Employee International Union (SEIU) Training Fund, the Commission on Hispanic Affairs, College Success Foundation, Futures Northwest, Greater Minds of Spokane, Opportunities Industrialization Center (OIC), and United Way of King County.

In addition to the training series, the Aim Higher initiative conducted a series of strategy sessions in June and July to determine next steps and support emerging statewide, regional and community-based efforts to increase FAFSA/WASFA completion. Each strategy session had a specific student focus area: high school students and completers; current college and university students; and adult re-engagers. Aim Higher planning efforts will benefit greatly from these strategy sessions and plans a robust set of activities in the 2021-2022 academic year.

Expanding Collaboration with Workforce:

Workforce education plays a key role in providing the needed resources for Washingtonians to obtain the skills they need and to re-engage in the workforce. The onset of the global health crisis had a tremendous impact on the state economy and state workforce—going from a historic low of 4.1 percent unemployment in February 2020, to a historic high of 16.3 percent in April 2020. The Leisure and Hospitality industry lost over 240,000 jobs. These hard-hit industries were also among the lowest paying, according to the Employment Security Department's seasonally adjusted figures. Workers in these industries were economically vulnerable before the pandemic, often working two or more jobs to make ends meet. These populations, many of color, were the first impacted and many remain unemployed and without the skills needed to access a living wage job.

A year later, unemployment is averaging 5.4 percent, representing 209,500 dislocated workers. Job availability is steadily increasing yet businesses continue to express difficulty attracting and hiring skilled workers.

SBCTC's Workforce Education Department has focused on multiple resources to support economic recovery and best utilize the team's expertise to help under-skilled, dislocated workers and others prepare for a livable-wage, high-demand career. There are several programs best equipped to assist colleges to help meet these needs:

- Job Skills Program (JSP) is a matching grant where colleges partner with employers to provide customized training solutions for new and current employees. Job Skills is an economic development tool for regions with high unemployment rates and high levels of poverty. It also supports communities with new and growing industries, locations where the local population does not have the skills needed to stay employed, and regions impacted by large-scale job loss. In the 2019-2021 biennium, we funded 89 unique Job Skills short term training projects totaling \$7,513,138 with a plan to train 7,505 employees.
- Washington's eleven Centers of Excellence serve as statewide liaisons to business, industry, labor, and the education system, providing support for economic and workforce development. The Centers assist to expand capacity for in-demand industry sectors. Each Center focuses on a targeted industry that drives the state's economy and is guided by industry representatives to lead collaborative and coordinated statewide education and training efforts to build a competitive workforce in a global economy.
- Work-based learning initiatives—Registered Apprenticeship and Career Connect Washington both provide students the opportunity to prepare for a career while earning wages and college-level credit. Community and Technical colleges offer high-quality, unique pathways to learning, career, and additional college credentials. The Workforce education department is assisting colleges to offer the Related Supplemental Instruction (RSI), a required portion of Registered Apprenticeship and the Multi-Trades Occupational Degree and facilitating the expansion of Career Launch enrollments and access to Career launch equipment resources. Through these resources students can begin to explore, prepare for, and launch into careers of demand, purpose and impact. In FY 2020 and 2021, 10 colleges were awarded Career Launch funding to grow enrollment by at least 213 FTES in work-based learning programs and registered apprenticeships.
- The Worker Retraining program plays a major role in Washington State's economic development by providing funding for workforce education programs and for eligible dislocated and unemployed workers in training or retraining that will assist them in regaining employment. Funds are awarded to Washington State's community and technical colleges and select private career schools to serve eligible students. Worker Retraining resources improve training programs that prepare people for work. Based on input from local employers, government, and community, these funds are used to update equipment, revise curriculum, develop work experience opportunities, and staff professionals to advise and support students.

Refinement of Dual Credit Experiences:

To offset the widening equity gap that the COVID-19 pandemic has created, SBCTC staff have been reaching out to community and technical colleges, community partners, and high school administrators to discuss the current gaps in dual credit program enrollment for students of color and low-income students.

Although the past year saw a slight increase in dual credit program enrollment, especially in Running Start, the participation rate of students of color did not increase. A statewide approach to improve equitable participation in the Running Start program and to implement innovative outreach strategies to better engage historically underrepresented communities is underway. Surveys were sent to key stakeholders with the request for participants to identify key barriers, as well as, ideas on targeted and effective messaging strategies to both students and families. In addition to surveys, focus groups were held to better understand the barriers that are preventing equitable access into the Running Start Program.

From this research, the SBCTC is pursuing the following:

- Redirecting and consolidating policy leadership around dual credit to one director. Jamie Traugott began July 1, 2021, as the new director of dual credit to focus exclusively on eliminating barriers to student engagement and to increase students of color participation in dual credit programs.
- Piloting with colleges and with the Office of Superintendent of Public Instruction (OSPI) to address infrastructure and misinformation barriers, like making the Running Start Enrollment Verification form more accessible in an easy to use online format for students, families, counselors, and Running Start staff. And, providing lunch for Running Start students on the college campus who are free and reduced lunch eligible.
- Taking to scale the statewide marketing plan to better engage students and families (including 7th, 8th, 9th grades) and community partners by disseminating accurate and consistent information about the Running Start program (see attachment A).
- Active conversations and collaboration with OSPI leadership to address the funding model to neutralize the tension between school districts and colleges.
- Targeted use of Elementary and Secondary School Emergency Relief (ESSER) funds to encourage participation and completion in the Running Start program by paying colleges to cover the costs for students taking more than the 1.2 FTE allowed, enrollment in summer school programming at the college, and other college related expenses (transportation, gas cards, books, supplies, etc.).

State board staff continue their involvement in the Dual Credit Taskforce being led by the Washington Student Achievement Council. This taskforce is comprised of representatives from the higher education sectors, K-12, business/industry leaders, and community-based organizations. The overarching goals of the taskforce are to identify barriers preventing students from participating in dual credit, and to make recommendations for statewide policies by 2023. Much of the local work being done in the college system (noted above) supports the direction of this taskforce. Two areas still in need of further attention is the creation of a robust career/technical education dual credit program and the faculty credentials for participation in College in the High School programs.

The presidents have identified dual credit as a top focus area for their Critical Issues Committee this year.

Leveraging Technology:

The impact of the global pandemic is shifting the way higher education thinks about its curriculum and teaching methodologies. Based on students' need for flexible and adaptive learning environments due to the uncertainty of the times, higher education must be mindful of how it will offer and approach learning if it is to attract and retain future students.

Part of the approach to rethinking curriculum delivery is leveraging technology. As previously noted, the onset of the pandemic saw higher education move to remote learning overnight. This dramatic and unanticipated shift in learning delivery highlighted areas in educational technology where the SBCTC can provide leadership for the college system. College leadership and SBCTC staff are exploring, preparing, or underway with the following initiatives: expansion of credit for prior learning; micro-credentialing that supports workforce needs and is based on Guided Pathways modeling; course sharing for low enrolled courses; open education resources for professional/technical programs; and increased awareness of accessibility and options.

Expanding Outreach to Black, Indigenous, People of Color Communities:

Growth in Four-Year Degree Pathways:

In Spring 2021, Washington State legislators passed Substitute Senate HB 5401, permitting community and technical colleges to offer a Bachelor of Science in Computer Science degrees. Prior to this new legislation, Bellevue Community College was the only community college permitted to offer a Bachelor of Science in Computer Science degree. Under this new legislation, students will have the opportunity to earn a Bachelor of Science degree at a community or technical college. Per the legislation, community and technical colleges must apply to SBCTC and be approved to offer the Bachelor of Science in Computer Science.

The impetus for this legislation came from state business leaders who need more employees with computer science backgrounds. In addition, the legislation signaled a need to provide equitable pathways for students of color to get into the field.

An area of growth for SBCTC is to develop a more robust marketing plan for bachelor degree pathways. Community and technical college staff and faculty have asked SBCTC's education and marketing departments to assist with helping to "get the word out" about the variety of bachelor of applied science degree programs and about the new Bachelor of Science in Computer Science degree. The ensuing work will need to focus on how best to inform residents of Washington State, including people of color, low-income people, and other marginalized populations, about the outstanding bachelor degree programs offered at community and technical colleges.

Development of Government to Government Relationship Building

There are 29 federally recognized tribes in Washington State, meaning there are 29 sovereign nations in the state. Community and technical college enrollment by students from indigenous communities in Washington was low prior to the global health crisis of COVID-19. The completion rate for indigenous students represented the lowest rate for any student population. With the onset of global health pandemic, enrollment and completion rates plummeted for indigenous students across the state—dropping 24 percent from Winter to Spring 2020 quarters.

A handful of our community and technical colleges are beginning to engage with the tribes in their service districts to address this crisis. Green River College, Highline College, and Wenatchee Valley College (just to name a few) are working with local tribes to build trust and relationships from which to build authentic, respectful change. Albeit successful in small pockets, this tribal engagement needs statewide coordination and training, so colleges are appropriately prepared to begin this work with sovereign nations. Community and technical colleges are requesting technical assistance to engage regional/local tribes. A statewide training approach is being considered. Without the foundational government to government relationship established, efforts to collaborate will be met with limited success.

There are examples of this working in other educational sectors--the Office of the Superintendent for Public Instruction maintains the Office of Native Education and is creating pathways for greater inclusion of indigenous language, history and culture into the public education system. OSPI's Indigenous Language Revitalization standards supported legislation for Washington tribe's to certify their own Language Teachers for K12 placement under World Language common core standards and transferable to colleges/universities. An emphasis on career and technical education centers this work, as well—a leader was recently hired to do this advocacy and curriculum development with the tribes of Washington State.

This approach aligns with the SBCTC vision statement, and supports the efforts forthcoming with SB 5227 and SB 5194 for advancing equity work in the community and technical college system. Advancing equity and inclusion through meaningful relationships with Washington tribes allows all students, faculty, and communities to gain historical and rich knowledge of where they live, work, and play in the context of regional indigenous epistemologies.

Potential questions

- What are system-wide barriers that are preventing students from enrolling in our system?
And, how can those be addressed through policy, legislation, etc.?

Recommendation/preferred result

Engage in dialogue about current and potential strategies to address enrollment trends due to impact of COVID-19.

Policy Manual Change Yes No

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RECRUITING STUDENTS OF COLOR INTO RUNNING START: COMMUNICATIONS PLAN

SBCTC COMMUNICATIONS

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Communications Plan Summary

When Washington state recorded its first cases of COVID-19 in late February 2020, no one knew the extent to which the virus and the response to it would impact everyone's lives. Case counts started small but did not stay that way. To try to slow the spread, Gov. Jay Inslee ordered K-12 schools in King, Pierce, and Snohomish counties closed in mid-March. The closure was supposed to last five weeks. Two weeks after Gov. Inslee ordered those schools shut and with virus case counts spiking, he ordered all schools throughout the state closed for the rest of the school year. Seniors in good standing and on track to graduate, the governor reassured, would receive their diploma.¹ What, though, about seniors who had fallen behind?

With K-12 schools closed, one option for seniors to pursue their final credits was Running Start, a tuition-free program for high school juniors and seniors to earn high school and college credits by taking college classes. In fact, enrollment in Running Start jumped 4% from fall 2019 to fall 2020 to a total of nearly 31,000 students.

Running Start enrollment increases were a cause for celebration, especially as most other enrollment areas saw drops in the 2019-20 school year. But disaggregated enrollment data showed that students of color and students from low-income families were less likely to enroll in Running Start than white students.

These racial and income inequalities in Running Start enrollments are not new problems. The COVID-19 pandemic's disproportionate impact on students of color exacerbated those problems. Students of color may have been exposed to negative messages that downplay their abilities to perform well in college, leading to a belief that "college isn't for them." Some are not prepared for college-level classes due to their K-12 experiences. Others may not have heard about Running Start or can't get information about it. Some think they can't afford the books, fees and transportation costs². Students who count on their high schools for free and reduce price lunch programs may have problems getting meals from their high schools.

The Recruiting Students of Color into Running Start Communications Plan, coupled with initiatives to address policies, beliefs, and structures, consists of two parts.

- First, it seeks to spread the word to middle and high school teachers, counselors, and administrators about the benefits of Running Start.
- Second, it provides suggested messaging and tactics for community and technical colleges to employ to reach prospective Running Start students of color and their families.

¹ <https://www.kuow.org/stories/governor-inslee-closes-k-12-schools-through-june>

² For students using the free and reduced priced lunch program, many colleges waive fees, cover the cost of course materials, and provide transportation. Students and their families, however, may not know this is a possibility.

Objectives and Desired Outcomes

The Recruiting Students of Color into Running Start Communications Plan is designed to increase enrollment in Running Start among students of color as well as students from low-income families. This will be accomplished through an indirect effort – reaching out to middle and high school teachers, counselors, and administrators – and through a direct effort – contact to students and their families.

This plan provides research into the target audiences, a communications strategy, and suggested messaging and tools. With this information, the State Board, in consultation with community and technical colleges, will build a toolkit of examples of work already underway as well as suggestions of customizable materials. Colleges will need to execute their own communications and outreach plan based on their district's unique characteristics.

Adapting to the post-COVID world

As COVID vaccines roll out and we look to the eventual end of the COVID-19 pandemic, the tactics and messages in the Running Start Communications Plan will need to adjust accordingly. The plan will note areas for change, but will reserve recommendations for a future date when more is known about what the post-COVID environment looks like.

Research

Many K-12 schools and colleges already advertise Running Start to prospective students and their families, and it is, largely, received. After all, enrollment in the program continues to grow, with almost 15% of Washington's public high school students participating.³ But the message isn't being received or acted upon by all potential students, especially students of color and students from low-income families. There's a disconnect between the message – or who is delivering the message – and the students we want to reach. How do we make sure we're saying the "right" thing, and how do we be sure that it's coming from the "right" source? How also do we ensure our communities of color and low-income students receive information about Running Start in multiple ways and from multiple sources? This section will discuss research for each of this communications plan's target audiences, including motivating beliefs and ways to reach them.

³ DuPree, D. (2018, March 6). Running Start Participation and Success. Retrieved May 9, 2018, <https://www.sbctc.edu/resources/documents/colleges-staff/research/research-briefs/running-start-participation-success-research-brief-18-1.pdf>

Who is Gen Z?

Generation Z, people born after 1996, are coming of age in an uncertain world. The oldest “Gen Zers” — people in their early and mid-20s — face uncertain job prospects because of the recession caused by COVID-19. In fact, 28% of people aged 16 to 24 — or about 10.3 million people — reported summer 2020 of being out of school or work, the highest rate since 1989.⁴ About half of those aged 18 to 23 reported in March 2020 that they or someone in their household had lost a job or taken a pay cut because of COVID-19.⁵

Gen Z is more ethnically diverse than previous generations. Just over half (52%) identify as white. They’re also on track to be the most highly educated generation yet, and they’re more likely to live with a parent who has at least a bachelor’s degree.⁶

Members of Gen Z believe government should play a larger role in society. Over half believe climate change is caused by humans. Two-thirds believe that Black people are treated less fairly than white people. They also support societal changes. Just under half believe same-sex marriage is a good thing (36% say it doesn’t make a difference, and just 15% say it’s a bad thing). They’re also more likely to know someone who uses gender-neutral pronouns (35%) and more likely to say forms should offer options other than “man” and “woman” (59%).⁷

The oldest members of Gen Z are early in their careers. Others are just beginning to think about life after high school or college. As we begin to see more members of Gen Z enter the workforce, we need to look at what motivates them in their careers. Understandably, the tumultuous events they’ve grown up in and their beliefs about the role of government and society will influence their beliefs about careers. High numbers want to create social impact (29%) and maintain a work-life balance (24%). After a big gap, money comes as the third highest motivating factor (15%), followed closely by the social aspects of work like teamwork (12%), and travel (10%). A small percentage look for power and influence (3%) in their careers.⁸

When looking at their careers, close to half (47%) want to go into visual-based professions like the arts, design, entertainment, sports, and media. Health care professions ranked a distant second (15%), interest in which may be tied to the COVID-19 pandemic. Tied for third were influencer and community and social service (12% each), and fourth was business and finance (10%).

⁴ Fry, R. & Barroso, A. (2020, July 29). Amid coronavirus outbreak, nearly three-in-ten young people are neither working nor in school. Retrieved Feb. 3, 2021 from Pew Research Center. <https://www.pewresearch.org/fact-tank/2020/07/29/amid-coronavirus-outbreak-nearly-three-in-ten-young-people-are-neither-working-nor-in-school/>

⁵ Parker, K. & Igielink, R. (2020, May 14). On the Cusp of Adulthood and Facing an Uncertain Future: What We Know about Gen Z So Far. Retrieved Feb. 3, 2021 from Pew Research Center. <https://www.pewsocialtrends.org/essay/on-the-cusp-of-adulthood-and-facing-an-uncertain-future-what-we-know-about-gen-z-so-far/>

⁶ Ibid.

⁷ Ibid.

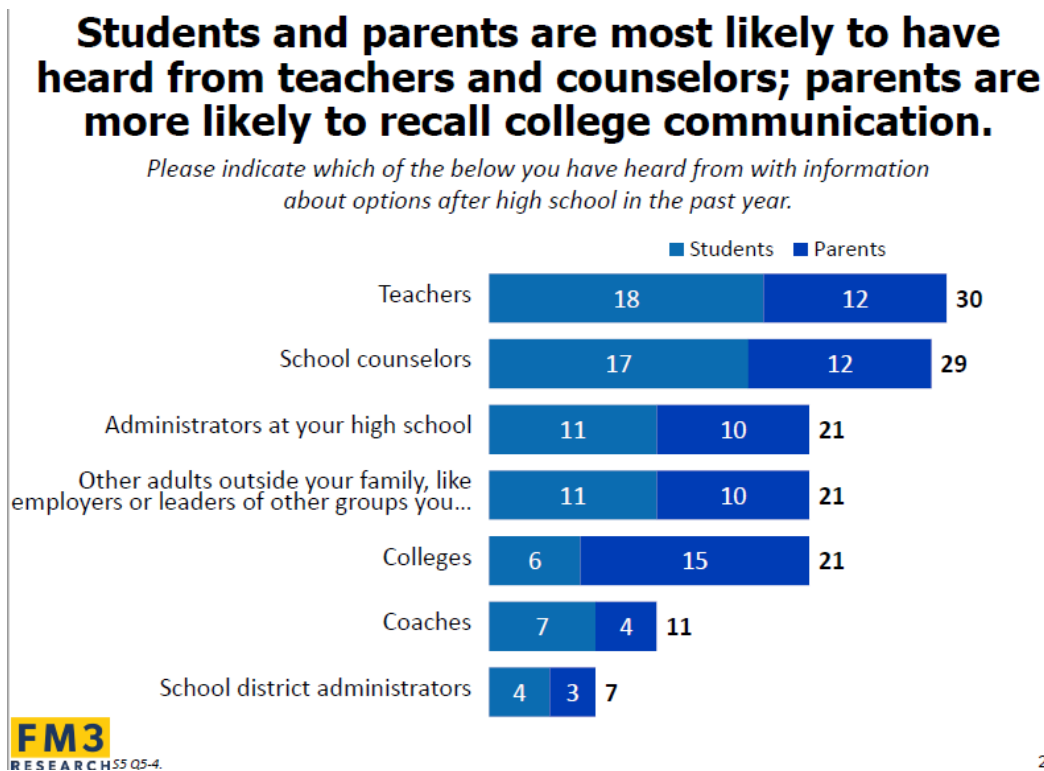
⁸ Diteljan, M., De Luca, M., Neal, J. (2021). Zero in on High School Prospects Without Wasting Your Precious Marketing Dollars. Glacier, Interact Communications, Community College of Baltimore County.

Personal Connections Matter Most

Parents and students hear most from teachers and counselors

Polling conducted by FM3 Research in April 2020⁹ tells us that parents and students get most of their information about post high school options from teachers and school counselors. Information from colleges ranked lower in the list, and parents were more likely than students to say they heard from a college. This was true both before and after the pandemic hit and schools moved online. (Figure 1).

Figure 1: Post-high school options sources of information



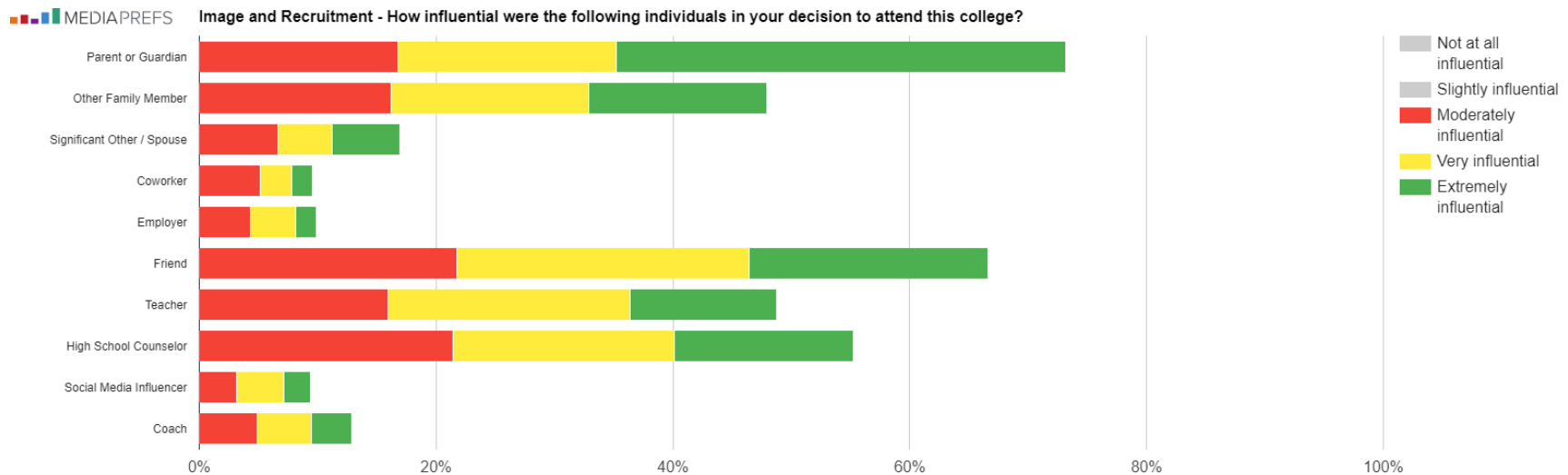
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⁹ FM3 Research.(2020). Planning for Life After High School During the COVID-19 Pandemic. Oakland: FM3 Research.

Students are most influenced by parents, guardians and friends

A survey of students at Washington community and technical colleges showed that parents and guardians were, by far, the most influential in students' decision to attend their college. Friends also played a significant role in students' decision, followed by high school counselors, other family members, and teachers (Figure 2). Facilitated by Interact Communications, they survey received responses from 3,780 students enrolled in 20 colleges¹⁰ during a survey window of Sept. 21 through Nov. 15, 2020.¹¹

Figure 2: Image and Recruitment-How influential were the following individuals in your decision to attend this college?



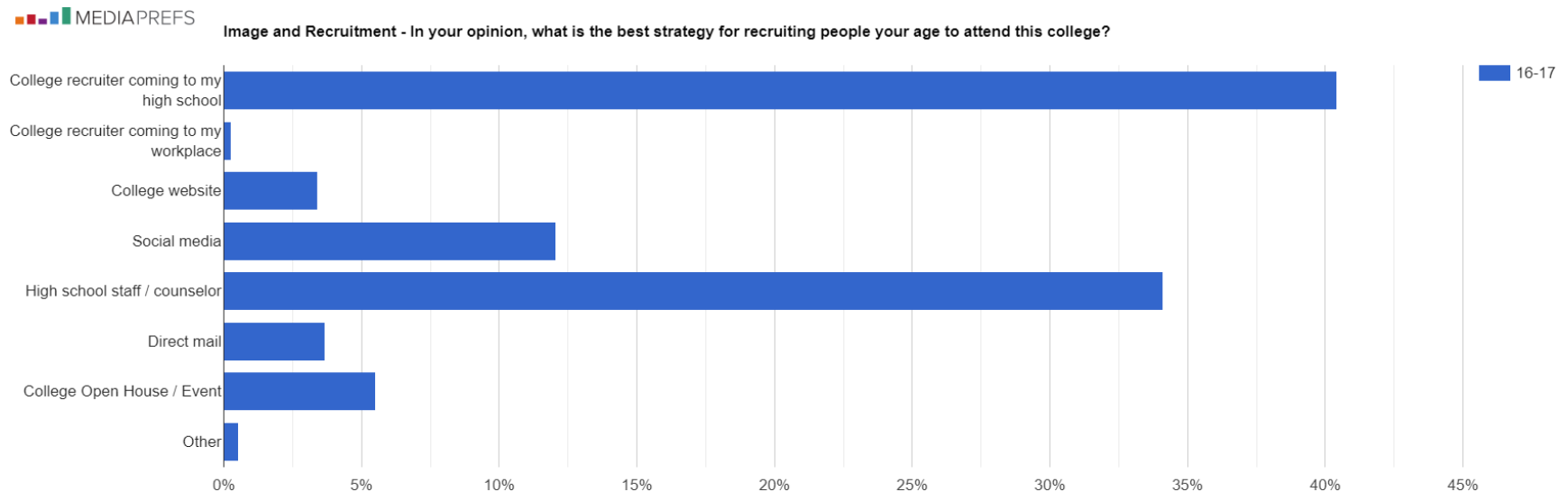
We can conclude from Figures 1 and 2 that any effort to successfully reach and enroll prospective Running Start students of color must prioritize outreach to parents and guardians, peers, and high school teachers and counselors.

¹⁰ Participating colleges: Bates Technical College, Bellevue College, Cascadia College, Centralia College, Edmonds College, Grays Harbor College, Green River College, Highline College, Lower Columbia College, North Seattle College, Peninsula College, Pierce College, Shoreline Community College, Skagit Valley College, South Puget Sound Community College, South Seattle College, Spokane Community College, Spokane Falls Community College, Walla Walla Community College, Wenatchee Valley College, Whatcom Community College.

¹¹ Except when otherwise noted, the Media Preferences Survey charts show responses from students aged 16 -17 who identified as Black/African American, Hispanic/Latinx/Spanish origin, Asian, American Indian/Alaskan Native, Native Hawaiian/Other Pacific Islander, and other. They also include students who preferred not to answer. Charts showed little to no difference when students who identified as white were included.

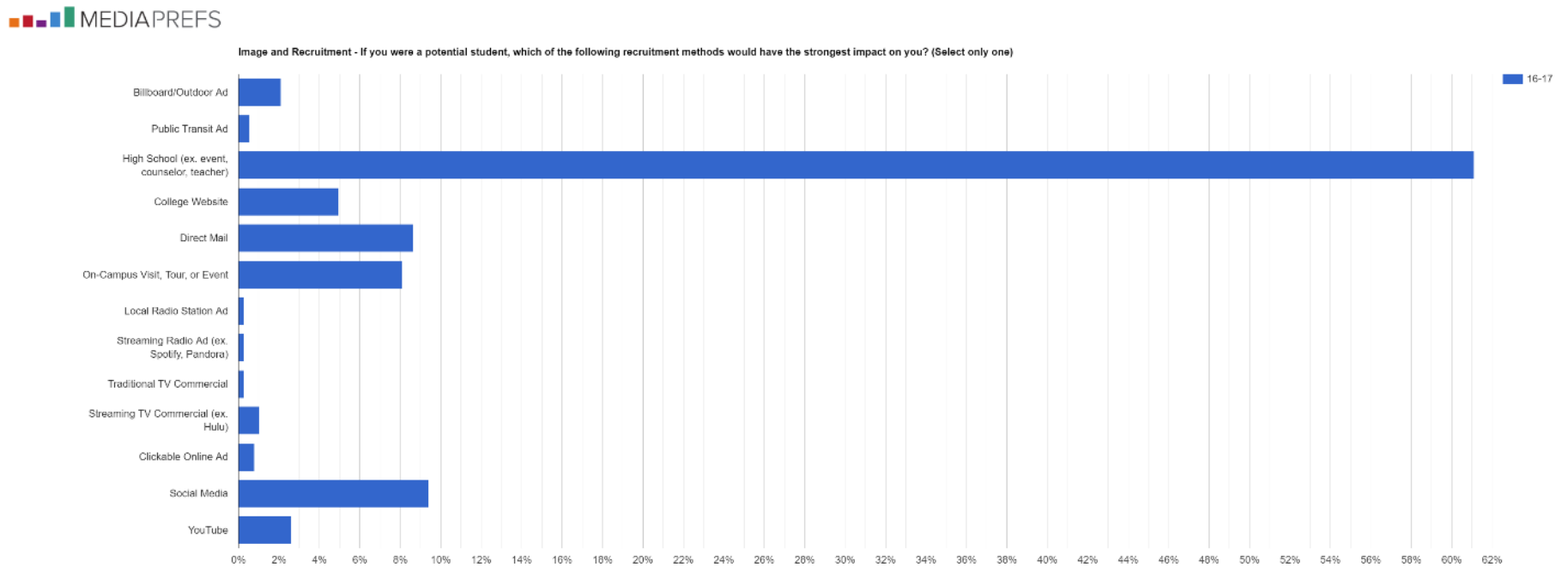
Social media should enhance, not take the place of, personal connections

We understand the familial, peer, and high school influence on students' college-going decisions, but what about social media? The Interact Communications survey asked currently enrolled students what they saw as a college's best recruiting strategy for students their age (Figure 3). (Note that this Interact Communications question focused on recruitment strategies, as opposed to the FM3 research in Figure 1 that focused on from whom students heard the most about postsecondary education options.) A college recruiter visiting the high school scored as the best strategy. Note though, that the FM3 research showed students did not rank this tactic as a strong source of information about post-high school options (Figure 1). Behind a college recruiter, students ranked high school staff/counselor as the second best tactic. Social media ranked as the third best strategy, the first tactic that did not involve direct contact from a person. Figure 3: Image and Recruitment-In your opinion, what is the best strategy for recruiting people your age to attend this college?



In a similar question, the Media Preferences Survey asked students what they believed would be a college's best method of influencing them, personally, if they were a prospective student. Again, a high school source (e.g. an event, teacher, or counselor) ranked the highest, by far. Social media, direct mail, and on-campus visit, tour, or event ranked as the next highest strategies, but far distant from the high school source.

Figure 4: Image and Recruitment-If you were a potential student, which of the following recruitment methods would have the strongest impact on you? (Select only one.)



Figures 3 and 4 strengthen the case that Running Start enrollment efforts should focus on in-person connections and that social media advertising is a good way to augment those efforts.

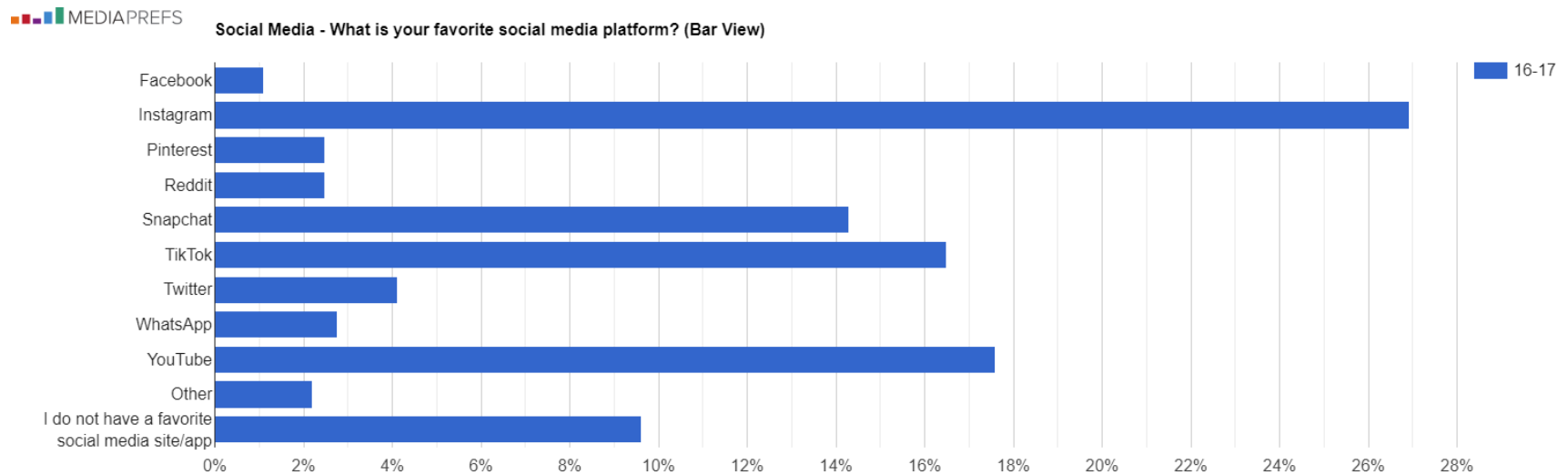
Social media preferences

Social media is a relatively inexpensive way to reach prospective students and their families. Messages can be customized for each college and content targeted by platform, demographics, and geography. Social media, additionally, may be used to reach students’ parents and guardians as well as high school teachers and counselors, both of whom, we know, play a significant role in students’ college-going decisions. This section will discuss social media platform preferences and frequency of use for Gen Z as well as adults aged 41-50.

Gen Z's social media preferences

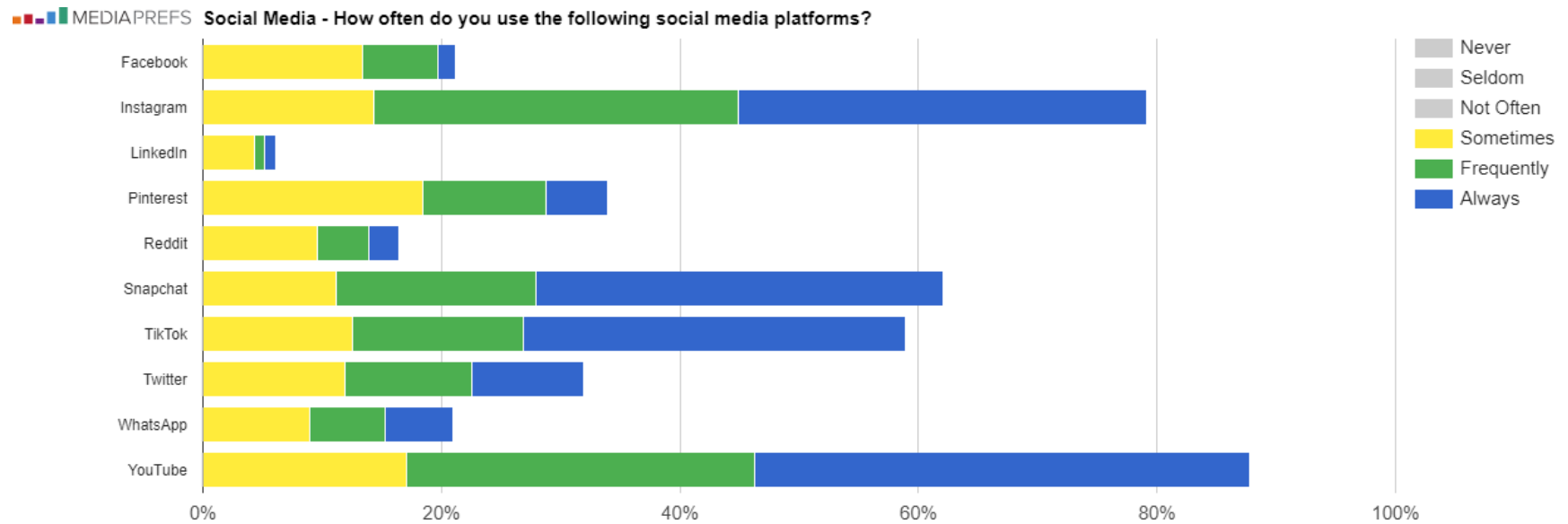
Gen Z prefers visual storytelling and communication social media platforms. Instagram, YouTube, TikTok, and Snapchat stand out as Gen Z's preferred platforms. Social media that relies on text — like Facebook and Twitter — are significantly less popular (Figure 6).

Figure 5: Social Media-What is your favorite social media platform? (16-17 year olds)



Gen Z's preference for the more visual-based platforms is reinforced by looking at the frequency to which they use each outlet. Students reported using YouTube, Instagram, Snapchat, and TikTok sometimes, frequently, or always, with YouTube and Instagram standing out with the most use (Figure 6).

Figure 6: Social Media-How often do you use the following social media platforms? (16-17 year olds)



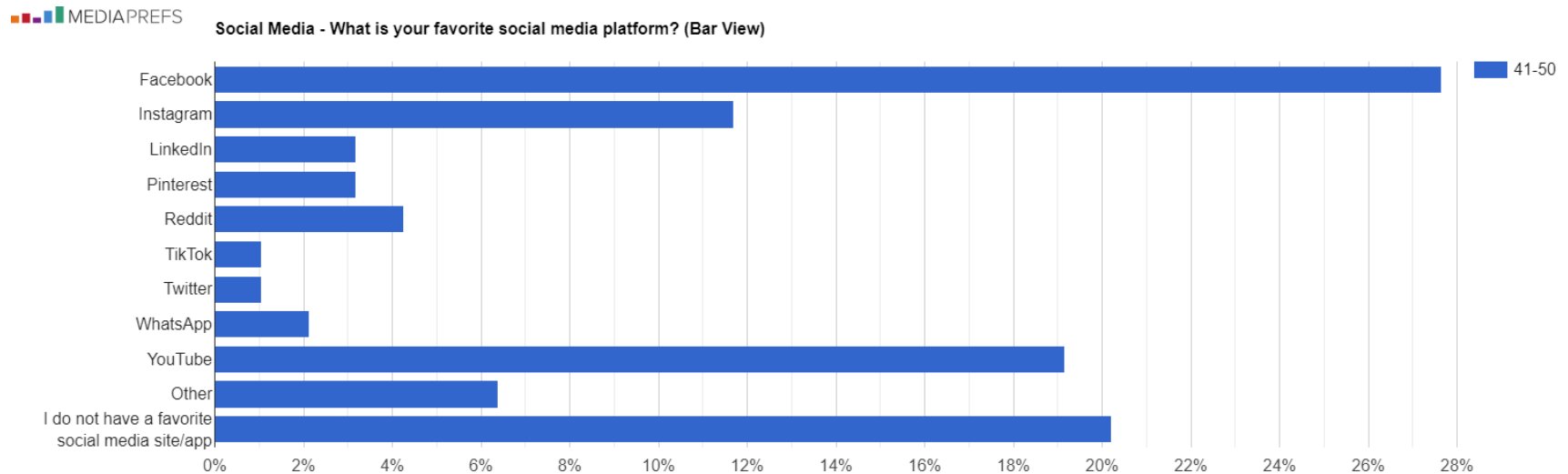
While we will see more frequent social media use on platforms overall, we see a significant gap in use between TikTok, at just under 60%, and Pinterest, the next most frequently used at about 36%. As we see in the next section on adults' social media preferences, the frequency of use of platforms like Pinterest, Twitter, and WhatsApp are similar between the two generations. However, we shouldn't rely on those lesser used platforms as our primary way of reaching for Gen Z.

Adults' social media preferences

Unlike Gen Z, social media is a relatively new construct for adults — they did not grow up with it an integral part of their lives. We see, therefore, that while Gen Z is on several social media platforms throughout the day, adults are less likely to rely on social media at all.

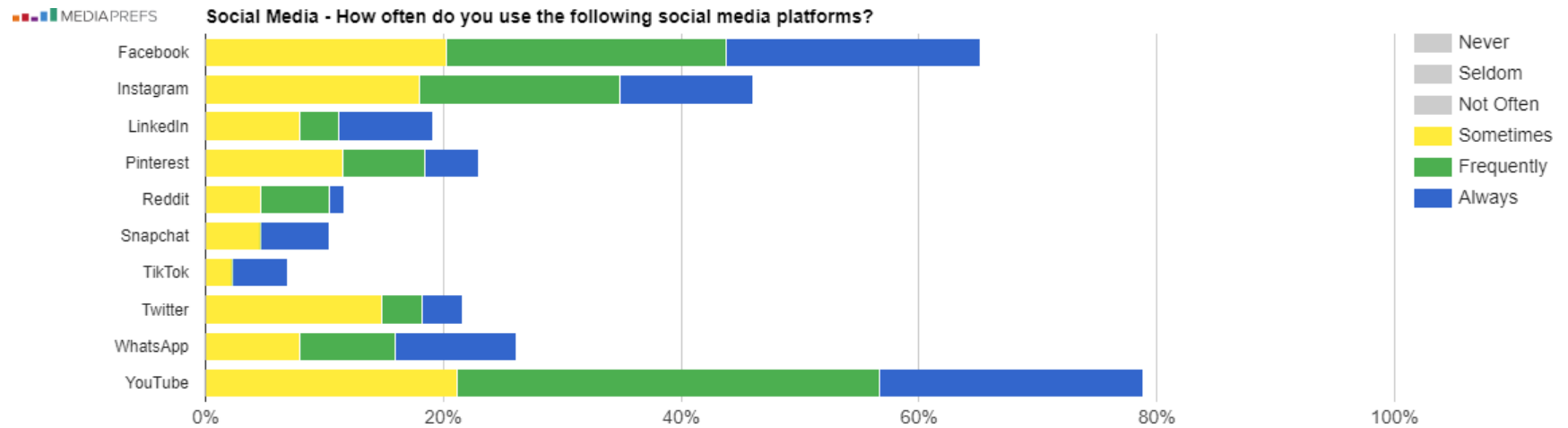
For adults, Facebook is by far the most popular social media platform, with close to 28% calling it their favorite. YouTube comes in as the second most popular platform, followed by Instagram, both of which are also popular among 16-17 year olds (Figure 7).

Figure 7: Social Media: What is your favorite social media platform (41-50 year olds)



Looking at frequency of use, while adults report Facebook as their favorite social media platform, YouTube is more frequently used, with close to 80% of people accessing it sometimes, frequently, or always. Next most frequently used is Facebook, followed by Instagram. Over 20% of adults report using WhatsApp, Pinterest, and Twitter sometimes, frequently, or always. This is similar to Gen Z, but, again, simply more Gen Zers integrate social media into their daily lives (Figure 8).

Figure 8: Social Media-How often do you use the following social media platforms? (41-50 year olds)



Advertising and outreach efforts on the platforms that overlap in generational usage may see some messaging intended for one audience reaching the other. Messages with cross-generational appeal and consistent branding will be important here.

Strategy

Now that we understand where members of Gen Z get information to make decisions about the next steps for their education, we can shape our strategy for reaching them to encourage enrolling in Running Start. We also have an understanding of where adults get their information about students' post-high school plans, helping us communicate with them about the program.

This section will outline two concurrent communications efforts with the goal of increasing Running Start participation among students of color as well as students from low-income families.

Concurrent effort: Outreach to middle and high schools

As we saw in our research, in deciding what to do after high school, students place heavy emphasis on the opinions and advice of trusted adults in their lives. This includes their teachers and counselors, and to a lesser extent, school administrators. Parents and guardians, too, heard the advice of their student's teachers, counselors, and administrators. A well-rounded Running Start campaign, therefore, will need to include this audience.

The outreach to middle and high schools effort is intended to promote Running Start in middle and high schools. While there will be some audience overlap with any public advertising effort, this outreach campaign is not intended for students or their parents and guardians. It is intended to create a "home environment" favorable to Running Start.

Step 1: Schools with high numbers of students of color and/or students from low-income families

The objective of this communications plan is to serve as a key way to help increase enrollment in Running Start among students of color and students from low-income families. As colleges develop school or district-specific communications plans, they should start with schools with high numbers of students of color. They should also start with schools with high numbers of students from low-income families. Once those schools are identified, colleges should then look at the school's attitude toward Running Start – positive, indifferent, or negative – to tailor messages specific to those student, parent and guardian, teacher, counselor, and administrator audiences.

The State Board will work with the Office of Superintendent of Public Instruction to identify middle and high schools for targeted outreach.

Step 2: Identifying middle and high schools

For a communications strategy to be most effective, we need to take into account the school environment students in the target audience experience. Is the school favorable to Running Start? Indifferent? Unfavorable? Once schools with high numbers of students of color as well as schools with high numbers of students from low-income families are identified, we will need to classify high schools based on their view of Running Start. Messages and tools will change according to that classification.

The State Board will work with the Office of Superintendent of Public Instruction to identify middle and high schools for targeted outreach.

Middle and high schools may be grouped into three categories:

- Strong Running Start culture and participation
- Indifferent Running Start culture and participation
- Negative Running Start culture and participation

Messages to middle and high schools

Based on the information gleaned during the middle and high school identification process, we will know which schools have a positive, indifferent, or negative view of Running Start. Messages to those schools should be tailored in one of two ways:

- “Get out the Registration”
- Persuasion

“Get out the Registration”

Modeled after a “Get Out the Vote” campaign, this effort is designed to promote Running Start in already “friendly” middle and high schools. This is primarily an education campaign designed to remind and spur teachers, counselors, and administrators into talking about and encouraging Running Start among their students. Ideally, the identified schools and colleges are partners in this outreach effort.

Messages developed here should target the schools identified as having:

- Strong Running Start culture and participation
- Indifferent Running Start culture and participation

Schools with a strong Running Start culture and campaign will need the least amount of effort from a college. It might be as simple as checking in with school officials to maintain an existing relationship. The second — schools with an indifferent Running Start culture and participation — will require more effort with education about Running Start and its benefits. This may require more relationship building and attention in order to create a strong Running Start culture, moving the school from “indifferent” to “strong”.

Persuasion

The Persuasion effort targets middle and high school administrators, teachers, and counselors who are opposed to Running Start. This effort will take longer and be more challenging than the “Get Out the Registration” campaign. Colleges first have to overcome negative biases and, second, encourage school officials to promote, or at least not stand in the way of information about, Running Start among their student body.

Messages developed here should target the schools identified as having:

- Negative Running Start culture and participation

The Persuasion effort will be an uphill climb. Colleges should consider its tactics, including its message and messenger, before undertaking a persuasion campaign. The Office of Superintendent

of Public Instruction, for example, may serve as a strong messenger to counter potential animosity toward colleges and the college system.

Working with colleges and the Office of Superintendent of Public Instruction, the State Board will develop messages and materials that can be used by college Running Start coordinators and other college outreach staff in the middle and high school outreach campaign.

The State Board will also conduct a targeted social media campaign intended to reach middle and high school teachers, counselors, and administrators. Discussion of those messages, tools, and the social media campaign are provided in their respective sections below. These activities by the State Board are subject to funding.

Concurrent effort: Outreach to prospective students

Colleges know their communities, and they are trusted. They are well versed in speaking to and working with prospective students. An outreach effort to prospective students and their parents and guardians, therefore, should come from a college familiar to those audiences, rather than an unfamiliar or unknown state agency like the State Board or the Office of Superintendent of Public Instruction. With an understanding of the school environment prospective students are coming from, colleges can conduct well-informed outreach to students and their parents and guardians. The effort in this communications plan is intended to supplement outreach work already underway, providing ideas for messages and tools. It is not intended to replace or supplant any effort.

Messaging considerations and tools are provided in the respective sections below. If funded, the State Board will develop a toolbox of examples of work already underway at colleges and original material that colleges can customize for their own audiences.

Audiences

The Running Start Communications Plan addresses three main audiences:

- Prospective students of color in middle and high schools.
- Prospective students from low-income families.
- Parents and guardians of students of color in middle and high schools.
- Parents and guardians of students from low-income families in middle and high schools.
- Middle and high school teachers, counselors, and administrators from identified schools.

Messages will need to be tailored accordingly, but we will naturally see some overlap with the adult audiences.

Key Messages

The Key Messages section will address messaging considerations for each of the five audiences — prospective students, parents and guardians of those students, and middle and high school teachers, counselors, and administrators. This section will also provide examples of umbrella messages that may be adopted in an outreach effort. Any campaign should include materials translated into a college service area’s major languages.

Gen Z message considerations

Gen Z faces a lot of uncertainty, but they think big. They want to change the world and believe society has a collective responsibility to make the world a better place for everyone. That said, Gen Z is growing up facing and being shaped by social, environmental, economic, and political crises. Mental health is declining, with more people feeling the effects of anxiety and depression. The COVID-19 pandemic is only exacerbating the situation.

Students of color and students from low-income families are more likely to feel stress and pressure. In 2020 alone, students of color were disproportionately impacted by multiple crises. The deaths of Breonna Taylor, Ahmaud Arbery and George Floyd in 2020 alone, compounded by countless others in years before, brought racial reckoning to the forefront in this country. Through the COVID-19 pandemic, students saw sickness, lost lives, lost jobs, and reduced work hours. They saw their grades drop, and they changed their education plans as they took care of their families. Even before 2020, though, students of color and students from low-income families were less likely to see college as a possibility, and, once there, more likely to take on debt to finance their education. Messages and message development need to acknowledge this impact.

Members of Gen Z are excited about their next steps, but apprehensive about the world they’re entering into. Messages to Gen Z, therefore, need to meet them where they are. Think about messages that are:

- welcoming and encouraging that create a sense of belonging
- sensitive and understanding where they can learn to trust your brand
- inclusive

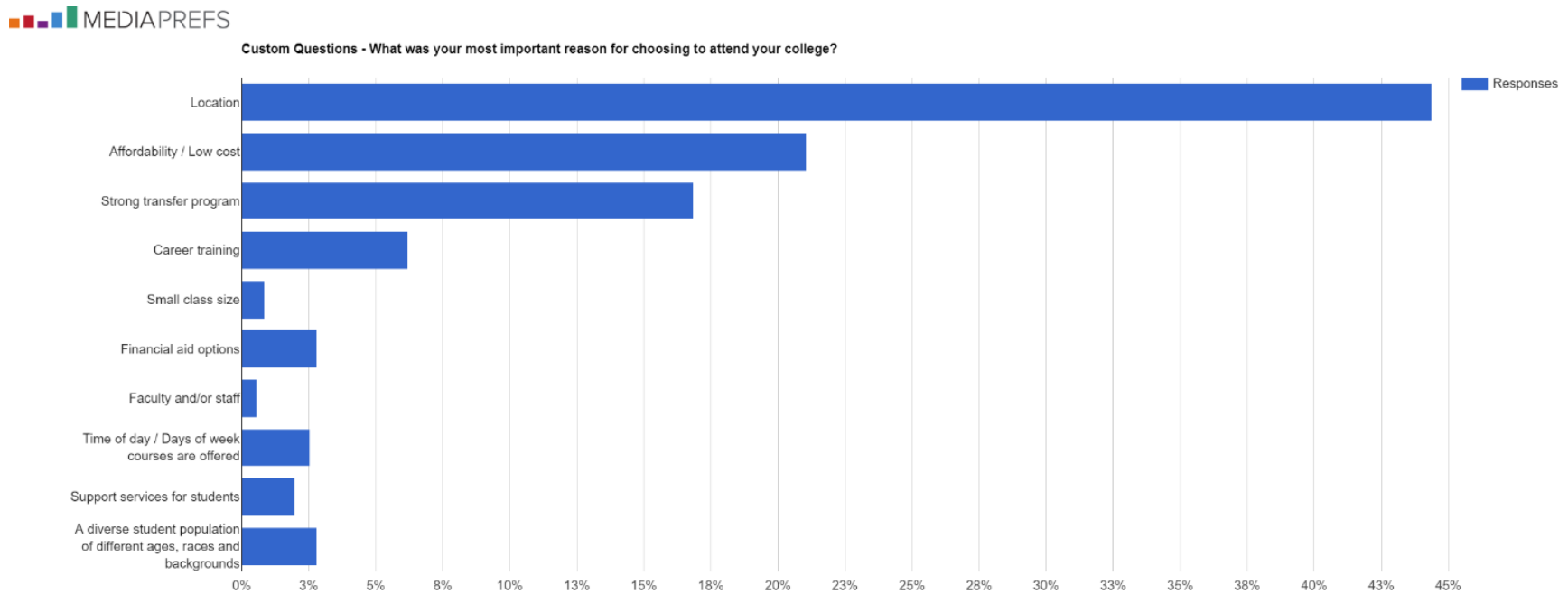
Also remember Gen Z tend toward visual-based social media platforms with short messages. Therefore, messages should show, not just tell; “less is more”. Messages need to maintain a sense of authenticity over one that’s highly produced.

Running Start message development

When developing Running Start-specific messages for Gen Z, include practical, specific information — not general information — that’s geared specifically toward them. Messages should relay how they can overcome the fears of uncertainty and speak to their aspirations by showing them how college will positively impact their lives.

For 16-17-year olds, location ranked highest as the reason they chose the college they're attending (Figure 9). This is especially marked among those students enrolled in Washington's community and technical colleges. Cost of attending and quality programs also ranked high as reasons for attending. While RunningStart is tuition-free, students may still incur some expense from fees, course materials, and transportation. For students in the Free and Reduced-Price Lunch program, ensure they know they have food options while attending college classes.¹²

Figure 9: Custom Questions-What was your most important reason for choosing to attend your college?



The above chart shows responses from 16-17-year olds attending Washington's community and technical colleges. Note the distinction between "Strong Transfer Program" and "Career training," ranked fourth and fifth. We see that distinction again among high school students not necessarily enrolled in a college program, as well as the interest in the cost of attendance (Figure 10).¹³

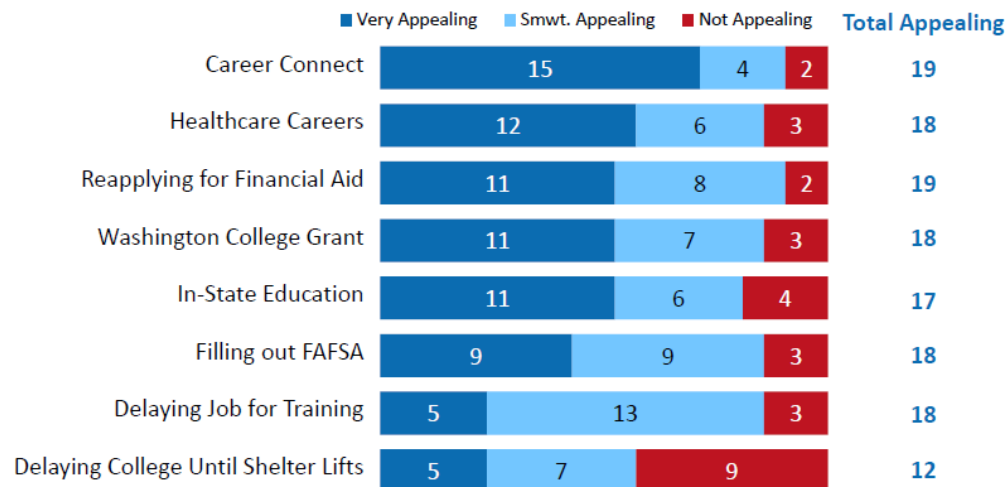
¹² Food options for students in the Free and Reduced-Price Lunch program is an institutional decision. The college needs to determine and establish these options before a marketing or outreach campaign can address the topic.

¹³ FM3 Research. (2020). Planning for Life After High School During the COVID-19 Pandemic. Oakland: FM3 Research.

Figure 10: Career Connect programs stood out as particularly appealing to students

Career Connect programs stood out as particularly appealing to students.

What follows are some ideas that young people are considering pursuing. Please indicate whether this sounds very appealing, somewhat appealing, or not appealing to you – and explain a little bit about why.



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RESEARCH⁵⁶ Q3-2.

28

Including messages about professional-technical programs in addition to academic-based programs will help speak to a broader range of students. Again, it will be important to continue connecting messages to the practical outcomes of participating in Running Start.

A national survey of high schoolers attending colleges and universities showed a difference between why students decided on their institution and the content they wanted to see. While that survey showed location, quality of teaching, and cost of attending as the top three reasons for why students chose their institution, they reported wanting to see content on:

- program details (e.g. admission requirements, specializations, work experience)(82%)
- information about costs (e.g. tuition, scholarships, financial aid)(72%)
- important dates and deadlines (e.g. application deadline) (67%)

About half of students ranked content on “getting a feel for the school,” campus life, and details about events to learn more about the school as important (53% for the first two, 47% for the third).¹⁴

Key message topics

- You are college material.
- Whatever you want to be – a doctor, a mechanic, a counselor, an artist, an entrepreneur – community and technical colleges can get you started.
- Earn high school and college credit: close to home and tuition free.

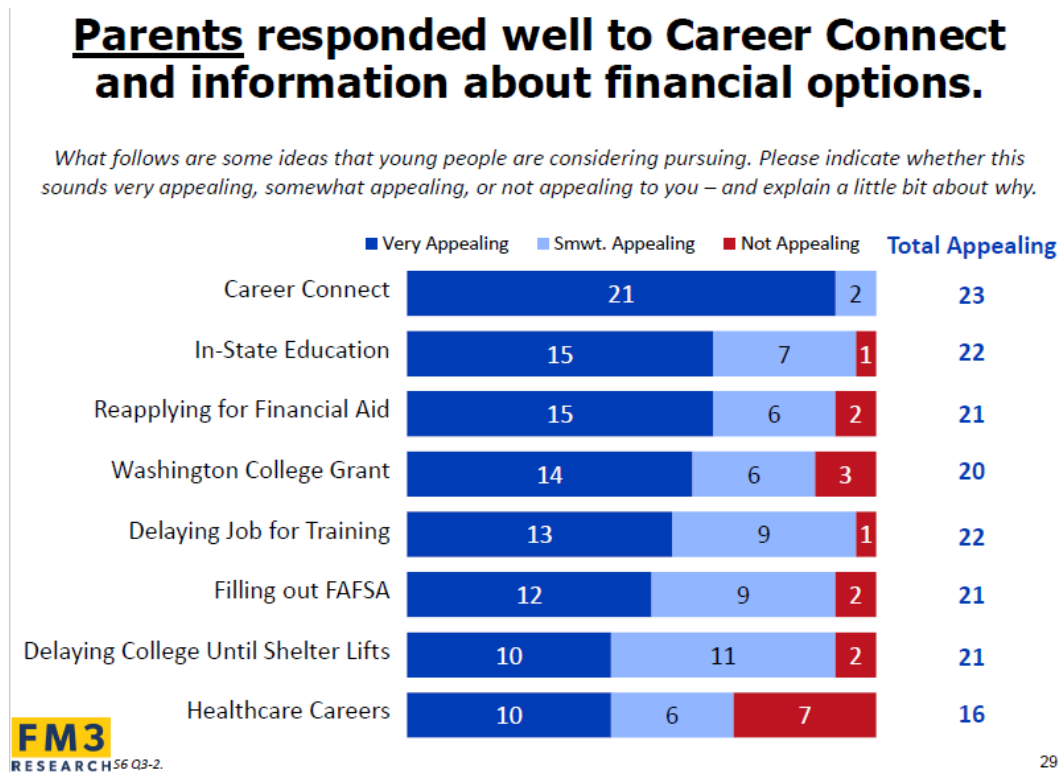
¹⁴ Glacier and Academics Group. (2020). *2020 Gen Z Media Report – The State of Postsecondary Marketing to High School Students*. Calgary: Glacier.

- College provides a diverse student experience while learning independence.

Parents and guardians message considerations

Parents and guardians want the best for their children. They also worry about their children. Like students, parents and guardians want to see the return on their child’s investment of time and expenses outside of tuition.¹⁵

Figure 2: Parents responded well to Career Connect and information about financial options



Messages to parents and guardians should show not only the aspirational aspects of going to college, but also the practical outcomes of what their child will receive from Running Start.

Unlike communications to Gen Z, though, messages to their parents and guardians can be longer and more text-based.

Key message topics

- Your child is college material.
- Whatever your child wants to be – a doctor, a mechanic, a counselor, an artist, an entrepreneur – community and technical colleges can get them started.
- Your child can earn high school and college credit: close to home and tuition free.
- Your child can learn the skills they’ll need as an adult with the safety net they have at home.

¹⁵ FM3 Research.(2020). Planning for Life After High School During the COVID-19 Pandemic. Oakland: FM3 Research.

Tools

We know from our research that Gen Z is tech savvy — they don't know a world without smartphones and social media plays a big role in their everyday lives — but don't assume they want all of their communication to be digital. Printed viewbooks and brochures, for example, ranked as one of the top ways for high schoolers to get information about colleges.¹⁶

As we discussed in the research section, colleges must be ready to respond and assist prospective Gen Z students. Just as messages need to meet them where they are, showing an inclusive, welcoming, and encouraging environment, the colleges' actions in creating the student experience need to reflect the same.

The tools listed in this section serves as a menu of options for colleges to use in their outreach efforts. Colleges can choose from this list of tools based on their district's unique needs, budgets, and availability.

Obtaining contact information

Direct contact tools like email and texting only work if colleges have that contact information. One way for colleges to collect student information is through a tool like a CRM. That, though, requires the student to initiate contact. For other students, though, consider the following options:

- Colleges, preferably presidents, can contact middle and high school principals to create data sharing agreements to include students' and parents and guardians' contact information, including address, email, and phone number. This will likely only be an option among middle and high schools that, one, have an established relationship with the college, and, two, have a positive or indifferent view of RunningStart.
- For middle and high schools unwilling or unable to establish a data sharing agreement, colleges can consider using the College Bound enrollment roster. Regional rosters are available through the Washington Student Achievement Council. Contact collegebound@wsac.wa.gov for more information.

Parents and Guardians

We know from our research that parents and guardians serve as the strongest influence on their child's post-high school decisions. We can infer that they would play the same role in decisions about Running Start.

Peer influencers

Like parents and guardians, similar aged peers play a strong role in students' decisions. Peer influencers can be current Running Start students or recent alumni. Consider hiring or paying a stipend to peer influencers who identify as students of color to help spread the word about Running Start among their circles.

¹⁶ Diteljan, M., De Luca, M., Neal, J. (2021). Zero in on High School Prospects Without Wasting Your Precious Marketing Dollars. Glacier, Interact Communications, Community College of Baltimore County.

School teachers, counselors, and administrators

Research tells us of the strong influence students' teachers and counselors, and, to a lesser extent, administrators have on decisions about school. While we classified schools as having positive, indifferent, or negative views toward Running Start, that doesn't mean every teacher, counselor, and administrator in that school shares that view. When developing school- or district-specific communications and outreach plans, consider that school's attitude, but don't discount all employees. Someone there may, in fact, help spread the word about Running Start. In particular, teachers, counselors, and administrators of color could be good messengers to help spread the word about Running Start at their schools.

Community based organizations

The opinions of other adults in students' lives ranked as a strong influence in their decisions. Community based organizations like places of worship, libraries, and social and cultural organizations often serve as important and trusted places of contact for students and their families. Colleges should consider developing and fostering relationships with its service area community-based organizations to encourage Running Start participation and general college-going culture.

For a list of trusted community messengers, see the Washington State Department of Commerce's "[Technical assistance from trusted community messengers](#)" list.

Email

Email is a very accepted form of communicating with high school students, especially among older students (79% among seniors; 66% among sophomores and juniors).¹⁷ If available, use email as a means of communication and follow-up, but be ready with staff time if students have questions.

Texting

Texting is an accepted form of communication, especially among younger high school students (34% among seniors; 42% among sophomores and juniors).¹⁸ Like email, use texting, if available, as a means of communication and follow-up, but be ready with staff time if students have questions.

Peachjar

[Peachjar](#) is a messaging service used by schools to communicate with students and parents and guardians. Not all schools and districts use Peachjar, though, so this tool may not be an option. Colleges purchase credits through Peachjar to send information like flyers and emails, but the school ultimately approves the message. This tool, therefore, may only be an option for the middle and high schools that have a positive or indifferent view of Running Start.

¹⁷ Glacier and Academica Group. (2020). *2020 Gen Z Media Report – The State of Postsecondary Marketing to High School Students*. Calgary, Glacier.

¹⁸ Ibid.

Information in schools

Displaying information in schools ranks as a strong way to reach students. With in-person instruction slowly returning during COVID, colleges have more opportunities here. Information in schools can include passive techniques like posters and more active methods like college and career fairs. This tool can reach students enrolled in positive, indifferent, and negative Running Start schools since Running Start can be embedded in larger messaging about the college itself. Creative material should reflect racial diversity.

Information sessions

Information sessions, tours, and other traditional recruiting tools may be on hold because of COVID, but virtual can still be a strong option. Remote platforms like Zoom, virtual tours, or live social media events can serve as a way to spark ideas and remind people of the college and the education it provides. Information sessions can be used to reach out to prospective students as well as a way to develop relationships among middle and high school teachers, counselors, and administrators. Consider holding information sessions for specific groups like young men of color, young women of color, or teachers and counselors of color. Peer influencers can help spread the word about the sessions and share their experiences. Also consider providing participation incentives like gift certificates to the bookstore or to local restaurants.

Create a college class

Think about working with instruction to create a class geared to middle and high school students of color to give students an idea of what college looks and feels like. The class could be a one-day lecture as part of an information session discussed above. For high school students, the class could be expanded into a quarter-long class enrolling only juniors and seniors or color. Consider involving student support programs like GEAR UP and AVID.

College website

Students also looked to college websites to learn more about what the college has to offer (25% for seniors; 31% for sophomores and juniors).¹⁹ Again, make sure messages on college websites reflect Gen Z – target those perspective students specifically, meeting them where they are. Images should reflect racial diversity.

Social media

Ads targeted toward the identified audiences can help raise awareness and influence Running Start culture. Target messages to each group using the preferred platforms described in the research section above. Any images should reflect racial diversity.

Social media campaign

To help support the Running Start communications effort, the State Board will, dependent on funding, conduct a pilot social media campaign targeted toward middle and high school teachers, counselors, and administrators. The goal of this campaign will be to help raise awareness and persuade school officials to promote Running Start as an option among their student bodies.

¹⁹ Ibid.

Key Dates

Much of this communications plan has discussed relationship building with middle and high schools, peers, and community-based organizations. This plan, therefore, will not outline specific dates for activities to be completed but provide considerations for the development of specific plans.

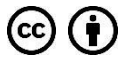
Prospective students

Communicating about Running Start presents an extra set of challenges because college outreach and communications staffs need to consider the high school calendar in addition to their own. Build communications and outreach plans with consideration to:

- middle and high school advising days
- when students have to decide on their classes for the next semester

Middle and high schools

While events leading to a strong, healthy relationship may happen on specific days, relationship building is done over the long term. Again, looking at middle and high school calendars, create communication and outreach plans based on those key dates. Targeted social media campaigns can be completed in the days and weeks before advising days and class registration deadlines.



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Washington State Board for Community and Technical Colleges

STUDY SESSION

August 26, 2021

Tab C

Potential Impact of the America's College Promise Proposal in Congress

Brief Description

President Biden, Senators Patty Murray (D-WA) and Tammy Baldwin (D-WI), and Representatives Andy Levin (D-MI) and Bobby Scott (D-VA) have collaborated to reintroduce, the America's College Promise Act. If passed, the bill would create a federal-state partnership that provides two years of tuition-free access to community and technical colleges. The Board will discuss the potential impacts this bill would have on funding and enrollment in our system.

How does this item link to the State Board's Strategic Plan?

It is likely that Free College would have a positive effect on many of the State Board's goals, including achieving educational equity, increasing access and retention, and potentially improved completion rates.

Background information and analysis

On April 27, 2021, the America's College Promise Act was reintroduced in the U.S. Senate and House of Representatives. The legislation would create a federal-state partnership to eliminate community and technical college tuition and fees for the first two years of a student's college education. It is similar to legislation introduced following former President Obama's 2015 free college proposal.

Core Federal-State Partnership - Costs

- States would waive 100 percent of tuition and fees for all eligible students, (eligible students defined in the following section).
- The federal government would provide three-fourths of the national average, resident two-year college tuition for each eligible student; states would provide one-fourth of the average tuition.
- States would need to meet maintenance-of-effort requirements for the average of the three previous years concerning: FTE spending for all public education; state support for operations of four-year public institutions; and need-based financial aid.
- The US average public two-year college resident tuition was \$3,377 in 2019-20. If this amount is used in the funding formula, the federal government would provide \$2,533, and the state minimum contribution would be \$844 per FTE in exchange for setting tuition and required fees at \$0. That number might be slightly higher depending on the date the program begins.

- Our system's resident tuition rate for a full-time student is \$4,343 in 2021-22, nearly \$1,000 more than the national average.
- In order to keep colleges whole, the state would have to contribute approximately \$1,800 per FTE. Adding some complexity, a per FTE rate does not reflect the system's current graduated tuition rates with discounts for students taking more than 12 credits but less than 18 credits.
- The ACPA would allow states to use their need-based financial aid funding to serve as state match. States like Washington that spend more on financial aid will fare better than states with small programs.
- The federal funding would be guaranteed by being made "mandatory" spending rather than subject to annual appropriations.

Student Eligibility

- Students must be enrolled half-time or more to qualify for zero tuition.
- Eligibility is limited to six semesters (or the equivalent), regardless of enrollment status.
- Students must be enrolled in Title IV-eligible programs to qualify—Title IV student eligibility is not required—and they must qualify for "in-state resident community college tuition," unless they are so precluded by their immigration status. States may not impose additional eligibility requirements on eligible students other than those in the legislation.

Additional Requirements

- State applications must include commitments from colleges to adopt promising and evidence-based institutional reforms and innovative practices to improve student outcomes, including transfer and completion rates.
- States must ensure that programs leading to a recognized postsecondary credential meet Workforce Innovation and Opportunity Act quality standards.
- States must develop plans to ensure that high school graduation requirements allow students to directly enter credit-bearing community college programs.
- States must ensure that college associate degrees are fully transferable to, and credited as, the first two years of related baccalaureate programs at public institutions of higher education in the state.
- In future years, college tuition could not be increased by more than the most recent Consumer Price Index increase or three percent, whichever is lower. This would require Legislative action to bring the current tuition policy (14-year average increase in median wage) into alignment with the federal requirement.

Considerations for Washington – Points for Discussion

1. Given that the national average two-year college tuition is approximately \$1,000 less than current tuition and fees (not including local fees, such as technology fees), how would the system work with the Governor and Legislature to ensure an adequate backfill?
2. How would this program support or influence our college system's equity agenda?
3. Would the message of "free community and technical college tuition" resonate widely enough to significantly change enrollment levels? The Seattle Promise and other state "promise program" experiences suggests some increase can be expected.
4. Would this bring economies of scale to help offset any deficit in tuition revenue?
5. Given that "free tuition" would apply to students enrolled half-time or more, what kind of course-taking behavior changes might we predict?
6. The system is fully engaged in Guided Pathways and other student success initiatives. How would those efforts be impacted?

Potential questions

- Should the college system be engaged with Senators and Congress Members to communicate the impacts of this legislation?
- If passed, how would Washington best leverage the new partnership to best serve Washington residents who don't have a college credential?
- Would the bill pose any risks to the college system?

Recommendation/preferred result

Board members will have the opportunity to discuss the America's College Promise Act and consider potential next steps for the system.

Policy Manual Change Yes No

Prepared by: Cherie Berthon, operating budget director
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RETREAT ITEM

August 26, 2021

Tab D

Moving Equity Strategies Forward

Brief Description

This discussion is an overview of upcoming opportunities to further advance our equity goals as outlined in the State Board's Strategic Plan. The presentation will include a facilitated discussion with participants to consider the roles they will play in implementing these new efforts.

How does this item link to the State Board's Strategic Plan?

In June 2020, the State Board adopted a 10-year Strategic Plan focused on three goals: 1) achieve educational equity for students who are historically underrepresented in higher education; 2) improve completion rates; and 3) increase access and retention among populations who can benefit the most from college access.

As the doorway to higher education for many first-generation, low-income, students of color, our colleges play a critical role for developing a diverse workforce and enabling economic mobility. Closing equity gaps in enrollment and completion at the 34 community and technical colleges of Washington State continues to be a moral and economic imperative. These values are reflected explicitly by our system's vision and outlined within our Strategic Plan. With the emergence of the new equity-related legislative requirements and appropriations in the 2021 session, we are well-situated to advance further the Strategic Plan equity strategies geared at positively impacting the success of our students of color and other systemically minoritized students.

Background information and analysis

SBCTC committed to advancing statewide equity efforts through a number of significant actions in the last two years, namely the adoption of the new vision for leading with racial equity and operationalizing this vision through its 2020-2030 Strategic Plan.

These efforts have contributed significantly to the momentum of equity work currently underway throughout the college system, including:

- leadership development and mentorship programming for faculty and staff of color;
- emergence of equity committees within the Presidents and Trustees groups, as well as across several commissions and councils;
- formal establishment of the Diversity and Equity Officers Commission;

- ongoing scaling of equity-focused Guided Pathways initiatives;
- antiracist curriculum review project;
- equity-minded legislative advocacy work; and much more.

Additional Actions

Notably, the 2021 legislative sessions garnered strong support for advancing equity efforts across our college system through E2SSB 5227 (requiring diversity, equity, inclusion, and antiracism training and assessments at institutions of higher education) and E2SSB 5194 (providing for equity and access in the community and technical colleges). Given the legislative intent, bill requirements, and new appropriations from these historic bills, we have great opportunities to meet our Strategic Plan goals and move our equity work forward in a significant way. The following are highlights of the SBCTC actions associated with these bills:

Action #1: Lead and coordinate guidance to the college system for meeting the equity requirements within E2SSB 5227 and E2SSB 5194.

Beginning Fall 2021, SBCTC will provide system-wide guidance and support for implementing the equity components of E2SSB 5227 and E2SSB 5194 to ensure that college campuses are inclusive environments and spaces of belonging for faculty, staff, and students of color and other minoritized groups. These equity efforts will be scaled across the colleges through several key deliverables within the bills, including the following:

- developing and implementing Diversity Equity and Inclusion strategic plans;
- diversifying faculty;
- supporting students in navigating college;
- conducting campus climate assessments and listening/feedback sessions;
- offering Diversity Equity and Inclusion professional development training.

SBCTC will provide informational webinars, share model practices/policies/standards, coordinate system workgroups, review draft strategic plans, and utilize an established Diversity Equity and Inclusion advisory body (WACTC equity committee) for continual feedback and input.

Action #2: Outreach to communities of color

Engaging our leaders and communities of color in advocacy and support of our college system is a key strategy for increasing access to college for these communities. In March 2021, a small group of leaders of color (including SBCTC staff, college presidents, former and current State Board members, chair of ethnic commission/former college faculty) convened to discuss the following inquiries:

- What’s been done to engage our communities in this advocacy work?
- How can we build on these efforts? What else could we do?
- Who else might be involved in this work?

Several themes emerged from the discussion, including:

- Identifying local and statewide role in Diversity Equity and Inclusion efforts
- Building social capital and trust with communities of color
- Utilizing the assets of our presidents/trustees of color
- Engaging ethnic commissions and other organizations
- Integrating Diversity Equity and Inclusion in our communications/messaging, legislative efforts, etc.

At this juncture, SBCTC staff have begun building relationships with the state’s ethnic commissions. Discussions have focused on the enduring racial equity issues in our system (financial aid outreach, completion rates of students of color, and faculty diversity) and educational opportunities available for their respective communities of color. The goal of this particular effort is to establish and enlist their help as “trusted messengers” in sharing the training opportunities available, and utilizing their feedback and expertise for integrating Diversity Equity and Inclusion communications to their communities.

Potential questions

- What gaps remain in further meeting the needs of our administrators, faculty, staff and students of color?
- What role can stakeholders play in implementing the new equity efforts?

Recommendation/preferred result

Staff will provide a brief overview of upcoming system equity efforts. Board members will have the opportunity to discuss and engage with system leaders for deeper inquiry and considerations for how to support the equity initiatives.

Policy Manual Change Yes No

Prepared by: Ha Nguyen, director, diversity, equity, and inclusion
hnguyen@sbctc.edu

RETREAT ITEM

August 26, 2021

Tab E

Advocacy Task Force Phase 2

Brief Description

Appointed in 2017, the Long-Term Strategic Advocacy and Communications Task Force worked for more than a year to develop a long-term plan for advancing system priorities at the Legislature. The plan was endorsed by the State Board in 2018. Since then, and the task force has met intermittently to maintain a unified, system-wide approach to legislative advocacy. This agenda item will explore a proposal to create a second phase of work for the task force, with an updated composition and regularly scheduled meetings.

How does this item link to the State Board's Strategic Plan?

This item is consistent with strategy four of the State Board's strategic plan: "Strengthen advocacy and community partnerships."

Background information and analysis

At its retreat in 2017, the State Board elevated legislative advocacy and communications as a priority for our community and technical college system. Over the ensuing year, the Board's *Long-Term Strategic Advocacy and Communications Task Force* worked with a public affairs firm, Sound View Strategies, to create a long-term advocacy and communications plan, which was endorsed by the State Board in October 2018.

The task force remains in existence and meets intermittently to discuss legislative issues. It is made up of 21 designated members, including State Board members, presidents, trustees, labor representatives, a DEI officer, college public information officers and, when possible, student representatives.

When the task force was originally created, the idea was to have the same people serve on the group for a few years. Now that the plan is approved and the college system has moved into an action phase, the State Board might want to reorganize the task force so members rotate based on constituency leadership rather than having the same people serve year after year. For example, the following leadership roles could serve on the task force:

- State Board: Chair, vice chair and one additional Board member. A State Board member would continue to convene and chair the task force.
- Presidents: WACTC president and Legislative Committee chair and vice chair
- Trustees: ACT president and Legislative Action Committee co-chairs
- Labor: Representatives of AFT, WEA and WPEA

- Two student leaders, WACTCSA representatives or SBCTC legislative interns
- Chair of the Student Services Commission or designee
- Chair of the Public Information Commission or designee
- Chair of the Diversity, Equity and Inclusion Commission or designee
- State Board staff

Proposed meeting schedule:

- September – review SBCTC decision packages submitted to OFM.
- December – share legislative agendas and discuss strategies for upcoming legislative session.
- February during short session or March during long session, after floor cut off – review first half of session and adjust legislative strategy if necessary for remainder of session.
- May – debrief outcome of session, discuss interim activities.

The goal is to preserve the intersection of system stakeholders to advance legislative advocacy, but with a rotating membership based on leadership roles and with a predefined meeting schedule aligned with key stages of our advocacy work.

Potential questions

- How would the updated task force coordinate with other entities in our system on legislative advocacy, such as WACTC and ACT?
- What would be the best way for task force members communicate to their own constituencies?

Recommendation/preferred result

Board members will have the opportunity to discuss, and provide recommendations, for the next phase of the Long-Term Advocacy and Communications Task Force.

Policy Manual Change Yes No

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CONSENT ITEM (RESOLUTION 21-08-41)

August 27, 2021

Tab 1a

Bellevue local capital expenditure authority for heating, ventilation, and air conditioning replacement

Brief Description

Bellevue College is seeking authority to spend up to \$1,800,000 in local funds to replace existing heating, ventilation, and air conditioning units in C, D, E, and G buildings.

How does this item link to the State Board's Strategic Plan?

This project will support student success and retention by providing safe and modern facilities.

Background information and analysis

The natural gas heating, ventilation, and air conditioning units currently servicing buildings C, D, E, and G are beyond their useful life. The replacement HVAC units will use electricity instead of natural gas.

Bellevue College would like to use \$1,800,000 in local funds to design and replace existing heating, ventilation, and air conditioning units with modern, serviceable equipment.

Bellevue College's Board of Trustees approved this request on June 16, 2021.

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 21-08-41 giving Bellevue College the authority to spend up to \$1,800,000 in local funds to replace heating, ventilation, and air conditioning units in C, D, E, and G buildings.

Policy Manual Change Yes No

Prepared by: Wayne Doty, capital budget director
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STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 21-08-41

A resolution relating to Bellevue College's request to spend up to \$1,800,000 in local funds to design and replace heating, ventilation, and air conditioning units in C, D, E, and G buildings.

WHEREAS, Bellevue College would like to replace aging natural gas heating, ventilation, and air conditioning units with new electric units in C, D, E, and G; and

WHEREAS, the existing units are beyond their useful life and powered by natural gas; and

WHEREAS, estimated cost to design and replace the heating, ventilation, and air conditioning units is \$1,800,000; and

WHEREAS, Bellevue College's Board of Trustees approved this request on June 16, 2021.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Bellevue College to spend up to \$1,800,000 in local funds to design and replace heating, ventilation, and air conditioning units in C, D, E, and G buildings; 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 08/27/2021

Attest

Jan Yoshiwara, secretary

Jay Reich, chair

CONSENT ITEM (RESOLUTION 21-08-42)

August 27, 2021

Tab 1b

Bellevue local capital expenditure authority increase for parking lot and road repairs

Brief Description

Bellevue College is seeking authority to spend up to an additional \$800,000 in local funds to repair potholes, repave, and stripe campus parking lots and roads.

How does this item link to the State Board's Strategic Plan?

This project will support student success and retention by providing safe and modern facilities.

Background information and analysis

Parking lots 1a, 1b, 3a, 5, and 14 and campus roads need potholes repaired as well as repaving and striping.

Bellevue College has prior approval to spend local funds for \$1,000,000 for general parking lot repairs. An estimated additional sum of \$800,000 is needed to complete the work identified for the 2021-23 biennium. Total estimated cost of parking lot repairs is now \$1,800,000.

Bellevue College's Board of Trustees approved this request on June 16, 2021.

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 21-08-42 giving Bellevue College the authority to spend up to an additional \$800,000 in local funds for parking lot and road repairs.

Policy Manual Change Yes No

Prepared by: Wayne Doty, capital budget director
wdoty@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 21-08-42

A resolution relating to Bellevue College's request to spend up to an additional \$800,000 in local funds to repair potholes, repave, and stripe campus parking lots and roads.

WHEREAS, Bellevue College plans to repair potholes, repave, and stripe roads and parking lots 1a, 1b, 3a, 5, and 14; and

WHEREAS, the college is currently using \$1,000,000 in local funds for ongoing parking lot and road repairs; and

WHEREAS, estimated additional local funds of \$800,000 is needed to complete the planned scope of work in the 2021-23 biennium; and

WHEREAS, Bellevue College's Board of Trustees approved this request on June 16, 2021.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Bellevue College to spend up to an additional \$800,000 in local funds to repair potholes, repave, and stripe campus roads and lots 1a, 1b, 3a, 5, and 14; 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 08/27/2021

Attest

Jan Yoshiwara, secretary

Jay Reich, chair

CONSENT ITEM (RESOLUTION 21-08-43)

August 27, 2021

Tab 1c

Bellevue local capital expenditure authority for main switchboard and transformer replacement

Brief Description

Bellevue College is seeking authority to spend up to \$1,500,000 in local funds to replace existing switchboards and transformers in the A, B, and C buildings.

How does this item link to the State Board's Strategic Plan?

This project will support student success and retention by providing safe and modern facilities.

Background information and analysis

The main switchboards and transformers currently servicing buildings A, B, and C are beyond their useful life and susceptible to failure. An unexpected power failure would close the affected buildings.

Bellevue College would like to use \$1,500,000 in local funds to design and replace existing switchboards and transformers with modern, serviceable equipment.

Bellevue College's Board of Trustees approved this request on June 16, 2021.

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 21-08-43 giving Bellevue College the authority to spend up to \$1,500,000 in local funds for design and replacement of switchboards and transformers in buildings A, B, and C.

Policy Manual Change Yes No

Prepared by: Wayne Doty, capital budget director
wdoty@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 21-08-43

A resolution relating to Bellevue College's request to spend up to \$1,500,000 in local funds to design and replace switchboards and transformers in buildings A, B, and C.

WHEREAS, Bellevue College would like to replace aging switchboards and transformers that are beyond their useful life and susceptible to failure in buildings A, B, and C; and

WHEREAS, any unexpected power failure would cause the temporary loss of the affected building; and

WHEREAS, estimated cost to design and replace the switchboards and transformers is \$1,500,000; and

WHEREAS, Bellevue College's Board of Trustees approved this request on June 16, 2021.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Bellevue College to spend up to \$1,500,000 in local funds to design and replace switchboards and transformers in buildings A, B, and C; 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 08/27/2021

Attest

Jan Yoshiwara, secretary

Jay Reich, chair

CONSENT ITEM (RESOLUTION 21-08-44)

August 27, 2021

Tab 1d

Skagit Valley College property acquisition of parcel P26239 located at 320 Pacific Place in Mount Vernon, Washington

Brief Description

Skagit Valley College seeks approval to spend up to \$388,000 in local funds to purchase parcel P26239 located at 320 Pacific Place in Mount Vernon, Washington.

How does this item link to the State Board's Strategic Plan?

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

Background information and analysis

Catholic Community Services is offering to sell 0.6837 acres, known as parcel number P26239, located at 320 Pacific Place. The parcel consists of vacant land and a playground for the federally funded Early Head Start Pacific Place Center currently operated by Skagit Valley College.

If the property is sold to another buyer, the center will lose use of a playground area. If approved, the property will continue as an outdoor space for Pacific Place Center. The location of this property and other recent acquisitions to support the college's Head Start programs authorized in resolution 19-10-45 are identified in Attachment A.

The total estimated cost to purchase the property is \$388,000. The college has applied for federal Head Start funding to support the acquisition. Any operation, maintenance, repairs, or renovations in the future will be paid from local college funds.

The college has requested assistance from the Department of Enterprise and guidance from its Assistant Attorney General for this acquisition.

Skagit Valley College's president has recommended the acquisition to the college Board of Trustees who are expected to approve it on October 12, 2021.

Potential questions

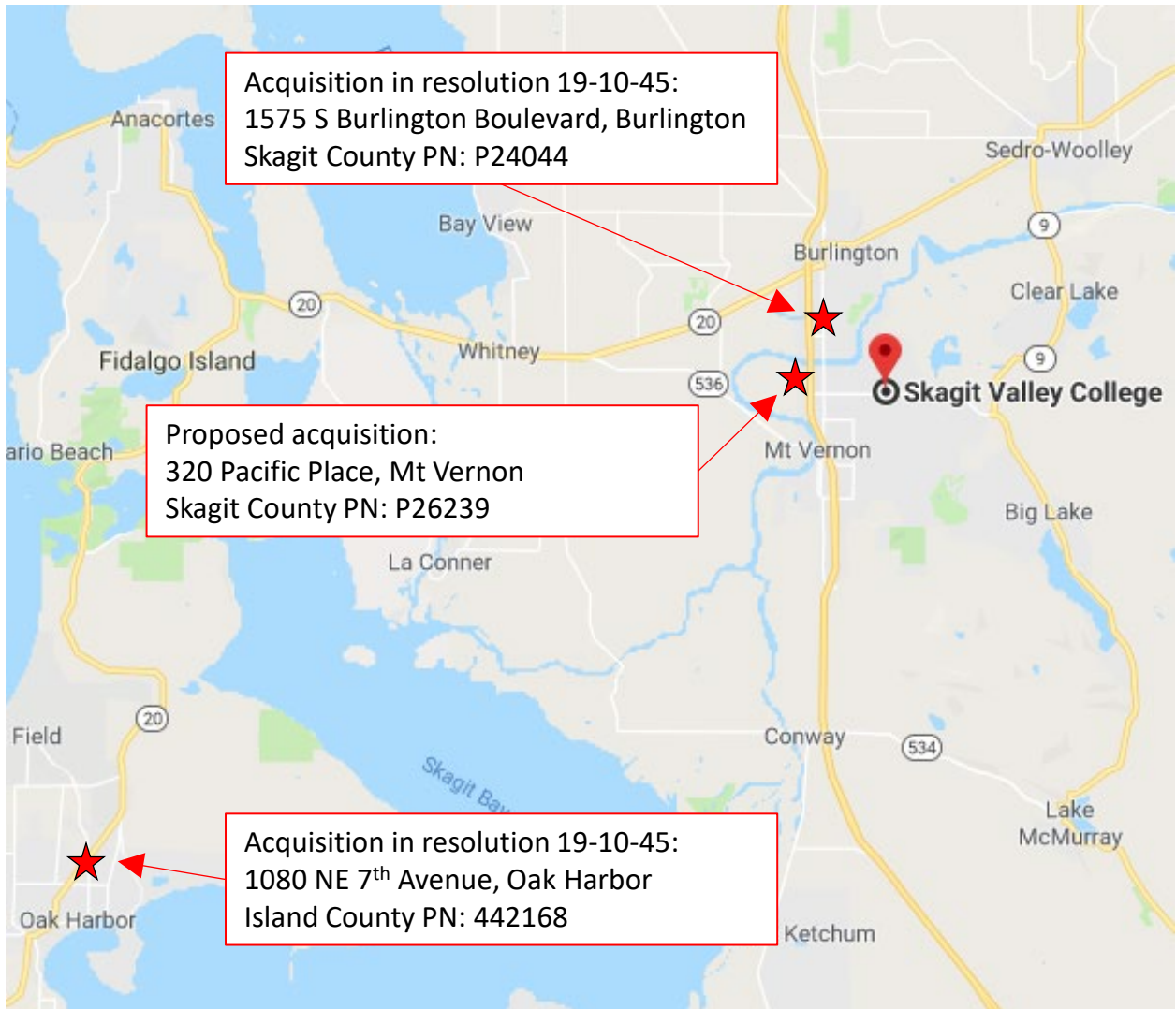
Is this project consistent with the State Board's goal of increasing enrollment and completions?

Recommendation/preferred result

Staff recommends approval of Resolution 21-08-44 giving Skagit Valley College authority to spend up to \$388,000 in local funds toward the acquisition of Parcel P26239 located at 320 Pacific Place in Mount Vernon, Washington subject to the college Board of Trustees also approving the acquisition.

Policy Manual Change Yes No

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



Proposed acquisition:
320 Pacific Place, Mt Vernon
Skagit County PN: P26239



STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 21-08-44

A resolution relating to Skagit Valley College's request to use up to \$388,000 in local funds to purchase parcel P26239 located at 320 Pacific Place in Mount Vernon, Washington

WHEREAS, Catholic Community Services is offering to sell Parcel P26239 consisting of vacant land and a playground for Pacific Place Center Head Start program currently operated by Skagit Valley College; and

WHEREAS, the college has applied for federal Head Start funding to support this acquisition; and

WHEREAS, the college has requested assistance from the Department of Enterprise and guidance from its Assistant Attorney General for this acquisition; and

WHEREAS, Skagit Valley College's president has recommended the acquisition to the college Board of Trustees who are expected to approve it on October 12, 2021; and

WHEREAS, the total estimated cost to purchase the property is \$388,000; and

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

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Skagit Valley College to spend up to \$388,000 in local funds to purchase parcel P26239 located at 320 Pacific Place in Mount Vernon, Washington, subject to the Skagit Valley College Board of Trustees also approving the acquisition; 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 (8/27/2021)

Attest

Jan Yoshiwara, secretary

Jay Reich, chair

CONSENT ITEM (RESOLUTION 21-08-45)

August 27, 2021

Tab 1e

Yakima Valley College property acquisition of 803 South 13th Avenue in Yakima, Washington

Brief Description

Yakima Valley College seeks approval to spend up to \$245,450 in local funds to purchase the property located at 803 South 13th Avenue in Yakima, Washington.

How does this item link to the State Board's Strategic Plan?

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

Background information and analysis

Yakima Valley College is in a residential area with limited expansion opportunities. The college master plan has identified the priority to acquire properties adjoining campus grounds for future expansion. The proposed acquisition consists of a building constructed in 1925 and 0.13 acres.

If approved, the building will be demolished and the property converted to a pay-to-park lot. A map showing the property relative to the existing campus is provided as Attachment A.

The total cost to purchase the property is estimated at \$245,450. The college has identified local funds to complete the 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.

Yakima Valley College's Board of Trustees approved future acquisitions of properties within the master plan boundaries in June 2004. The college has delegated authority for the acquisition from the Department of Enterprise Services. The college will follow state rules for building demolition.

Potential questions

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

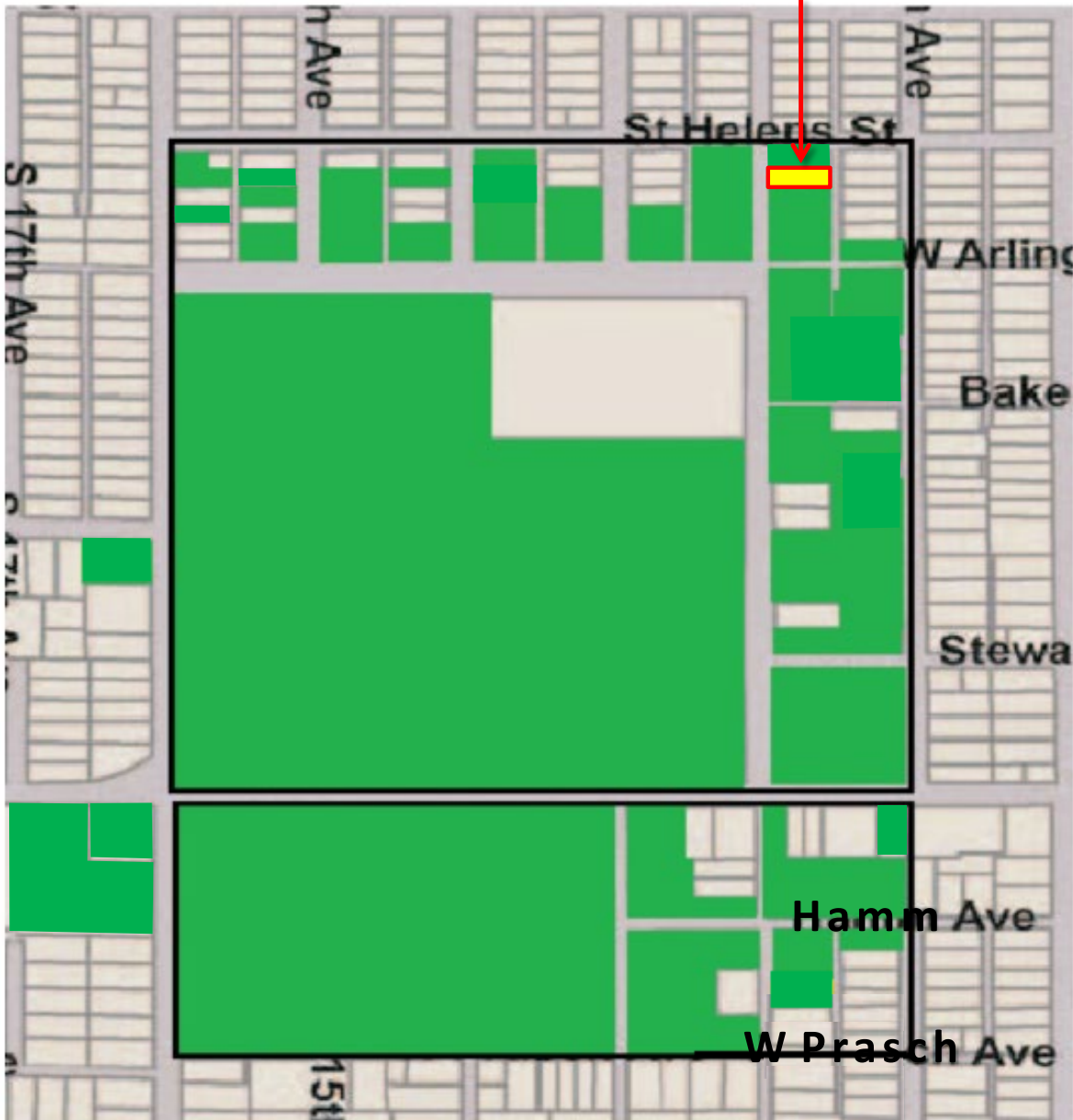
Recommendation/preferred result

Staff recommends approval of Resolution 21-08-45 giving Yakima Valley College authority to spend up to \$245,450 in local funds toward the acquisition of 803 South 13th Avenue in Yakima, Washington.

Policy Manual Change Yes No

Prepared by: Wayne Doty, capital budget director
wdoty@sbctc.edu

Proposed Acquisition
803 S 13th Ave
Parcel 18132522486



As of August 2021



**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 21-08-45**

A resolution relating to Yakima Valley College's request to use up to \$245,450 in local funds to purchase the property at 803 South 13th Avenue in Yakima, Washington

WHEREAS, Yakima Valley College is located in a predominantly residential area and has limited opportunity to purchase property adjacent to the campus grounds for expansion; and

WHEREAS, the property is within the campus master plan boundaries and will provide additional parking; 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 \$245,450; and

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

WHEREAS, Yakima Valley College's Board of Trustees approved future property acquisitions within the master plan boundaries in June 2004.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Yakima Valley College to spend up to \$245,450 in local funds to purchase the property at 803 South 13th Avenue in Yakima, 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 8/27/2021

Attest

Jan Yoshiwara, secretary

Jay Reich, chair

CONSENT ITEM (RESOLUTION 21-08-46)

August 27, 2021

Tab 1f

Panopto Contract Renewal

Brief Description

The Education Technology and Open Education team supports a suite of web-based teaching and learning tools and support systems for the colleges. Current tools include a learning management system (Canvas), eTutoring (Western eTutoring Consortium), closed captioning service for instructional video (3PlayMedia), and lecture capture (Panopto). In 2013, the college system's eLearning Council asked the State Board to conduct a formal request for proposal process to find a new video lecture capture tool. The request for proposal process committee, with representation from several colleges, system councils, and commissions, selected Panopto as the system-wide lecture capture tool. After eight years of success, the State Board is being asked to renew the Panopto licensing for October 1, 2021, through June 30, 2024.

Satisfaction with Panopto is high among the colleges and the impact of any changes to the captioning services would be challenging. During the pandemic, captioning usage levels hit an all-time high of near one million viewed hours of video in a single month.

How does this item link to the State Board's Strategic Plan?

Lecture capture is a critical tool in the State Board suite of teaching and learning resources as recommended by the State Board's Strategic Technology Plan. Lecture capture video is effective in supporting student success across all teaching and learning modes from face-to-face instruction to fully online learning. Panopto lecture capture tools integrate fully with Canvas, our existing learning management system.

The Panopto renewal aligns with the State Board's three goals: Achieve educational equity for students who are historically underrepresented in higher education; Improve completion rates; and Increase access and retention among populations who can benefit the most, by ensuring that students have generalized access to flexible, high-quality courses and programs even when circumstances dictate that they cannot regularly attend courses on campus.

Background information and analysis

In 2013, the eLearning Council asked for a one-year extension of the current lecture caption contract with Tegrity, in order to create a window of time to evaluate new products in this field. State Board managed a formal request for proposal process in conjunction with an evaluation committee representing many system stakeholders. The committee selected Panopto because of its ease of use for faculty, students, and staff, its ability to integrate easily with the Canvas learning management system, its ability to create separately managed instances of the software, and the high quality of the

company's service offering. Eight years of usage have confirmed the value of Panopto to the system: all our colleges utilize the statewide Panopto contract.

Lecture capture software has the following core capabilities:

- It captures and records live presentations, audio, video and other media that is then properly formatted and streamed to PCs, tablets and other mobile devices.
- It has a very simple user interface and is integrated into the Canvas Learning Management System, 3Play and Zoom.
- It allows students to take notes that are time synced with the presentation.
- It creates a streaming video archive that is searchable and viewable from inside each user's Canvas classrooms.
- It is available across all MAC/PC devices (e.g., PCs, tablets, phones) that students and faculty already own or have access to.

The estimated cost of creating, streaming, and storing lecture capture video using the Panopto system is \$472,905 per year based on Integrated Postsecondary Education Data System college enrollment data at \$2.94 per enrollment for the first year beginning October 1, 2021, and ending June 30, 2022. The Panopto contract renewal will continue in a series of two one-year extensions at the rate of \$3.92 per FTE. The total estimated cost of the proposed Panopto contract renewal is \$1,467,485.25.

Potential questions

- How has the system's adoption of Panopto benefited students?

Recommendation/preferred result

Staff recommends approval of Resolution 21-08-46 delegating authority to the executive director to approve payment to Panopto for FY 2021-2024.

Policy Manual Change Yes No

Prepared by: Mark Carbon, IT vendor management, educational technology and open education
mcarbon@sbctc.edu

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 21-08-46**

A resolution awarding Panopto \$1,467,485.25 of state funds for Panopto lecture capture system for FY 2021-2024.

WHEREAS, the State Board desires to renew the contract with Panopto to support online, hybrid and face-to-face courses for system colleges.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges delegates authority to the executive director to execute payment to Panopto for FY 2021-2024 in the amount of \$1,467,485.25.

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges grants the executive director the authority to award local funds consistent with board policy and state law; and

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the executive director to make adjustments to the proposed award outlined in the contract for Panopto in the anticipated program funding changes due to changes in college participation; and

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the executive director to make adjustments, as necessary, for computational errors, data corrections, externally imposed restrictions or guidelines, legislative appropriation proviso, restrictions, guidelines and uniform accounting and reporting requirements.

APPROVED AND ADOPTED on August 27, 2021

Attest

Jan Yoshiwara, secretary

Jay Reich, chair



STATE BOARD MEETING MINUTES

Thursday, June 24, 2021

Board members

Carol Landa McVicker, chair // Jay Reich, vice chair // Phyllis Gutierrez Kenney // Fred Whang
Ben Bagherpour // Crystal Donner // Chelsea Mason // Martin Valadez // Mack Hogans
Jan Yoshiwara, Executive Director // Beth Gordon, Executive Assistant
Statutory Authority: Laws of 1991, Chapter 28B.50 Revised Code of Washington

Call to order and adoption of agenda

Chair Carol Landa McVicker called the meeting to order at 8:30 a.m., welcomed those present, and requested a motion to adopt the agenda.

Motion: Moved by Jay Reich, seconded by Mack Hogans, and unanimously approved by the Board the adoption of the June 24, 2021, meeting agenda as presented.

Approval of Consent Agenda

- a. 2021-22 Corrections Education interagency contract
Resolution 21-06-24
- b. Phase II Policy Manual Updates
Resolution 21-06-25
- c. Reassigning Plan Administrator for the State Board Sponsored Retirement Plan
Resolution 21-06-26
- d. Statewide Advertising Campaign
Resolution 21-06-27
- e. North Seattle College, Energy Conservation Project
Resolution 21-06-28
- f. Pierce College, Olympic South Building
Resolution 21-06-29
- g. Seattle Central College, Energy Conservation Project
Resolution 21-06-30
- h. South Seattle College, Energy Conservation Project
Resolution 21-06-31
- i. Wenatchee Valley College, Omak Campus Health Science Center
Resolution 21-06-32
- j. May 6, 2021, State Board Meeting Minutes

Motion: Moved by Jay Reich seconded by Fred Whang, and unanimously approved by the Board the adoption of the June 24, 2021, consent agenda.

FY22 Operating Budget and Enrollment Allocations

In Fiscal Year (FY) 2022, the total state operating budget appropriation to the system will be \$940 million. This is \$19 million higher than in FY 2021, a two percent increase. Most of the increase stems from funding of the State Board's budget request and new Legislative policy initiatives. The Board was provided a description of each of the components of the allocation and highlights of decision points associated with new funding items.

If one looks back just 12 months, the Governor and Legislature were facing an unprecedented drop in tax revenue due to the pandemic. Deep cuts were being discussed and planned for. It is remarkable that today, the State Board is considering an *increased* allocation to college districts. During its meeting, the State Board reviewed and discuss all the aspects of the allocation model, the Legislative provisos, and special earmarks that make up the annual allocation to colleges.

Motion: Moved by Jay Reich seconded by Phyllis Gutierrez Kenney and unanimously approved by the Board the adoption of Resolution 21-06-33, approving the FY22 Operating Budget and Enrollment Allocations.

Appointment of 2021-22 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. Crystal Donner gave the nominating committee report and summited the nomination of Jay Reich for the position of State Board Chair and Phyllis Gutierrez Kenney for the position of State Board Vice Chair for 2021-22.

Motion: Moved by Crystal Donner seconded by Mack Hogans, and unanimously approved by the Board the appointment of Jay Reich as Chair and Phyllis Gutierrez Kenney as Vice Chair for the 2021-22 year.

Consideration of 2021-22 Tuition and Fee Schedule

The State Board has responsibility for adopting tuition and fees (operating fees, building fees, and the maximum allowable student activity fees) for the community and technical colleges, as well as the tuition for upper division courses in the system's applied baccalaureate programs. The Legislative tuition policy stems from the College Affordability Program of 2015, which allows for resident tuition to increase by an inflation factor of 2.8 percent in 2021-22.

Motion: Moved by Jay Reich seconded by Mack Hogans and unanimously approved by the Board the adoption of Resolution 21-06-34, approving the 2021-22 Tuition and Fee Schedule.

Consideration of 2021 Capital Budget Allocations

During the prior day's study session the Board received a presentation and participated in discussions addressing past, current and future capital budget requests and issues, including:

- A review of progress made through the 2019-21 capital budget
- A request and recommendation to the State Board to adopt a resolution allocating the funding in the 2021-23 capital budget,
- Reasserting the State Board's capital priorities in a 2022 supplemental request, and
- Initiating development of the community and technical college system's 2023-25 capital request.

Motion: Moved by Crystal Donner seconded by Fred Whang, and unanimously approved by the Board the adoption of Resolution 21-06-35 approving the 2021 Capital Budget Allocations.

Consideration of ctcLink Funding Proposals

The State Board received briefings on the funding needs of the community and technical colleges' ctcLink software system during its March and May meetings. Those discussions provided background on near-term funding needs for the ctcLink project and ongoing funding needs for ctcLink customer support.

Information was shared on the activities and discussions undertaken to identify recommendations that address current and future funding needs in preparation for State Board members to act on those recommendations.

Motion: Moved by Crystal Donner seconded by Jay Reich, and unanimously approved by the Board the adoption of Resolution 21-06-36 approving the ctcLink funding proposal.

Motion: Moved by Martin Martinez seconded by Jay Reich, and unanimously approved by the Board the adoption of Resolution 21-06-37 approving the ctcLink staffing funding.

Workforce and Student Support Awards and Allocations

Colleges fund workforce education programs and student support programs in multiple ways, including the use of general enrollment funding and state and federal targeted funding. Each June, the State Board approves the state targeted funding for the next fiscal year. The Board received a presentation and held discussion on proposed targeted federal and state contracted funding for FY2021-22:

- Carl D. Perkins Grant
- Early Achievers Grant
- Basic Food Employment and Training
- WorkFirst

Motion: Moved by TBD seconded by TBD, and unanimously approved by the Board the adoption of Resolution 21-06-38 approving Workforce Education Awards and Allocations.

Motion: Moved by TBD seconded by TBD, and unanimously approved by the Board the adoption of Resolution 21-06-39 approving Student Support Awards and Allocations.

Basic Education for Adults Awards and Allocations

The Board heard a presentation and received a recommendation for the distribution of federal funds for Basic Education for Adults to 34 colleges and six community-based organizations is based on the fifth year of awards resulting from the 2017-22 five-year, competitive application process and the 2021-22 Grant Continuation Application. These applications detail each program's alignment with their local workforce development board's memorandum of understanding; alignment to the federal Workforce Innovation and Opportunity Act; progress and planning toward meeting proposed levels of service; demonstrated effectiveness and planning toward meeting federal student outcome targets; and progress toward integration within Guided Pathways for both high school completion and English language acquisition students. Colleges and community-based organizations provide assurance of specific program improvements and innovations to meet Title II Workforce Innovation and Opportunity Act requirements that reflect their own data and validated research, and these funds are collectively aligned to the Washington state Talent and Prosperity for All approved state strategic plan for the public workforce system.

Motion: Moved by Phyllis Gutierrez Kenney seconded by Mack Hogans and unanimously approved by the Board the adoption of Resolution 21-06-40 approving the Basic Education for Adults Awards and Allocations.

Public Comment

- No public comment signups for the June 24, 2021, meeting.

Chair Report and Board Discussion

- Phyllis Gutierrez Kenney and John Boesenberg provided an update on the annual Board and Executive Director Evaluation processes.
- Executive Director, Jan Yoshiwara, continued her report from the previous day. She asked Laura McDowell, Communications Director, to give an update on the state-wide advertising campaign. Ha Nguyen, Director of Diversity, Equity and Inclusion, gave a report on partnerships with the state-wide ethnic commissions and councils.
- Farewell to John Boesenberg. Resolution 21-06-41, moved by Phyllis Gutierrez Kenney, seconded by Mack Hogans, and unanimously approved by the Board.

Adjournment/next meeting

There being no further business, the State Board adjourned its June 24, 2021, regular meeting at 12:25 p.m. The next regular meeting and annual retreat is scheduled for August 25-27, 2021.

Jan Yoshiwara, secretary

Carol Landa McVicker, chair

REGULAR ITEM (RESOLUTION 21-08-47)

August 26, 2021

Tab 2

2022 Supplemental Operating Budget Request

Brief Description

In even-numbered years, the Legislature adopts a supplemental operating budget to address significant emergent issues, corrections and adjustments to the biennial operating budget. Proposals described below have been discussed with the college presidents and represent staff recommendations for the 2022 supplemental operating budget request.

How does this item link to the State Board's Strategic Plan?

The State Board is responsible for submitting a budget to the governor and state legislature on behalf of the community and technical college system. The supplemental budget request is an important vehicle for the continued expression of system policy priorities. The ability of the system to meet its goals is directly impacted by the outcomes of the budget process.

Background information and analysis

The 2021-23 biennial operating budget for the community and technical colleges, enacted in April 2021, is \$1.9 billion, a 4.3 percent increase over the prior biennium. Washington State's revenue collections have rebounded from the pandemic-induced recession and have come in above forecasted levels in the spring and summer of 2021. The Washington State Economic Revenue Forecast Council credits much of this economic growth to personal income growth from the Covid-19 federal relief program.

This positive revenue outlook has created optimism for additional Legislative investments in areas of critical importance to the state. Various stakeholders within our system have collaborated to develop the following supplemental budget proposals.

Integrating Climate Solutions - \$1.5 Million FY 23

There has never been more urgency to address climate change. Over the last year, a workgroup of stakeholders from across the system collaborated to envision the next steps for community and technical colleges in environmental justice. Both K-12 and post-secondary institutions can provide climate change awareness and promote critical thinking about sustainable solutions needed to address this crisis. Students in our system represent the populations that will be most impacted and play a critical role in addressing solutions in their lifetime. Our 34 colleges have an opportunity to build on K-12's Next Generation Science Standards with pathways in climate science. Specifically, the curricular structure of the college system will expand to include climate justice and climate solutions.

The goal of this request is to ensure climate solutions are integrated throughout the

curriculum of the entire community and technical college system. By infusing climate solutions and climate justice across programs at colleges, our system will produce a green workforce and greater economic vitality for the state of Washington. These funds would be used for faculty and staff convenings, staff resources to coordinate the work statewide, and stipends for curriculum work. More specifically, these resources would help launch work in three areas:

1. Develop an aligned and coherent plan for a solutions-focused climate action and justice curriculum at the college-level across the community and technical college system.
2. Provide training and professional development for college faculty and staff, so that colleges teach climate justice and solutions through their own practices.
3. Prepare the future workforce for the new green economy by enhancing existing programs and by development of new programs to meet this growing demand.

This request is for ongoing resources of \$1.5 million per year, but stakeholders envision this work would scale up over time. As the college system discusses operating budget proposals for the 2023-25 biennium, we anticipate taking this initiative to the next level by adding campus-based resources to put our colleges on the cutting edge of climate change solutions.

Cybersecurity Program Expansion

As evidenced by the increase in ransomware attacks and the resulting interruption of business operations across the U.S., cybersecurity is of critical importance in all sectors of the economy. It is vital to protecting financial resources, sensitive data, protected health information, and maintaining public confidence in both public and private systems.

In 2019-20, our community and technical colleges had approximately 1,600 students enrolled in 14 cybersecurity programs across the state. But we know current capacity is not enough to meet the demands of economic growth and broad expanse of industry sectors across the state. Nearly all of the college programs report having waiting lists. On the employer side, according to CyberSeek¹, Washington State currently has nearly 10,000 cybersecurity job openings and the supply of workers is “very low.” While some of the \$2 million for high demand enrollments provided for 2021-23 may be used to begin this effort, additional resources are needed to keep pace with the anticipated economic, technological and security needs. This budget proposal would establish a pool of funding to allow colleges to grow or establish cybersecurity programs.

¹ [CyberSeek](#) is a joint initiative between the National Initiative for Cybersecurity Education (NICE), led by the National Institute of Standards and Technology (NIST); Burning Glass Technologies, a leading provider of job market analytics and strategic intelligence; and CompTIA, the nonprofit association for the global technology industry and workforce.

As reported by several colleges, state support would help with recruitment, retention and expansion of faculty to teach cybersecurity courses. Monies are also needed for equipment to help keep pace with technological advances and graduate students with in-demand skills. Some colleges may need to expand physical computer lab space. Finally, funds would also support ongoing training, industry engagement and professional development to keep up with the fast pace of change in the industry.

State Board staff have been working with colleges to calculate the average enrollment costs and estimate the capacity for growth. At the date of this writing, we estimate colleges would require at least \$9,000 per FTE in additional resources, as well as startup costs for equipment and supplies. The goal of this request is to help colleges meet current demand shown through waiting lists and to expand capacity to better meet industry needs. We propose an additional 500 enrollments in existing or new cybersecurity programs. To illustrate the impact, these funds would allow 20 colleges to expand or start programs in 2022-23 with a cohort size of 25. The costs would be \$4.5 million for 500 additional enrollments and \$2.1 million in one-time startup costs. Additionally, a Center of Excellence would be established to work in tandem with State Board staff and colleges. This industry-facing effort would help ensure our system is best informed to support relevant cybersecurity competencies across colleges and the latest advances and expertise are made available to all through professional development and networks at a cost of approximately \$400,000 per year. The total cost of this decision package would be \$7 million in FY 23 and \$4.9 million in future years due to removing the one-time startup costs.

Potential Attorney General Allocation Increase

In recent weeks, State Board staff have received indications that the State Attorney General's Office may wish to request approximately \$1 million in additional funding to serve the community and technical colleges in FY 23. Last year, the general cost of representation was more than a million over budget and the Office anticipates additional hours may be billed for ongoing litigation. State Board staff recommend the Executive Director be authorized to finalize this decision package based on conversations with the Attorney General's Office.

Potential questions

- How do these budget requests relate to our 2022 legislative priorities and our strategic plan?
- Are there opportunities to align with other higher ed stakeholders on any of these requests?

Recommendation/preferred result

Staff recommends passage of Resolution 21-08-47.

Policy Manual Change Yes No

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STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 21-08-47

A resolution relating to the agency request for the 2022 Supplemental Operating Budget:

WHEREAS, the enacted 2021-23 Biennial budget reflects the Legislature’s support for the community and technical college system, and;

WHEREAS, the supplemental operating budget process allows for additional investments for emergent priorities, and;

WHEREAS, the community and technical college system has an ongoing mission to respond to student and community needs, and;

WHEREAS, the 2022 Supplemental operating budget process provides an opportunity for agencies to submit policy investment requests that support Governor Inslee’s priorities.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes the Director to submit to the Governor a 2022 Operating Budget proposal for approximately \$7 million, including the following requests:

1. \$1.5 million to Integrate Climate Solutions
2. \$5.4 million to Expand Cybersecurity Enrollments

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 August 27, 2021

Attest

Jan Yoshiwara, secretary

Jay Reich, chair