

STATE BOARD MEETING AGENDA

Centralia College: 600 Centralia College Blvd, Centralia, WA 98531
TAC Building – Ballroom C

Study Session: Wednesday, June 11, 2025 // 1:00 p.m. to 5:05 p.m.

Regular Business Meeting: Thursday, June 12, 2025 // 8:30 a.m. to 12:30 p.m.

Board Members

Martin Valadez, Chair // Kady Titus, Vice Chair // Chelsea Mason-Placek // Mack Hogans // Ben Bagherpour // Jay Reich // Crystal Donner // Emily Yim // Bernal Baca

Chris Bailey, Interim Executive Director // Marianna Watson, Executive Assistant

Statutory Authority: Laws of 1991, Chapter 28B.50 Revised Code of Washington

Zoom link: <https://us02web.zoom.us/j/88468635323?pwd=tzbFzd4uckoNKmHJISJwz5u7v9Dj7A.1>

June 11 Study Session

Time	Item	Location/Activity
1:00 p.m.	Welcome and Board Member Introductions Martin Valadez, Chair	
1:10 p.m.	Land and Labor Acknowledgement Jay Reich, Board Member	
1:15 p.m.	Presentation of Strategic Plan Monitoring Report of Goal 4: Institutional Financial Health Ha Nguyen, Deputy Executive Director, Strategic Initiatives/ Chief of Staff Choi Halladay, Deputy Executive Director, Business Operations	Tab 1 (Discussion)
2:00 p.m.	Legislative Session Update Arlen Harris, Legislative Director	Tab 2 (Discussion)
2:45 p.m.	Break	
3:00 p.m.	Final Update on Affordable Student Housing Study Laura Coghlan, Program Administrator, Student Services Darrell Jennings, Capital Budget Director	Tab 3 (Discussion)
3:45 p.m.	2025-26 Workforce Education Awards and Allocations Marie Bruin, Director, Workforce Education	Tab 4 (Discussion)
4:15 p.m.	Consideration of Fiscal Year 2026 Basic Education for Adults Federal Awards Will Durden, Director, Basic Education for Adults	Tab 5 (Discussion)
5:05 p.m.	Adjournment	
5:30 p.m.	Dinner For State Board Members, Staff, and Invited Guests	Centralia Square Annex Centralia, WA

June 12 Regular Business Meeting

Time	Item	Location/Activity
8:30 a.m.	Welcome and Introductions	
8:35 a.m.	Establish a Quorum and Adopt Meeting Agenda Martin Valadez, Chair	
8:37 a.m.	Approval of Consent Agenda	Tab 6 (Action)
	a. SBCTC Board Meeting Minutes – April 2025	
	b. Recognition of Bob Tjossem’s Accomplishments and Service in Higher Education for the State of Washington Resolution 25-06-20	
	c. Centralia College – Increase local capital expenditure authority for multi-purpose field complex Resolution 25-06-21	
	d. Lake Washington Institute of Technology – Increase local capital expenditure authority of Early Learning Center construction Resolution 25-06-22	
	e. 2026-27 Corrections Education Interagency Contract Resolution 25-06-23	
	f. Policy Manual Additions Resolution 26-06-24	
	g. 2025-26 Workforce Education awards and allocations Resolution 25-06-25	[Tab 4]
	h. Consideration of fiscal year 2026 Basic Education for Adults Federal Awards Resolution 25-06-26	[Tab 5]
	i. Washington Consortium for Undergraduate Research and Equity (WA CURE) – National Science Foundation Grant Resolution 25-06-27	
8:40 a.m.	Public Comment	
9:05 a.m.	Recognition of Accomplishments and Service for Bob Tjossem Eric Murray, President, Cascadia College	Discussion
9:15 a.m.	Election of 2025-26 State Board Chair and Vice Chair Ben Bagherpour, Nominating Committee Chair	Action
9:30 a.m.	Considerations of Fiscal Year 2026 Operating Budget and Enrollment Allocations Resolution 25-06-28 Stephanie Winner, Operating Budget Director	Tab 7 (Action)
10:00 a.m.	2025-2027 Capital Budget Allocations and Future Capital Requests Resolution 25-06-29 Darrell Jennings, Capital Budget Director	Tab 8 (Action)
10:30 a.m.	Break	

Time	Item	Location/Activity
10:45 a.m.	Evaluation Committee Report Kady Titus, Vice Chair Bernal Baca, Board Member Crystal Donner, Board Member	Discussion
10:55 a.m.	ACT Report Wendy Bohlke, ACT President	Discussion
11:05 a.m.	WACTC Report Joyce Loveday, WACTC President-Elect	Discussion
11:15 a.m.	System Unions Report	Discussion
11:25 a.m.	Executive Director Report Chris Bailey, Interim Executive Director	Discussion
11:45 a.m.	Board Discussion and Chair's Report	Discussion
12:30 p.m.	Adjournment Next meeting: August 20-21, 2025 (Board retreat, location TBD)	

EXECUTIVE SESSION: Under RCW 42.30.110, an Executive Session may be held. Action from the Executive Session may be taken, if necessary, as a result of items discussed in the Executive Session.

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

REGULAR ITEM

June 11, 2025

Tab 1

Strategic Plan, Goal 4: Progress Monitoring Report

Secure resources and develop systemwide strategies to support colleges' financial sustainability and resiliency.

Brief Description

The monitoring report highlights progress toward Goal 4 of the State Board's strategic plan, which focuses on achieving financial sustainability and resiliency for Washington's community and technical colleges. Key efforts include legislative advocacy, revising the allocation model, implementing fiscal health metrics, and creating a fiscal monitoring calendar. These fiscal health measures track trends in operating margins, reserves, debt ratios, and tuition revenue per full-time student to assess institutional stability. However, challenges such as staffing shortages and uneven revenue growth persist, prompting recommendations for refining metrics and offering temporary staffing support.

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

The monitoring report on Goal 4 is directly linked to the State Board's Strategic Plan by advancing its objective to ensure financial sustainability and resiliency across Washington's community and technical college system. Specifically, Goal 4 of the strategic plan calls for securing resources and developing systemwide strategies that support institutional financial health, including legislative advocacy, infrastructure investment, and fiscal health monitoring. The report operationalizes this goal through measurable actions such as tracking reserves, debt ratios, and tuition revenue per FTES, and by identifying systemic challenges like staffing shortages and uneven revenue growth. These efforts align with Strategic Plan Objective 4.1 and its associated strategies, which emphasize collaborative funding approaches, legislative engagement, and the establishment of financial health indicators to guide policy and budget decisions.

Background information and analysis

Fiscal sustainability is a cornerstone of the State Board's strategic plan, Goal 4, which aims to ensure long-term financial health and resilience across Washington's community and technical colleges. This work is not new – it builds on nearly a decade of effort, particularly around developing fiscal health measures and advocating for stable legislative funding. The urgency has grown in recent years due to increasing financial pressures, uneven revenue growth, and staffing shortages across the system.

The Annual Fiscal Health Measures (FHM) are a key outcome of SBCTC's long-term commitment to supporting colleges in achieving financial sustainability. These measures provide consistent, longitudinal data that help colleges monitor their financial health using four core ratios: Local Funds Operating Margin, Reserves to Operating Expenditures, Operating Revenue to Debt, and Tuition Revenue per FTES. Each ratio offers insight into a college's ability to generate reserves, manage debt, and maintain operational stability. Together, they serve as a diagnostic tool for institutional planning, risk management, and informed decision-making at both local and system levels.

Lastly, there are several policy and budget implications in this work, including:

1. **Legislative Advocacy:** Sustained and strategic advocacy is essential to secure predictable and adequate state funding. This has direct implications for tuition rates, program offerings, and student services. Without it, colleges may face cuts that disproportionately affect underserved communities
2. **Allocation Model Reform:** The internal review of the allocation model—now two years in the making—aims to better align funding with student and community needs. The recommendations expected in fall 2025 could reshape how resources are distributed, potentially correcting long-standing inequities among colleges.
3. **Fiscal Health Measures:** These metrics provide transparency and accountability, enabling colleges to benchmark their financial status against peers. They also inform state-level decisions about where to target support or intervention, making them a critical tool for both local and systemwide planning.
4. **Monitoring Calendar:** The new fiscal monitoring calendar will equip colleges with structured tools and timelines to assess their financial health regularly. This supports proactive management and aligns local practices with systemwide expectations.

In short, this work is foundational to the system’s ability to weather economic fluctuations, respond to enrollment changes, and maintain quality education. It also strengthens the Board’s ability to make data-informed policy and budget decisions that support equity and sustainability.

Recommendation/preferred result

Next Steps/resolution/future action

Policy Manual Change Yes ☐ No ☒

Prepared by: Choi Halladay, deputy executive director, business operations

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STRATEGIC PLAN PROGRESS: GOAL 4

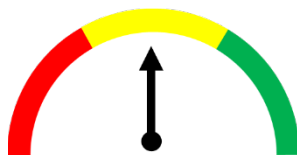
Secure resources and develop systemwide strategies to support colleges' financial sustainability and resiliency.

Objectives

- Objective 4.1: Identify forward-looking collaborative strategies that lead to better funding, efficiencies, and savings across Washington's community and technical college system.
- Objective 4.2: Support process improvements both within the SBCTC office and within colleges.
- Objective 4.3: Strengthen advocacy and community partnerships.

Progress to Meeting Goal 4

The dials below show progress toward meeting Goal 4. The first report establishes a baseline for subsequent analysis therefore the dial is set to yellow.



Executive Summary

This monitoring report outlines the progress towards Goal 4 of the State Board's strategic plan aimed at ensuring financial sustainability and resiliency for Washington's community and technical college system.

- Goal of the Strategic Plan: The aim is to secure resources and develop strategies for financial sustainability across the college system.
- Work Accomplished: Major components include advocacy for legislative appropriations, studying allocation model changes, calculating fiscal health measures, and developing a fiscal monitoring calendar for colleges.
- Fiscal Health Measures: These measures provide longitudinal data on colleges' financial health, focusing on operating margins, reserves, debt ratios, and tuition revenue per full-time equivalent student (FTES).
- Challenges and Recommendations: The document identifies staffing challenges, insufficient revenue growth, and varying fiscal stability among colleges. Recommendations include modifying fiscal health measures and providing temporary support for staffing.

Work Completed

Fiscal sustainability work is focused on four major components:

- Advocacy to sustain and grow legislative appropriations for the college system
- Internal work within the college system to study and recommend changes to the allocation model to better serve students and communities

- Annual Fiscal Health Measures calculations show each college district their direct financial metrics and their comparison within peer group colleges within the state
- Development of an annual college-based fiscal monitoring calendar for use by local colleges in their own work

These components have been part of the work of the SBCTC staff for many years. The first work on the Fiscal Health Measures concept began almost ten years ago, and work on advocacy has long been part of the core mission of the SBCTC.

The work to study the allocation model is almost two years old as of the time of this report, and the timing of the recommendations coming back to the State Board for consideration is for early fall, 2025. The Board has received two direct updates about the progress of this work in the last year.

The development of the fiscal monitoring calendar is just finishing up, but will provide specific reports and tools that colleges can use within their own managerial groups to get a full understanding of their finances.

Outcomes and Accomplishments

The Annual Fiscal Health Measures (FHM) are the most comprehensive outcome of SBCTC's continuing work with colleges on fiscal sustainability. The overall goal of the FHM process is to provide consistent longitudinal data that colleges can use to track their fiscal health over time. The measures are based on four specific financial ratios that proxy overall health of the college.

The measures are:

- **Local Funds Operating Margin**
 - This measure compares all revenues for local operating funds against operating expenditure for the same funds. Capital expenditure and operating transfers are excluded. The amount revenues exceed expenditures is considered the operating margin. For comparative purposes, the margin for a given college is expressed as percent of the system average margin.
 - Since local funds are the primary source for operating and capital reserves, this measure provides information about a college's ability to generate or maintain reserves.
- **Reserves To Operating Expenditures Ratio**
 - Reserves or Operating Cash and Investments are defined for this purpose as the cash and investment balances in the operating funds. Operating expenses are the costs incurred in these same funds with the addition of State Appropriations
 - This ratio attempts to examine the adequacy of reserves to meet ongoing operating expenses. As a measure of adequacy, the college's ratio is compared to the ratio for the system or to peer colleges. Inherent in this ratio is the fact that reserves as defined here can be for several different purposes in addition to functioning as a reserve for operations. Colleges can choose to accumulate reserves for future capital

projects/acquisitions, for planned equipment replacement, as seed money for new program startup costs, etc. Another important function of reserves and this measure of fiscal health is that they reflect a college's ability to absorb or cushion the effect of budget reductions or revenue shortfalls.

- **Operating Revenue to Debt Ratio**

- Similar to operating expenditure, operating revenue for this purpose is defined as all revenue in local college funds except federal grant revenue and Students and Activities funds. This amount is to compare to the total short and long-term debt of the college. For this purpose, the debt associated with obligations for accumulated leave balances has been excluded.
- The amount of debt incurred by a college is an indication of its willingness to obligate future resources to fund current activity or to invest in addition to physical plant or equipment to benefit current and future operations.
- This ratio is a broad measure of a college's ability to meet its debt obligations. A significantly lower ratio than the "norm" may be an indication that a college may be debt leveraged to the point that a downturn in revenue could seriously impact the ability to fund current operations. It would be important to evaluate the relative strength of supporting revenue streams under this scenario.

- **Tuition Revenue Per FTES**

- Tuition Revenue for this purpose is defined as revenue sources classified as pure tuition as well as local fees from over-enrollment. FTES data is taken from college enrollment data provided to SBCTC.
- Some of the factors influencing this measure are the number of students on waivers, the volume of ABE/ESL enrollments, the mix of full and part-time students, and the volume of excess enrollments. A significant variance from the "norm" could impact a college's ability to build or maintain reserves.

These measures are calculated on an annual basis and then reported to each college district. The data that each district receives is their own ratio data as well as their relative placement compared to their peer group colleges, banded by size. The Technical Colleges are in their own separate peer group because their operations are more similar than their sizes.

Upon receipt of this report, college presidents and business officers have the option to have a one-on-one consulting session with the Deputy Executive Director for Business Operations to go over the data and give a high-level overview of the college's specific strategies to improve their measures or keep their measures at a high level.

Lessons Learned

The primary lessons learned in work on fiscal stability of the colleges and the system as a whole are as follows:

- There have been significant staffing challenges and turnover at all levels of business offices

at colleges. These staffing challenges have created a situation where college business operation continuity is difficult to maintain and that in turn is creating financial risk for institutions.

- The general operating revenues of colleges is not keeping up with inflation, even with increases in state appropriations. Colleges are having to investigate programmatic cuts to make sure that basic infrastructure costs are met.
- Overall fiscal strength of the system is stable, but there are outlier colleges both positive and negative, so there is a wide separation between individual colleges' fiscal stability.

Next Steps and Recommendations

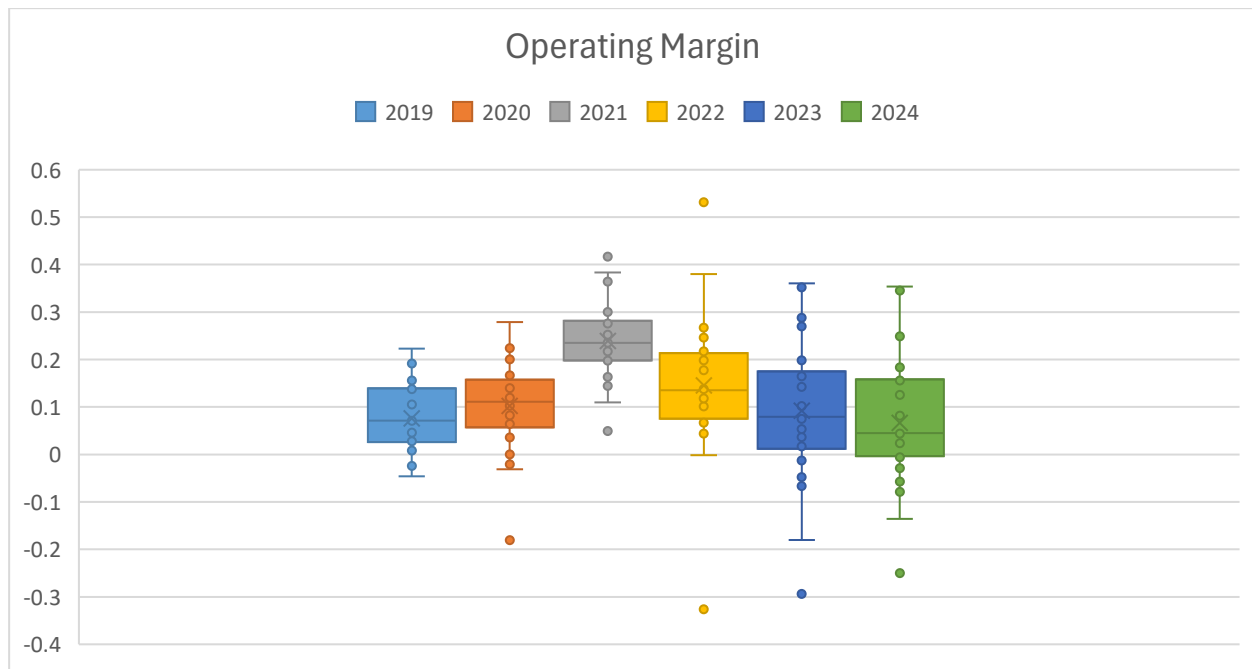
The Fiscal Health Measures process itself needs to be studied and possibly modified. For example, the Debt Ratio measure may not be very meaningful overall because the level of local debt at colleges is fairly minor compared to overall revenues. Instead, it may be useful to measure something more operationally significant such as the ratio of staffing costs to overall expenditures.

Having the calendar for best practice internal fiscal monitoring at the colleges will also help define additional ways in which the SBCTC business operations staff can help colleges navigate their financial challenges.

There is room for the development of a model where SBCTC helps with temporary staffing in college finance offices when there is significant turnover. Colleges have been turning to private staffing services at significant cost to transition between personnel. Other than cost, the other large issue with this type of temporary service is that each individual assigned by an agency has a sharp learning curve, and that learning must be redone each time someone is assigned. By having SBCTC in a similar role, the temporary personnel would have a base knowledge of the system's accounting and finance process from day one of their assignments.

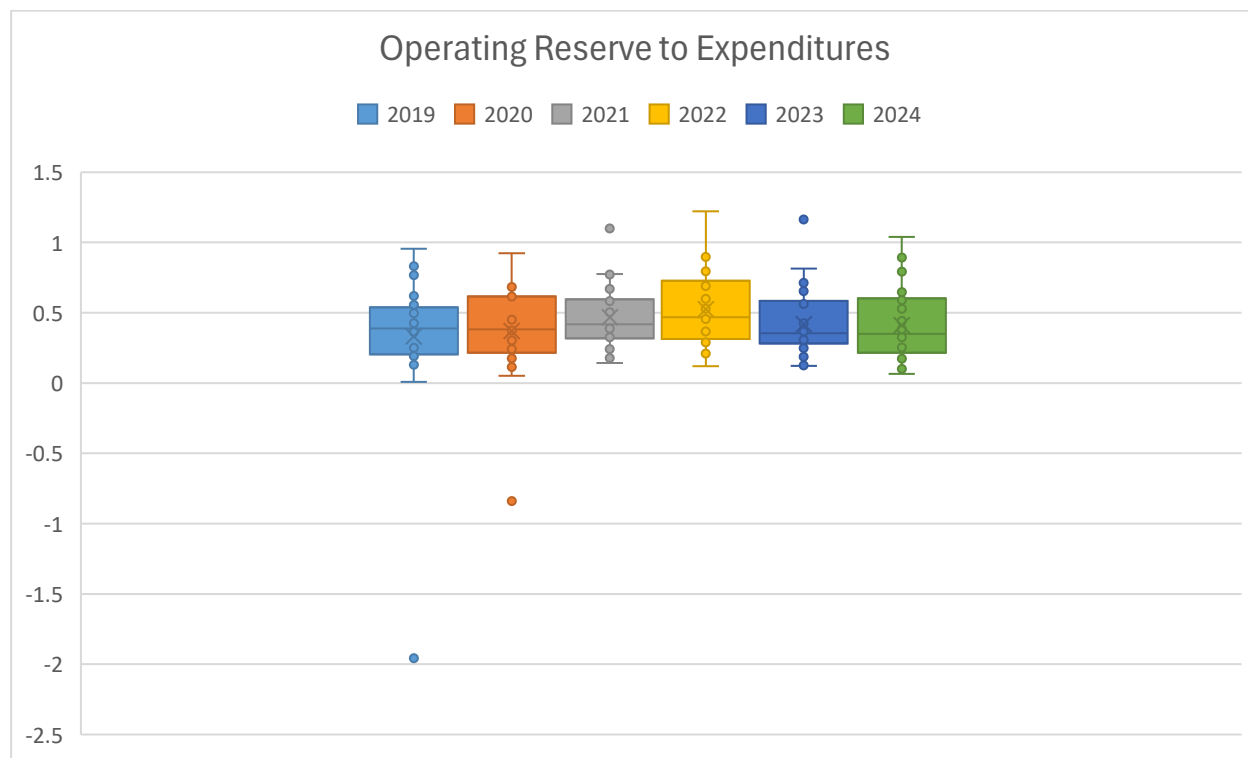
Metrics (Box and Whiskers Diagrams)

Local Funds Operating Margin



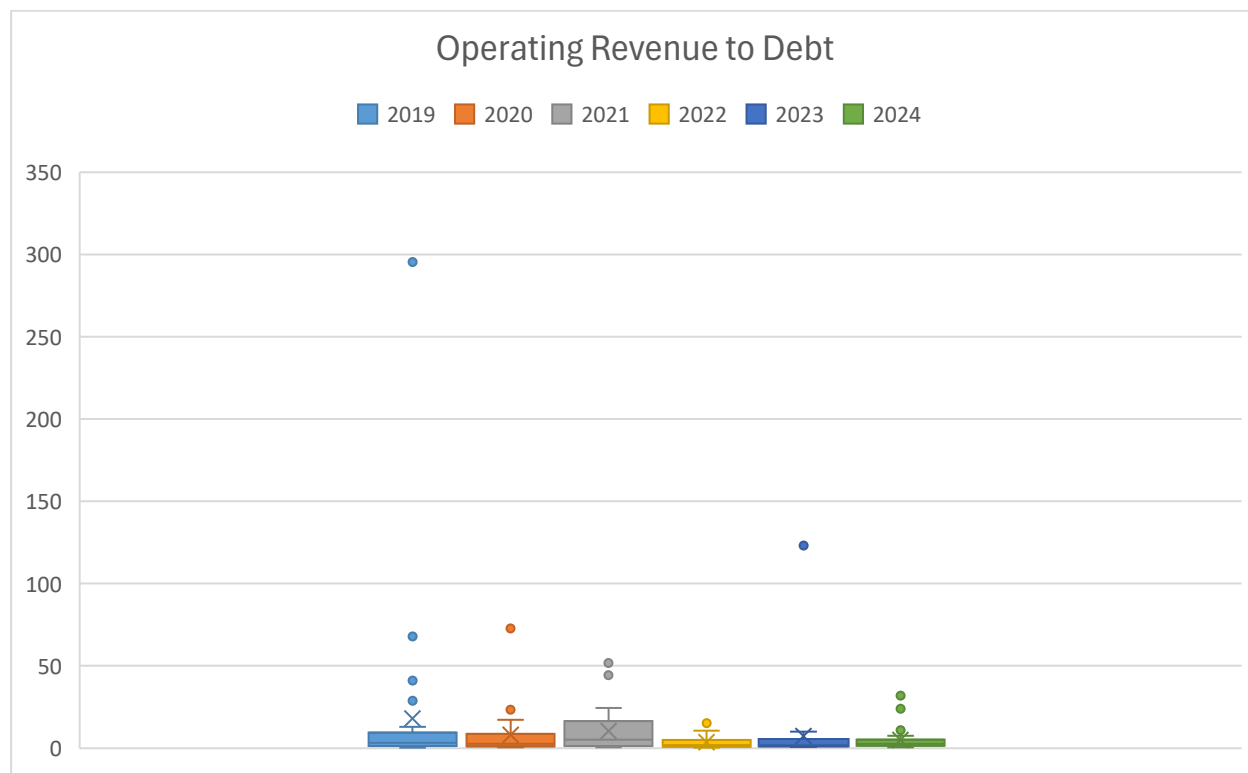
The Operating Margin ratio over the last few years shows that before COVID there was a slight increase in median margin across the system. There were not major differences between colleges. In 2021, operating margin increased significantly, but that was mainly due to additional outside revenue from federal COVID response funding. Since then, the operating margin has been spreading significantly, so some colleges are doing significantly better, and some colleges are doing significantly worse. It was uncommon for colleges to have negative operating margins, but now there are some colleges with significantly negative margins.

Reserves to Operating Expenditures Ratio



The overall system reserves have been steady over the past six years. However, there are significant outliers because of the inconsistent recording of assets. These have been cleaned up recently and from Fiscal Year 2023 and 2024, the overall data is much closer to reality. The system's median peaked in 2022 as the last funding from federal COVID relief was realized.

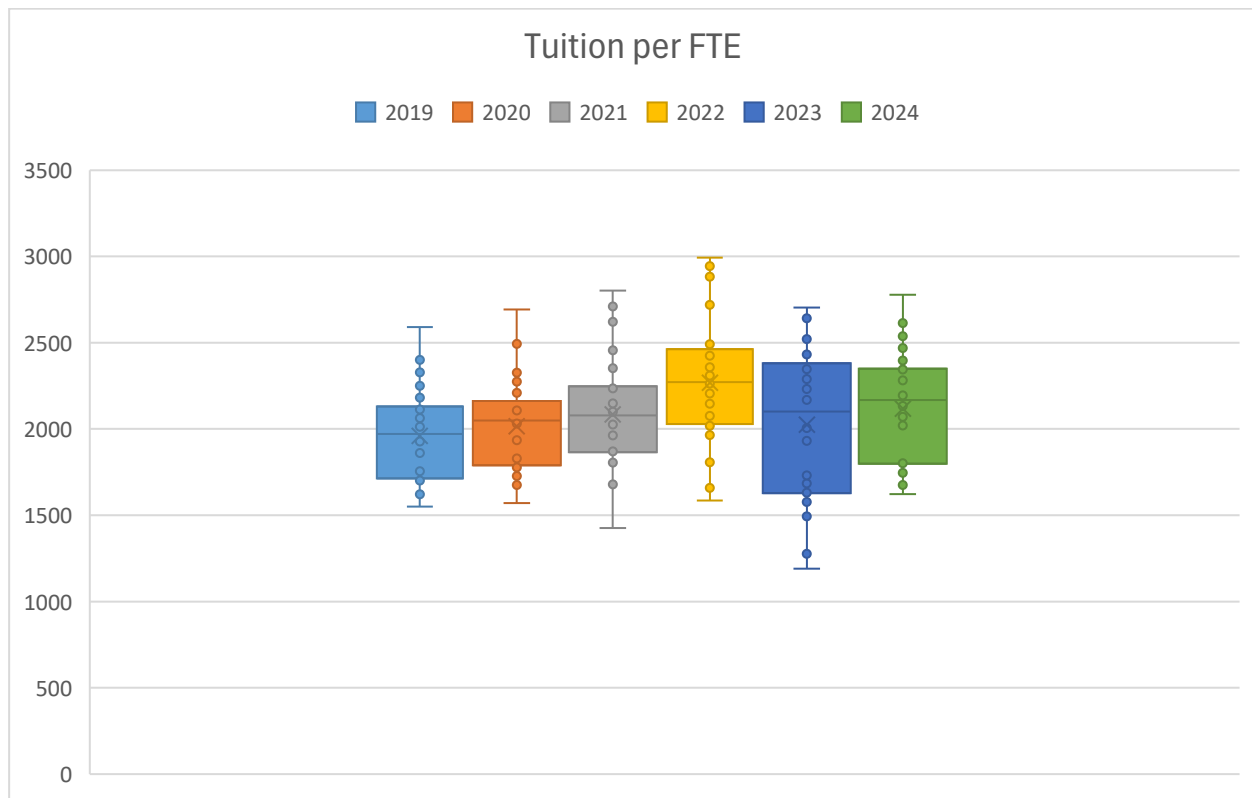
Operating Revenue to Debt Ratio



This measure is difficult to quantify, and has significant data issues in 2019, as the first colleges were converting to ctcLink from Legacy. Overall, the system has no significant issues in covering debt that it has taken on, and no individual college is currently in distress.

This measure may be the least useful one overall because colleges can't independently enter into debt obligations.

Tuition per FTE



Median Tuition per FTE since 2019 has increased by less than 2% per year. In addition, the spread between colleges for their Tuition per FTE has increased. Colleges have differing levels part-time and full-time students, ABE offerings, and other ways in which waivers and tuition structure affect their ability to generate tuition revenue. Overall, the data points to tuition revenue does not keep up with inflation.

Conclusion

The overall financial stability of the college system is barely keeping steady. There are numerous challenges related to revenue generation, cost escalation, and staffing in business offices that create risk for both business continuity and financial stability.

There are potential roles for SBCTC to play in helping with staffing stability and with creating more tools for colleges to use locally in their own fiscal monitoring processes.

REGULAR ITEM

June 11, 2025

Tab 2

2025 Legislative Session Review

Brief Description

The board will learn about legislative priority development for the 2025-2027 biennium.

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

The system operating and capital budget requests are essential in providing for student success at all 34 of Washington's community and technical colleges:

- **Goal 3, Agile, Career Relevant Learning:** Provide flexible career-training options that are responsive to the needs of businesses and industries, offer Washingtonians access to well-paying jobs and career mobility, and lead to a more resilient and diverse workforce.
- **Advocacy:** To accomplish the college system legislative goals, State Board members, staff, and system leaders are engaged with the legislature and policy makers to support colleges in promoting student success.
- **Vision Statement:** Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.

Background information and analysis

2025 legislative session update

The 2025 legislative session adjourned sine die on April 27. During the 105-day legislative session the community and technical college system advocated for a sustainable operating budget, new investments in capital funding, and a handful of policy proposals to support colleges and student success.

Faced with a multi-billion-dollar shortfall, the legislature made deep cuts to many facets of government while raising considerable revenue for investments in K-12 education, salmon recovery, and behavioral health.

System budget priorities

The primary focus entering the 2025 legislative session is a sustainable supplemental operating budget request for the college system and the capital budget request.

Our community and technical colleges are uniquely positioned to build a healthy and inclusive economy. By 2026, Washington employers are expected to create 373,000 net new jobs, 70% of which will likely require or be filled by employees with a postsecondary credential — such as a degree, apprenticeship, or certificate.

Our original 2025 operating budget request sought to seek new state investments to keep our colleges whole by providing competitive salaries for college faculty and staff, and by providing investments to offset rising costs in college operations. That plan changed to advocating for minimal cuts to our colleges, which in turn would have direct impact on student success.

The 2025 capital request would provide needed support for minor works projects across the state for infrastructure projects like roof repairs, windows, elevators, boilers, and mechanical systems needed for college operations. The request would also fund the next 12 major construction projects on the system “list” to modernize college learning environments. Legislative funding proposals did not meet the level of the state board request, leaving additional major construction projects on the list of requests for the 2026 supplemental capital budget request.

Operating Budget Summary

The 2025-2027 biennial operating budget, ESSB 5167, was signed into law on May 20, 2025. Considering the significant budget challenges faced by the Legislature during the 2025 session, we appreciate that reductions to the community and technical college system were relatively modest. Efforts were made to preserve core programs and services that have the most widespread impact on student success. The two most substantial adjustments to overall funding levels in the biennial budget include the correction of a previous duplication error and a 0.5% reduction to the state general fund.

The 2025 supplemental operating budget preserved the \$28.6 million appropriated to Washington’s 34 community and technical colleges for fiscal year 2025.

Budget Policy investments

- \$408,000 ongoing support for the Hospitality Center of Excellence created in 2024
- \$340,000 in ongoing funding to expand the student aid outreach and completion initiative program in RCW 28B.50.940 to community and technical colleges located within North Central Educational Services District 171
- \$616,000 for the continued implementation of the CTE Dual Credit Pilot 2SHB 1273 (one-time funding)
- \$150,000 in one-time funding for Edmonds College to provide counseling services, financial assistance, and reentry services to students who are military veterans
- \$7,000 in one-time funding for implementation of SB 5189 Competency-Based Education

Budget Policy Eliminations and Reductions

- (\$5 million) eliminates funding to promote workforce development in trucking and trucking-related supply chain industries and the school bus driving industry
- (\$6 million) eliminates career launch enrollment funding
- (\$5.4 million) eliminates funding provided for each community and technical college to contract with a community-based organization to assist with financial aid access and support in communities

- (\$4 million) 50% reduction to the funding available for healthcare opportunity grants
- (\$4.67 million) 50% reduction to the cybersecurity academic enrollment funding
- (\$1.26 million) eliminates inflationary increase funding for Centers of Excellence
- (\$12.3 million) state general fund reduction to higher education
- (\$204 thousand) Hospitality Center of Excellence

Capital Budget Summary

The 2025-27 biennial capital budget, [SB 5195](#), was signed into law May 20, 2025. SB 5195 was signed into law May 20, 2025. The enacted \$7.5 billion state capital budget included \$379 million in new funding that will benefit every community and technical college in the system. The appropriation includes:

- \$169,974,000 for minor repair and program projects throughout the system, \$16.7 million less than the system request.
- \$182,840,000 for five major construction projects:
 - Grays Harbor Community College, Lake Swano Dam
 - Olympic College, Innovation and Technology Learning Center
 - Lower Columbia College, Center for Vocational and Transitional Studies
 - Columbia Basin Community College, Performing Arts Building Replacement
 - Whatcom Community College, Technology and Engineering Center
- \$3 million for Career Preparation and Launch equipment grants.
- Maintained a \$22.8 million preventive maintenance and facility repair fund swap for operating related expenses.

System policy proposals

- **SB 5543 (Boehnke) Expand the College Bound scholarship eligibility** to include High School Equivalency (HSE) passers. Based on the fact the graduates from public and private high schools and individuals receiving homebased instruction (home schooling) are already eligible, the exclusion of HSE seems like an equity issue.
 - Governor signed on May 15
- **HB 1556 (Entenman) / SB 5542 (Boehnke) High School completion tuition waiver:** We seek to remove the age restriction (currently 19 years and older) from eligibility for waiver for all or a portion of tuition fees and services and activity fees for students eligible for resident tuition and fee rates and enroll in a course of study that will allow them to complete their high school diploma. As younger the number students needing to complete their high school education coming to our colleges increases, the use of this waiver could benefit these students by placing them on a college pathway as they complete their secondary

education. Also, this is a “may” not a “shall” waiver, so if passed by the legislature it would provide colleges an option, not an obligation.

- Governor signed on April 11
- **SB 5110 (Kauffman) Tribal elder tuition waiver:** Currently colleges may waive tuition for tribal elders who are age 60 or older. Many tribes in Washington State consider elders at the age of 55. Legislation would be required to lower the age for the tuition waiver to age 55.
 - Governor signed on April 29

Other policy issues passed into law

- **SB 5682 (Warnick) Customized Training Program:** Extends a B&O tax credit for businesses participated in the SBCTC Customized Training Program beyond the 2026 expiration date.
 - Governor signed on May 15
- **HB 1486 (Salahuddin): Adding a student to the state board for community and technical colleges**
 - Governor Signed on April 21
- **SB 5785 (Robinson): Amending the Washington college grant and college bound scholarship:** Beginning with the 2025-26 AY, students with family incomes up to 60 percent of state MFI receive the maximum WCG award.
 - Governor signed on May 20
- **SB 5790 (Robinson) Making adjustments to the I-732 COLA:** The index used to calculate the annual COLA for community and technical college academic employees and classified employees at technical colleges is changed from the Seattle area-CPI to the IPD. *(The IPD is calculated by the U.S. Bureau of Economic Analysis and measures the price changes of all goods and services produced in the economy, including those purchased by consumers, businesses, government, and foreigners.)*
 - Governor signed on May 17

Potential questions

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

Recommendation/preferred result

The State Board is asked to provide feedback on legislative issues.

Policy Manual Change Yes ☐ No ☒

Prepared by: Arlen Harris, legislative director
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FEDERAL UPDATES

State Board Meeting

Arlen Harris, Will Durden

June 11, 2025

THE “ONE BIG BEAUTIFUL BILL”

- Changes to Pell Grant eligibility
 - Elimination of less than half time
 - Change in full-time from 12 to 15 credits
 - Estimated \$63 million in loss of student aid for our system
- Elimination of subsidized student loans
- Elimination of federal Work-Study program
- Risk sharing provision requires institutions to repay if students default on loan
- Timeline and next steps



OVERHAULING FEDERAL WORKFORCE TRAINING

- President Trump signed an Executive Order “to modernize American workforce programs to prepare citizens for the high-paying skilled trade jobs of the future.”
- The order directs the Secretaries of Labor, Education, and Commerce to review all federal workforce programs to modernize, integrate, and re-align programs to address critical workforce needs in emerging industries.



THE “SKINNY BUDGET” AND HIGHER EDUCATION

\$12 billion cut (15%) to

ED Eliminates:

- WIOA Title II Adult Education and Literacy programs
- Federal Work Study
- Supplemental Educational Opportunity Grants (SEOG)
- Childcare Access Means Parents in School (CCAMPIS)
- TRIO



FOCUS ON ADVOCACY – College activities

- Invite your congressperson to campus to see your programs in action
- Take them to your BEdA programs, especially I-BEST
- Walk them to your TRIO center
- Now is the time to build relationships with your congresspersons
- Leverage Trustee Relationships!!!

CONGRESSIONAL CONTACTS

- Sen. Murray
 - joe_Herrbach@murray.senate.gov
- Sen. Cantwell
 - Gabe_lopez@cantwell.senate.gov
- Rep. Gluesenkamp -Perez
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 - David.Maestas@mail.house.gov
- Rep. Baumgartner
 - Dan.Bisbee@mail.house.gov
- Rep. Larsen
 - Noelle.Gasper@mail.house.gov

QUESTIONS?

- Arlen Harris, Legislative Director (aharris@sbctc.edu)
- Will Durden, Director of Basic Education for Adults (wdurden@sbctc.edu)

STUDY SESSION

June 11, 2025

Tab 3

Findings from the Affordable Student Housing Study

Brief Description

The 2024 Washington State Legislative adopted a budget proviso to fund a study of low-income housing opportunities on community & technical college campuses. The study explores whether state investment in low-income student campus housing would help to address local community affordable housing shortages. Members of the research team are presenting key findings from the study to the State Board.

Background information and analysis

Washington State is experiencing a shortage of affordable housing. Addressing the need to increase affordable housing stock, especially for low-income populations, will require multi-sector and multi-pronged approaches. State legislators passed the following budget proviso to investigate whether development of low-income student housing on CTC campuses would help alleviate pressure on local rental markets. Results of the study will help inform operational costs, project viability, and prioritization of sites where this approach may be most beneficial.

State Budget Proviso: \$275,000 of the workforce education investment account-state appropriation is provided solely for a study on low-income student housing opportunities on community and technical college campuses to help address the housing shortage. The study shall include an analysis of the rental housing market serving each of the 34-college campuses; each college's need for low-income student housing; the estimated capital and ongoing costs to operate and maintain low-income student housing; and the impact on the local market rental housing supply should new low-income housing be constructed on a community or technical college campus for students. The study shall be submitted to the appropriate committee of the legislature on June 30, 2025. (ESSB 5950.SL 2024)

SBCTC contracted with a research firm, ECONorthwest, to conduct this study. ECONorthwest and its subcontractors have completed market analysis, exploratory site analysis, qualitative data collection, design modeling, and cost assessment. Their draft report was reviewed by the Campus Housing Study Advisory Taskforce who provided substantive feedback that has now been incorporated in the report. The final report will be released to the Legislature by June 30, 2025.

Today's presentation will review Key Findings from the Study:

1. Housing need is widespread but varies in intensity and form
2. Local rental markets are a major barrier to stability
3. Some campuses may have viable land, but few are prepared to move forward

4. Deep affordability is not financially feasible without state support

The research team also requests Board member feedback on the drafted study Recommendations, especially those most closely tied to SBCTC.


Also included in this packet are the draft Executive Summary of the study report; a list of the SBCTC-related Recommendations to gather input and prioritization; and the draft Recommendation chapter to provide additional context to Recommendation titles.

Recommendation/preferred result

Next Steps: SBCTC project staff and the contracted researchers will incorporate Board feedback into the final report which will be sent to the State Board and appropriate committees of the legislature by June 30, 2025.

Policy Manual Change Yes ☐ No ☒

Prepared by: Laura Coghlan, Program Administrator Lcoghlan@sbctc.edu and Darrell Jennings, Capital Budget Director, Djennings@sbctc.edu.



Low-Income Student Housing Study

SBCTC Board

June 11, 2025



Presentation Outline

- Introduction
- Low-Income Housing Study Results
 - Research Approach Overview
 - Key Findings
- Recommendations

The 2024 state legislature awarded SBCTC a \$275,000 budget proviso to SBCTC to conduct a study of low-income student housing opportunities on CTC campuses to help address the state's housing shortage.

The study will include:

- Analysis of the rental housing market serving the 34 college campuses
- Each college's need for low-income student housing
- Estimated capital and ongoing costs to operate and maintain low-income student housing
- Impact on local market rental supply should new low-income housing be constructed for students on CTC campuses
- Study report due to the legislature June 30, 2025

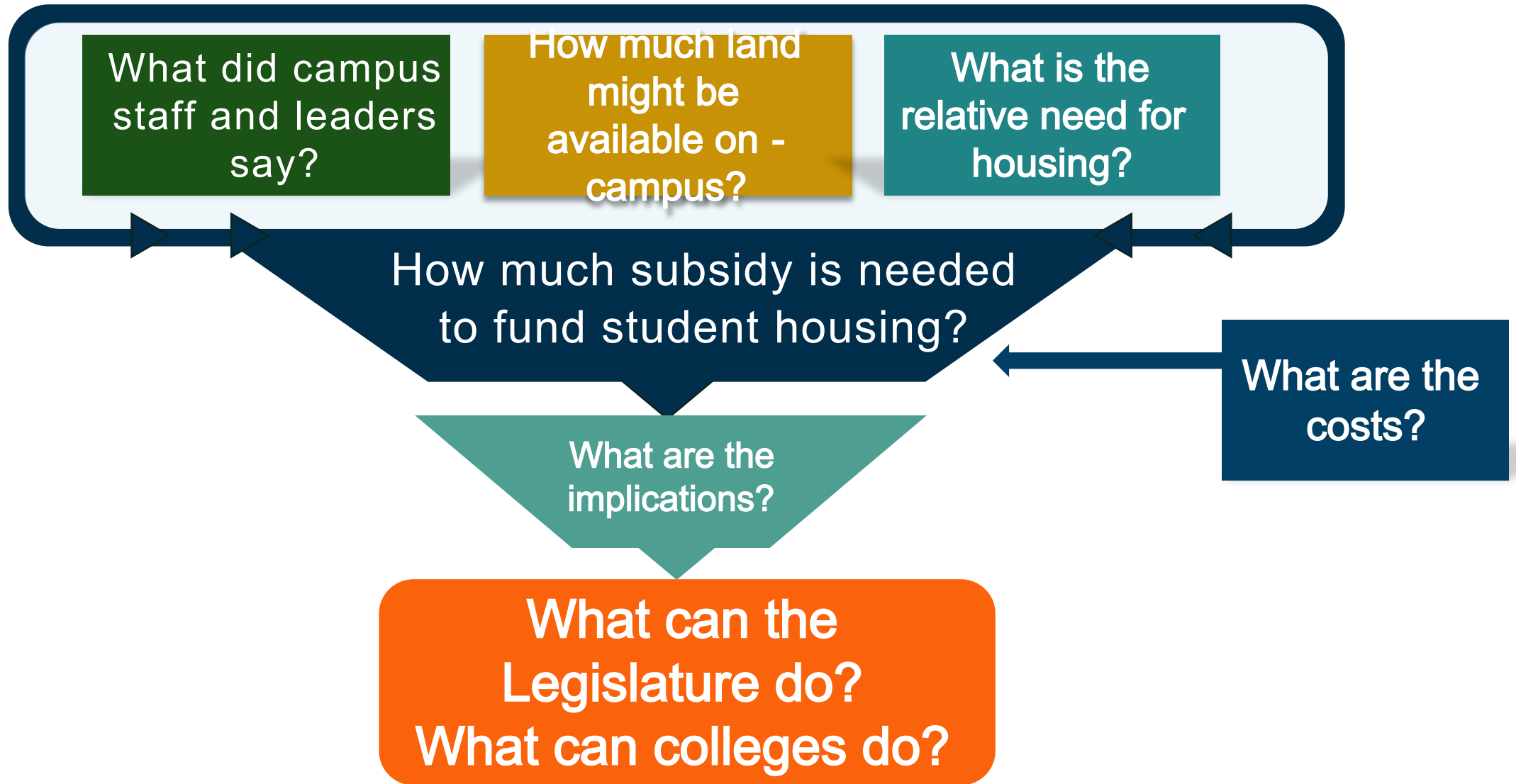
Research Team

- Contracted with ECOnorthwest – expertise in affordable housing research; market analysis; project management; study report
 - Subcontractors: qualitative data collection, design modeling, cost assessment, initial site exploration,
- Advisory Taskforce – engagement with researchers, provide expertise/input; assist with communication and outreach
- SBCTC Housing Inventory Refresh – college-affiliated housing information; college leadership housing goals; campus master plan

Housing Study Timeline

March	April	May	June
Market Analysis			
Site Analysis & Design	Cost Assessment		
Qualitative Research Surveys/Interviews			
	Initial results	Draft report engagement	Finalize & submit report to Legislature
Advisory Taskforce Monthly Meetings			
	Study Overview – State Board		Study Findings - State Board
	SBCTC Housing Inventory Refresh Survey		

Study Results (Draft)



Finding #1:

Housing need is widespread but varies in intensity and form

System-wide Student Basic Needs

53% or about **111,500 Students** face **some form of basic needs**

45% or about **94,700 Students** face **food insecurity**

38% or about **80,000 Students** face **housing insecurity**

31% or about **65,200 students** face **both insecurities**

13% or about **27,400 students** face **homelessness**

Statewide and Multi-Modal Engagement

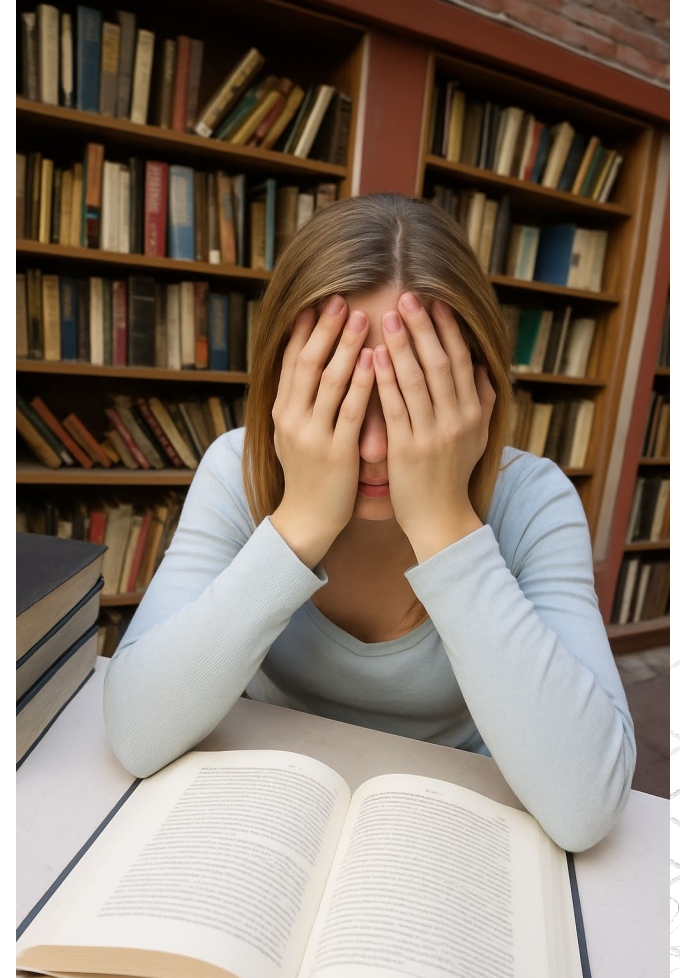
Survey: 337 staff and community partners across all 34 CTCs (March 2024)

Interviews: 30 in-depth conversations to supplement the survey (March-April 2024)

Every campus reported students facing housing instability - including couch-surfing, car living, shelters, and students in unsafe environments.

Variations in Form- Student Realities

- **Parenting students** excluded from campus housing; face added barriers in shelters.
- **Technical program students** need short term, near-campus housing.
- **Students exiting foster care, incarceration, or homelessness** fall through the cracks in eligibility for traditional housing support.



Finding #2

Local rental markers are a major barrier to stability

Metrics in the Study

- Demographic context (renter %, 1-person %, BIPOC %)
- Population change (forecast of age 15-34 cohort)
- Affordability mismatch (units vs. income)
- Housing precarity (renter cost burden)
- Rent growth

Housing Need: Cost Burden Difference

Bellingham-Whatcom



Yakima Valley



● Student Households ● All Households

Cost Burdening for Renter Households- All Submarkets

● All Households

● Student Households

Bellingham-Whatcom

Big Bend

Centralia

Columbia Basin

Bellevue-Cascadia-Green River-Highline-Lake Washington-Renton-Seattle-Shoreline

Skagit Valley

Grays Harbor-Lower Columbia

Olympic

Clark

Peninsula

Bates-Clover Park-Pierce-Tacoma

Edmonds-Everett

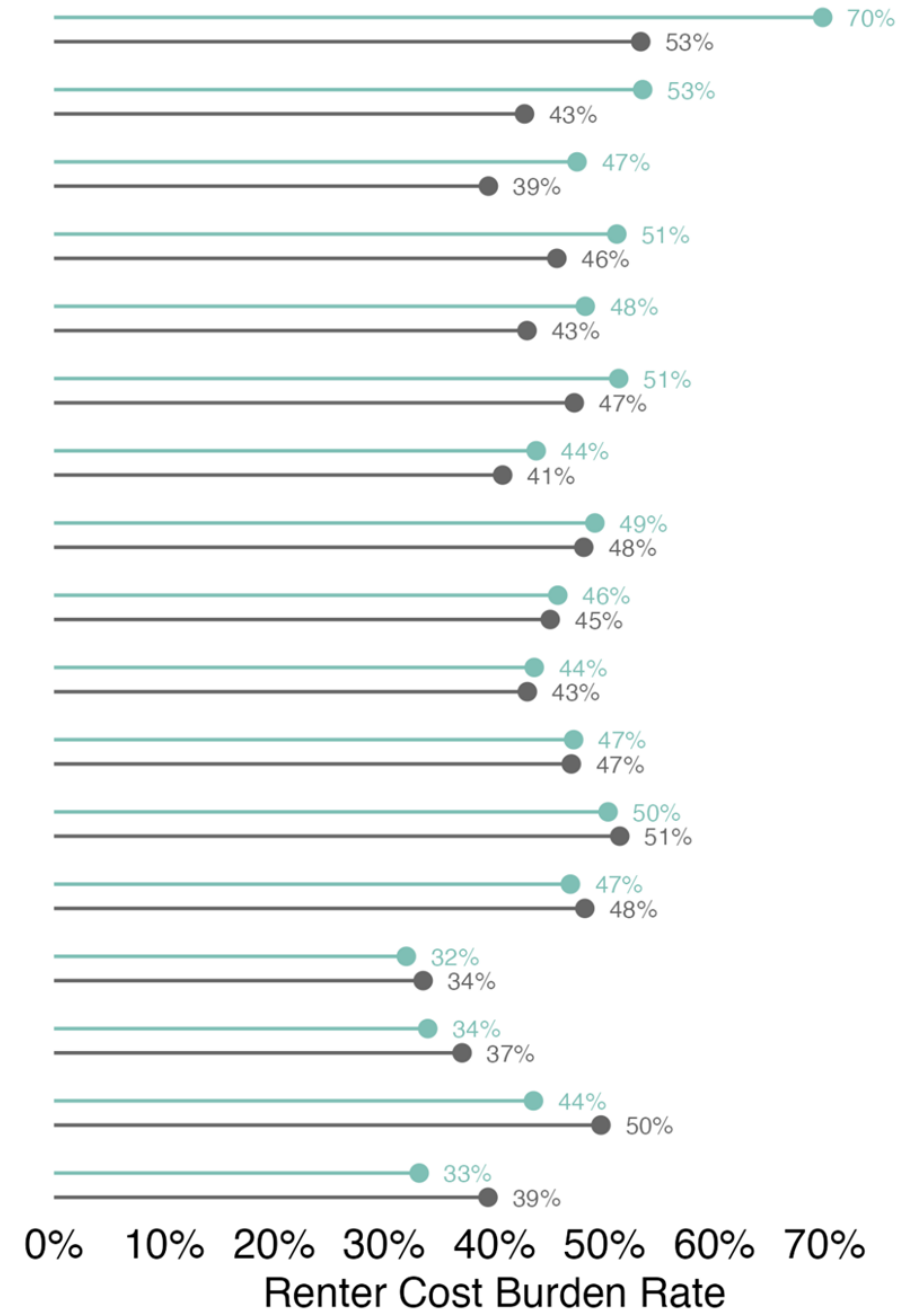
Spokane

Wenatchee Valley

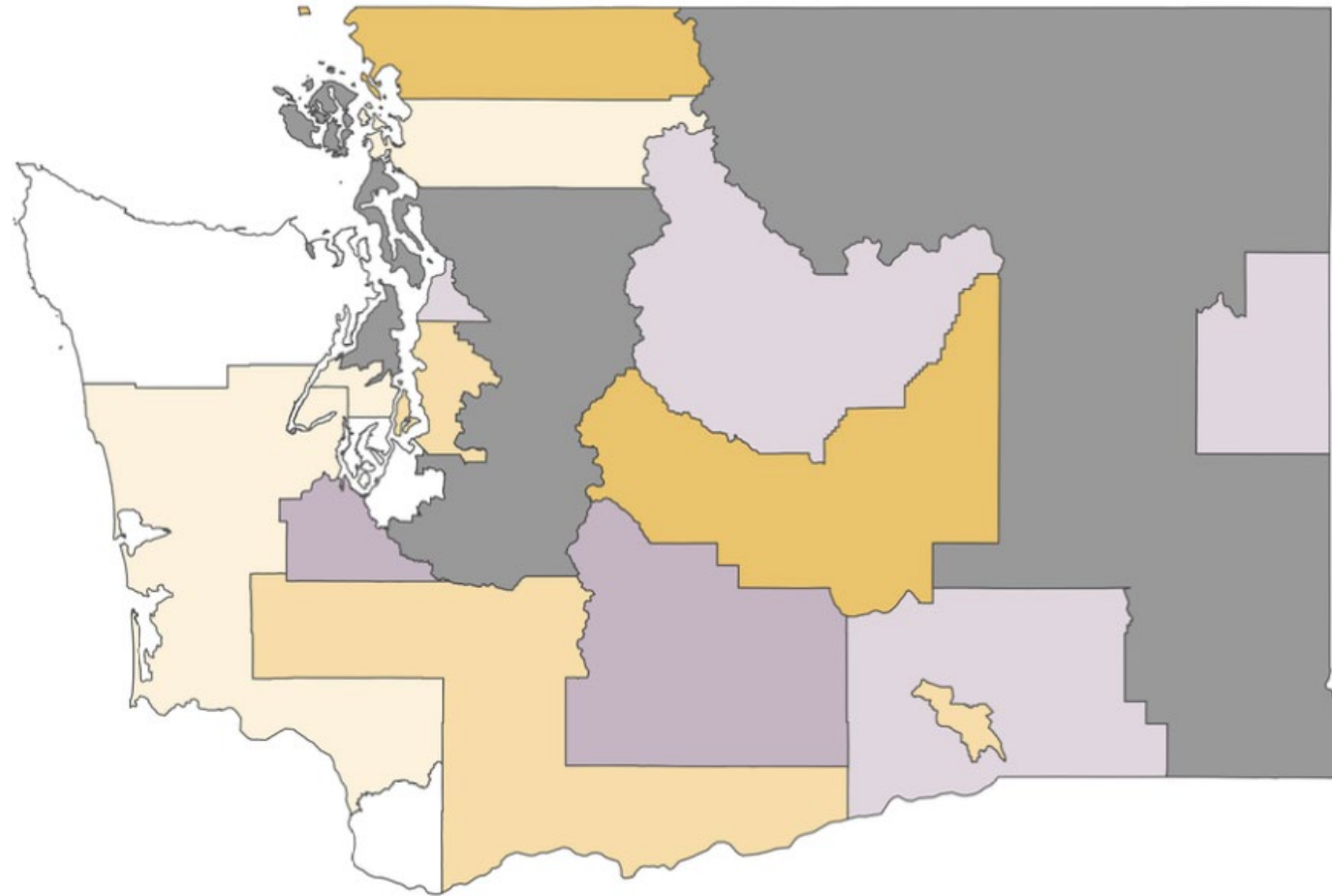
Walla Walla

South Puget Sound

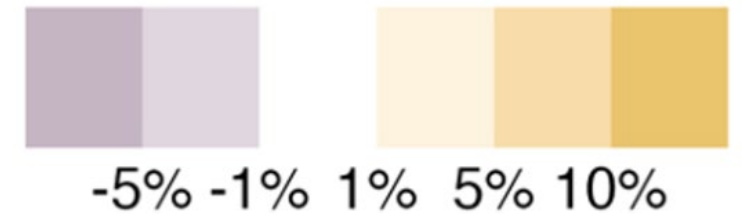
Yakima Valley



What markets have the greatest share of cost burdening difference between students and all households?



Cost Burden Rate Difference:
Student - All Households



Finding #3

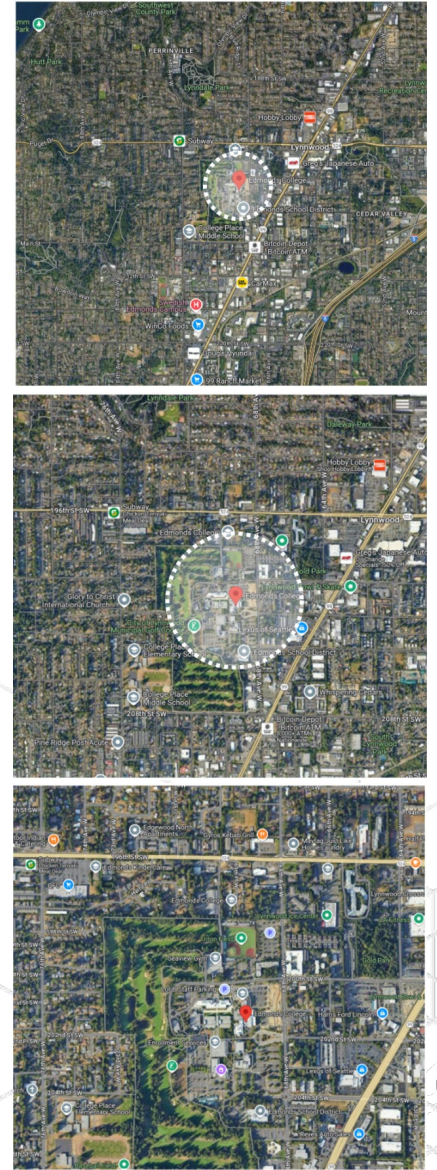
Some campuses may have viable land, but few are prepared to move forward

Evaluation Criteria

- On campus
- Vacant
 - Excluding course instruction, freight, parking, or forested
- No obvious physical or geographical constraints
- Large enough for a multifamily building
- Proximity to other campus buildings (proxy for infrastructure)

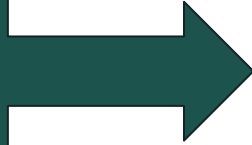
Limitations

- Relied on aerial images and online maps
- Did not look at all master plans
- Talked to some but not every college president, administrator, or facilities manager
- Confirmatory follow-up through SBCTC-led Housing Inventory survey

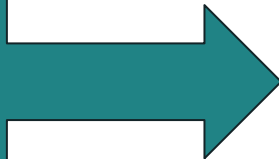


Framework for Applying the Criteria

Potential Land **On-Campus** that Met the Criteria



No Potential Land **On-Campus** that Met the Criteria



Has No Known Housing

Has On-Campus Housing

Has Off-Campus Housing or Sharing Agreement

Barriers to Moving Forward

- Infrastructure (utilities, bike and pedestrian access)
- Designated for potential academic uses
- Compatibility with existing or planned campus amenities
- Coordination with local jurisdiction
- Funding and financing

Finding #4:

Deep affordability is not financially feasible without state support

Current Rents are Too High

Current student rents vary widely



\$400/month

\$1,900/month

Students with housing insecurity can pay less



Under \$400/month

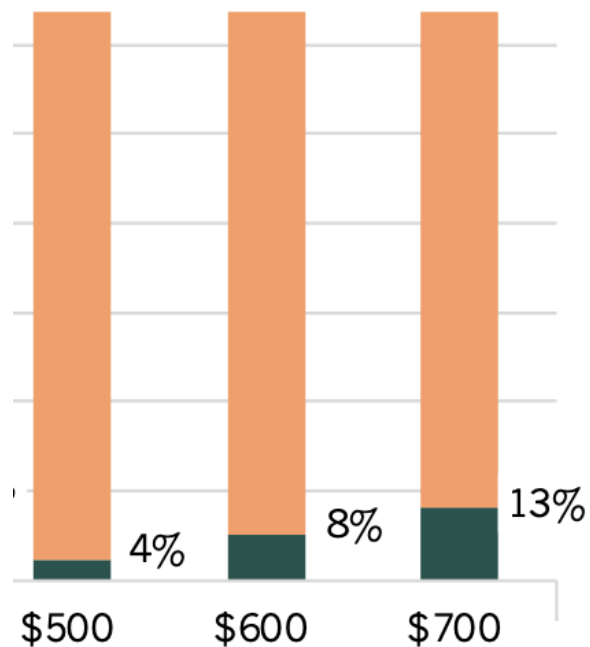
About \$1,000/month

To serve the needs of low-income students, colleges would need to charge average rents **between \$500 and \$700/month.**

Vacant units remain when rents are higher than \$1,000/month

What Do Student Rents Pay For?

- Operating expenses account for \$290 to \$320 per month
 - ◆ Property management, utilities, custodial services, resident assistant, replacement reserves, capital reserves



At \$500-700 rent levels, “remaining” rent after operating costs can support only 4-13% of construction costs as debt.

■ Debt
■ Remainder of Development Costs

**\$180,000 to
\$250,000 per bed**

Recommendations

We're building on SBCTC's critical role, mission, and strengths

“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.”

SBCTC's Potential Role in Advancing Student Housing

SBCTC can play a deeper systemwide leadership and coordination role in addressing student housing needs: connector, advocate, and technical resource for navigating policy, funding, and operational barriers.

- **Coordinate** cross-college partnerships, planning, and shared land or housing opportunities
- **Advocate** for policy and funding changes at the state and federal level to expand student housing access
- **Support** colleges with technical assistance, data tools, and pre-development guidance
- **Administer** or coordinate funding programs (e.g., SCCH, housing-related grants, land development/readiness)
- **Align** student housing strategies with basic needs, enrollment, and equity goals

Recommendations Framework

Leads and Partners

- **Colleges** 🎓 Partnerships, land, connect students to critical housing supports.
- **State Legislature** 🏛️ Provide funding/financing tools, remove policy barriers.
- **SBCTC** 🤝 Coordinate system wide efforts, technical assistance, manage shared data, and champion policy reforms
- **Local Governments and Housing Authorities** 🏠
- **Non-profit and Private Partners**

Timelines

Near-Term

(Next 1–2 Years)

Remove immediate barriers, stabilize students, and lay the groundwork for larger investments.

Longer-Term

(3–5+ Years)

System improvements, funding streams, and housing infrastructure

Cost

\$ = Low cost

Policy changes, coordination, leveraging existing resources

\$\$ = Moderate cost

Technical assistance, staffing, outreach, operations

\$\$\$ = High cost

New programs, large-scale subsidies, data infrastructure, multi-agency initiatives

Categories

Site Readiness

Capital

Market

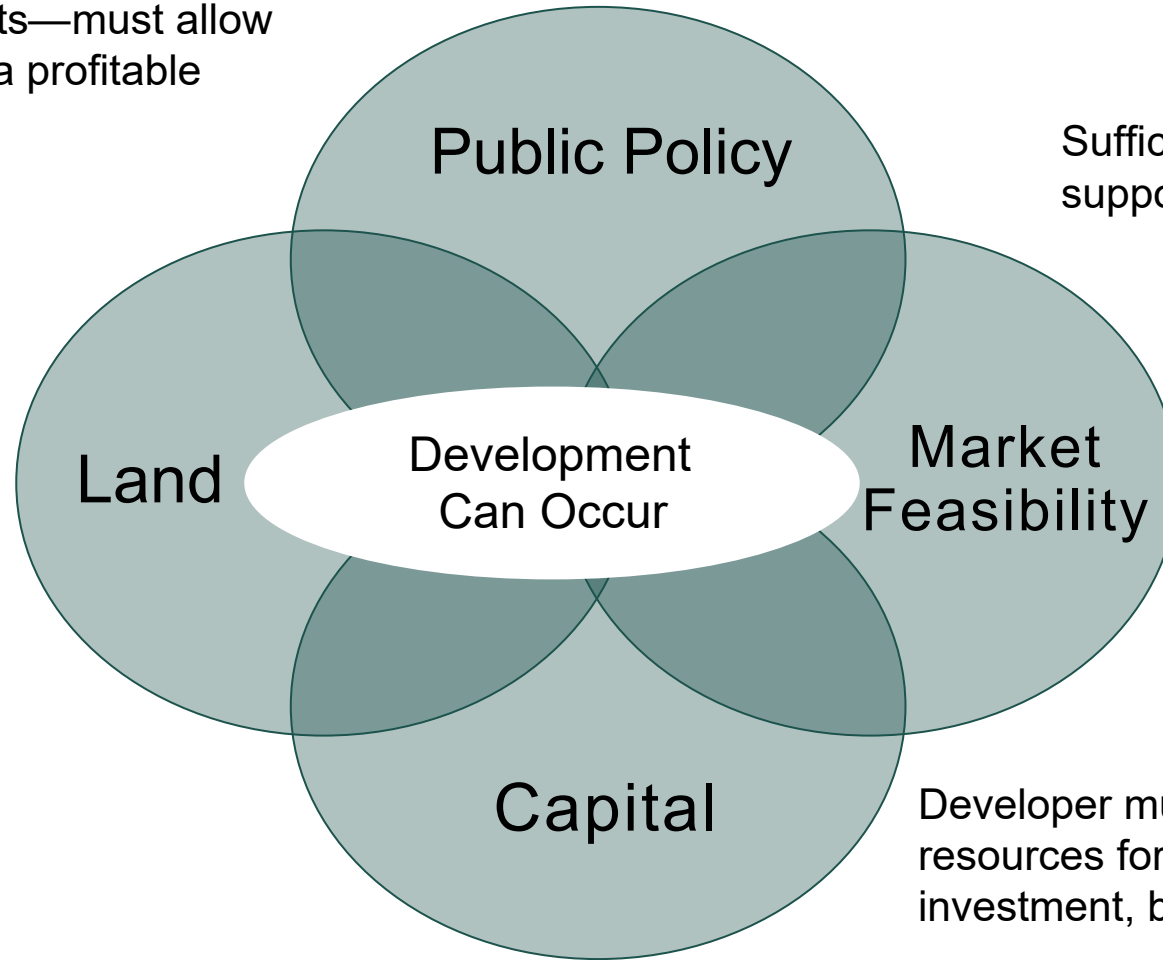
Policy/

Operations

Four Factors that Influence Development

Policy—including zoning, density, and design requirements—must allow developer to build a profitable project

Developer must control the site with reasonable acquisition costs



Sufficient rents and sales prices to support a profitable project

Developer must be able to access resources for investment (e.g., equity investment, bank loans)

Potential SBCTC Role Across Recommendations

LAND

- Support colleges as needed
- Coordinate partnerships across colleges for shared land use and housing
- Provide input to local governments on zoning/permitting barriers to student housing
- Support site readiness assessments to identify feasible student housing locations
- Support pathways for public land transfers or land banking strategies

CAPITAL

- Advocate for new capital sources
- Administer Student-Centered Capital Highways funds for housing improvements
- Advise WSHFC on amending LIHTC allocation to better serve vulnerable students
- Coordinate distribution of pre-development grants and technical assistance
- Support college in applying for state-backed rental assistance or vouchers
- Support implementation of innovative capital solutions

PUBLIC POLICY

- Advocate, centralize data
- Lead development of a statewide student housing data system
- Advocate for changes to state and federal policy that expand student housing access
- Coordinate scaling of the Supporting Students Experiencing Homelessness (SSEH) model
- Promote alignment of student housing policy with Basic Needs and Strategic Enrollment Plans

MARKET FEASIBILITY

- Provide technical assistance, advocate for reforms
- Lead targeted technical assistance to colleges in high-need, high-cost housing markets (market analysis)
- Support reforms that reduce rental market barriers for students (e.g., lease requirements)

Discussion

Prioritization (Top 5)

“Which recommendations best align with SBCTC’s mandate or capacity?”

Comments or Concerns

“Where should we proceed with caution or not at all?”

Missing Roles, Opportunities, or Gaps

“Are there roles or partnerships we haven’t named?”

Concluding Thoughts

SBCTC Low-Income Student Housing Study – Draft Recommendations – 6/11/25

Your Name: _____

SBCTC/Legislature-led Actions

Note: Actions with little/no SBCTC involvement are grayed out.

Top 5 Priorities	Recommended Action	Potential Lead(s)	Cost Range	Comments or Concerns?
Site Readiness & Land Actions				
	1.1 Fund site readiness assessments to help colleges identify viable locations for student housing	Legislature SBCTC	\$\$	
	1.2 Promote partnerships across institutions	SBCTC, Colleges	\$	
	1.3 Promote pathways for land banking and public land transfer programs	Legislature, SBCTC, Local Govt's, Partners	\$\$\$	
	1.4 Streamline zoning and permitting for student housing	Local Govs, SBCTC, Colleges	\$	
Capital Actions				
	2.1 Create a state funding stream for both capital costs and ongoing operations	Legislature, SBCTC	\$\$\$	
	2.2 Update Housing Trust Fund rules to include low-income/system-impacted students	Dept. of Commerce, Legislature	\$\$	
	2.3 Provide predevelopment grants and technical assistance	Legislature (fund), SBCTC (coordinate)	\$\$	
	2.4 Allow use of Student-Centered Capital Highways funds for capital improvements in student-designated housing	SBCTC	\$\$	
	2.5 Launch a state-backed revolving loan fund for low-interest student housing capital	Legislature, Community Dev't Financial Institutions, Philanthropy	\$\$\$	
	2.6 Support alignment of Housing Credit student rule with HUD standards	Legislature	\$	
	2.7 Expand financing options to support student housing	WSHFC, SBCTC	\$	
	2.8 Promote flexible construction and sustainable design	Legislature, SBCTC, Colleges	\$\$\$	
Market Actions				
	3.1 Prioritize technical assistance for high-cost, high-need campuses	SBCTC	\$\$	
	3.2 Scale Supporting Students Experiencing Homelessness housing stability strategies statewide	Legislature, SBCTC, Colleges	\$\$	
	3.3 Expand student rental assistance via subsidies and vouchers	Legislature, SBCTC, Local Housing Authorities	\$\$\$	
	3.4 Reform housing policies to remove rental market barriers	Legislature, Commerce, SBCTC	\$\$	
	3.5 Improve College Bound Grant to reflect real housing needs	WSAC, Legislature	\$	
Policy & Operations Actions				
	4.1 Establish a statewide student housing data and coordination system	SBCTC	\$\$	
	4.2 Advocate for state and federal policy reforms	Legislature, SBCTC, Commerce	\$	
	4.3 Align homelessness systems with student needs	Commerce	\$	
	4.4 Implement a state-backed housing subsidy strategy	Legislature, SBCTC, Local Govs	\$\$\$	

Comments on SBCTC/Legislative Actions

College-Led Recommendations

Top 2 Priorities	Recommended Action	Potential Lead(s)	Cost Range	Comments or Concerns?
	5.1 Support long-range campus planning that includes housing	Colleges, SBCTC, Legislature	\$	
	5.2 Align rent structures, billing practices, and financial aid policies to match how students pay for housing	Colleges, SBCTC	\$	
	5.3 Design and fund flexible housing solutions	Colleges with SBCTC, legislature, philanthropy, workforce partners	\$\$	
	5.4 Expand housing access via operational partnerships	Colleges, SBCTC, local partners	\$\$	
	5.5 Adopt student-centered lease and financial policies	Colleges, SBCTC	\$	
	5.6 Strengthen operational and financial planning	Colleges, SBCTC	\$\$	
	5.7 Strengthen outreach, navigation, and rental market supports	Colleges, SBCTC, Legislature	\$ - \$\$	

Comments on College-led Actions

Missing Roles, Opportunities, or Gaps

Thank you!

Low-Income Student Housing Opportunities Study

Completed for Washington State Board for Community and Technical Colleges (SBCTC)

Executive Summary

Needs, Barriers, and Legislative Actions for 2025-27

Draft May 30, 2025

This study responds to a legislative directive to **evaluate the feasibility and potential benefits of building low-income student housing on Washington’s community and technical college campuses**. Specifically, this study:

- ◆ assesses rental housing markets around each college,
- ◆ estimates the need for low-income student housing,
- ◆ explores potential land on or near campuses,
- ◆ examines the capital and operating costs of new student housing, and
- ◆ considers how new low-income student housing may affect local rental markets
- ◆ identifies potential priorities and policy recommendations for consideration by the State Legislature, community and technical colleges, and SBCTC.

This study builds on existing research and awareness about basic needs insecurity among Washington’s community and technical college students. Results of the latest statewide survey are documented in ‘Reassessing Basic Needs Security Among Washington College Students. Washington Student Experience Survey: Second Administration Findings Report’ (Washington Student Achievement Council, January 2025).¹ They show that **over half of students in Washington’s public colleges experience food or housing insecurity**, with disproportionate burdens among low-income students, students of color, veterans, and former foster youth.

This study complements existing research with:

- ◆ a new survey of 337 staff and partners who regularly work with students (e.g., basic needs staff, residence hall managers, financial aid officers, college administrators, nonprofit partners, and housing authorities),
- ◆ interviews with 30 staff and partners,
- ◆ an analysis of housing market trends near Washington’s community and technical colleges,
- ◆ a preliminary analysis of site suitability for potential on-campus accommodation of new student housing, and
- ◆ a financial assessment of student housing development feasibility, accounting for development costs, operational costs, and subsidies that might be required

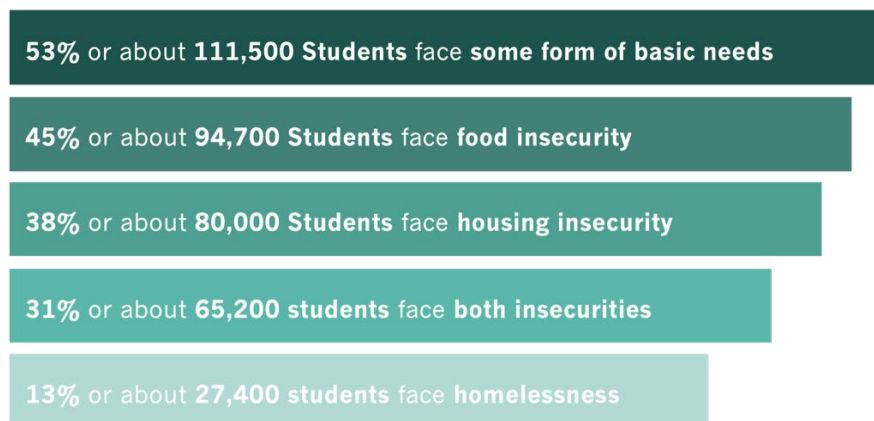
¹ Reassessing Basic Needs Security Among Washington College Students. Washington Student Experience Survey: Second Administration Findings Report. January 2025.
<https://wsac.wa.gov/sites/default/files/2025.BasicNeedsReport.pdf>



Key Findings

1. Housing need is widespread but varies in intensity and form

Housing insecurity is a common experience for college students across Washington. In most regions, students are more likely than other renters to be cost-burdened. While affordability is the main issue in urban areas like King County and Pierce County, rural colleges face limited availability of units. Certain student groups—including parenting students, former foster youth, LGBTQIA2S+ and gender-expansive students, first-generation students, and students of color—face higher risks of housing instability. Some students also fall through administrative gaps that unintentionally exclude them from housing assistance. **These disparities highlight the need for regionally targeted and student-centered solutions.**



“We lose so many students because they’re stuck in this middle area – not in crisis enough for emergency housing, but still unable to secure stable housing.”

2. Local rental markets are a major barrier to stability

Students are navigating rental markets that are not designed for them. Units near campuses are often priced above what students can afford and come with requirements such as income minimums or rental history that students cannot meet. As a result, students end up in overcrowded, unsafe, or temporary housing, which disrupts their academic progress. These market dynamics underscore the importance of considering students in broader housing strategies and increasing campus engagement in local housing conversations.

3. Some campuses have viable land, but few are prepared to move forward

Preliminary analysis identified 14 campuses with land that may be suitable for student housing. In some cases, high-need areas such as King County, Spokane, and northwest Washington also have physical space for development. However, even on campuses with available land, few are ready to build. Barriers include lack of infrastructure, exclusion from campus master plans, or concerns about losing flexibility over long-term land use. Infrastructure upgrades, permitting, environmental review, and community engagement all take time and resources. Without funding for pre-development and planning support, most colleges will not be able to advance potential projects.



4. Deep affordability is not financially feasible without state support

The financial analysis in this study shows that housing affordable to low-income students cannot be developed or operated without public subsidy. Even modest housing designs require external investment to keep rents accessible. Without targeted support, new housing is likely to serve students with higher incomes, rather than those at greatest risk of dropping out due to housing costs. Continuity of housing during academic breaks and integration of support services are also critical for students facing compounding challenges.

“The pressure to recuperate operational costs means that even the housing we do have isn’t truly accessible for the students who need it most.”

To cover the costs of operating student housing and paying debt service in 2025 market conditions, colleges would need to charge between \$1,500 and \$2,100 per month per bed.

Because of the financial challenges associated with developing and operating new student housing on-campus, and because there is limited land availability, new student housing development is unlikely, and the impact of the limited additions to student housing supply on the local rental housing market is expected to be minimal.

5. Most colleges are motivated to explore housing solutions but need support tailored to their context

Colleges across the state are aware of how housing instability affects their students and are interested in finding solutions. However, readiness varies widely. Some colleges have experience with housing partnerships or auxiliary housing models; others are early in the conversation. Colleges are seeking support to develop housing models that reflect the diversity and lived experiences of their student populations. **Tailored technical assistance and implementation support will be critical to help colleges turn interest into action.**

Recommendations

To address student housing needs in Washington and address the findings, this study provides recommendations for consideration by the State Legislature, community and technical colleges, and SBCTC. To support a comprehensive response, the study summarizes four categories of recommendations: Site Readiness, Capital, Market, and Policy/Operations. These represent the critical systems that must work in concert to deliver lasting, student-centered solutions. The recommendations also include specific actions that colleges can take.

Legislative Priorities

The State Legislature can **provide funding, remove policy barriers, and create the financial tools** needed to make student housing feasible and affordable.

SBCTC Priorities

SBCTC can **coordinate systemwide efforts, deliver technical assistance, manage shared data, and champion policy reforms** that reflect student realities.



Recommendations the State Legislature and SBCTC can prioritize are to:

****DRAFT LIST, TO PRIORITIZE BEFORE FINAL DRAFT****

SITE READINESS & LAND ACTIONS

- ◆ Fund site readiness assessments to help colleges identify viable locations for student housing
- ◆ Promote partnerships across institutions, pathways for land banking, and public land transfer programs
- ◆ Streamline zoning and permitting for student housing

CAPITAL ACTIONS

- ◆ Expand funding/financing options to support student housing construction
 - Create a state funding stream for both capital costs and ongoing operations
 - Update Housing Trust Fund rules to include low-income/system-impacted students
 - Allow use of Student-Centered Capital Highways funds for capital improvements in student-designated housing
 - Launch a state-backed revolving loan fund for low-interest student housing capital
- ◆ Provide predevelopment grants and technical assistance
- ◆ Support alignment of Housing Credit student rule with HUD standards
- ◆ Promote flexible construction and sustainable design

POLICY & OPERATIONS ACTIONS

- ◆ Establish a statewide student housing data and coordination system
- ◆ Advocate for state and federal policy reforms
- ◆ Align homelessness systems with student needs
- ◆ Implement a state-backed housing subsidy strategy

MARKET ACTIONS

- ◆ Prioritize technical assistance for high-cost, high-need campuses
- ◆ Scale Supporting Students Experiencing Homelessness (SSEH) housing stability strategies statewide
- ◆ Reform housing policies to remove rental market barriers
- ◆ Improve College Bound Grant to reflect real housing needs
- ◆ Expand student rental assistance via subsidies and vouchers



College-led Priorities

Colleges can lead through partnerships, contribute land or institutional assets, implement flexible housing and financial practices, and connect students to critical housing supports. Recommendations colleges can prioritize are the following.

- ◆ Support long-range campus planning that includes housing
- ◆ Align rent structures, billing practices, and financial aid policies to match how students pay for housing
- ◆ Design and fund flexible housing solutions
- ◆ Expand housing access via operational partnerships
- ◆ Adopt student-centered lease and financial policies
- ◆ Strengthen operational and financial planning
- ◆ Strengthen outreach, navigation, and rental market supports



Chapter 7: Recommendations

Based on the analysis and findings above, this study provides a series of recommendations for addressing student housing challenges. But success will depend on how colleges, state agencies, and partners apply these strategies on the ground. This framework outlines who leads, when action is needed, and the level of investment required to create sustainable housing that supports student success.

Roles and Responsibilities

Solving Washington’s student housing crisis requires shared leadership across many organizations:

- ♦ **Colleges** 🎓 Lead through partnerships, contribute land or institutional assets, implement flexible housing and financial practices, add/update campus master plans to include housing needs, and connect students to critical housing supports.
- ♦ **State Legislature** 🏛️ Provide funding, remove policy barriers, and create the financial tools needed to make student housing feasible and affordable.
- ♦ **SBCTC (State Board for Community and Technical Colleges)** 🤝 Coordinate systemwide efforts, deliver technical assistance, manage shared data, and champion policy reforms that reflect student realities.
- ♦ **Local Governments and Housing Authorities** 🏠 Streamline zoning and permitting, offer land use solutions, and expand rental assistance or vouchers tailored to students.
- ♦ **Nonprofit and Private Partners.** Collaborate on development, master leasing, service delivery, and innovative housing models that lower costs and increase access.

Timelines for Action

Near-Term Priorities (Next 1–2 Years). Actions to remove immediate barriers, stabilize students, and lay the groundwork for larger investments.

Longer-Term Strategies (3–5+ Years). Strategies for sustainable systems, funding streams, and housing infrastructure to ensure long-term affordability and access.

Understanding the Costs

Each recommendation in this study is categorized to reflect the **level of investment** required:

- ♦ **\$ = Low cost** (policy changes, coordination, leveraging existing resources)
- ♦ **\$\$ = Moderate cost** (technical assistance, staffing, outreach, operations)
- ♦ **\$\$\$ = High cost** (new programs, large-scale subsidies, data infrastructure, multi-agency initiatives)

To support a comprehensive response, the study summarizes four categories of recommendations: **Site Readiness, Capital, Market, and Policy/Operations**. These represent the critical systems that must work in concert to deliver lasting, student-centered solutions. The recommendations also include specific actions that colleges can take. Exhibit 37 provides an overview, with a longer explanation on the following pages.



Exhibit 37. Summary of Recommendations

Recommended Action		Potential Lead(s)	Cost Range
SBCTC/Legislative-led Recommendations			
Site Readiness & Land Actions			
1.1	Fund site readiness assessments to help colleges identify viable locations for student housing	Legislature, SBCTC	\$\$
1.2	Promote partnerships across institutions	SBCTC, Colleges	\$
1.3	Promote pathways for land banking and public land transfer programs	Legislature, SBCTC, Local Govs, Partners	\$\$\$
1.4	Streamline zoning and permitting for student housing	Local Govs, SBCTC, Colleges	\$
Capital Actions			
2.1	Create a state funding stream for both capital costs and ongoing operations	Legislature, SBCTC	\$\$\$
2.2	Update Housing Trust Fund rules to include low-income/system-impacted students	Dept. of Commerce, Legislature	\$\$
2.3	Provide predevelopment grants and technical assistance	Legislature (fund), SBCTC (coordinate)	\$\$
2.4	Allow use of Student-Centered Capital Highways funds for capital improvements in student-designated housing	SBCTC	\$\$
2.5	Launch a state-backed revolving loan fund for low-interest student housing capital	Legislature, Community Dev't Financial Institutions, Philanthropy	\$\$\$
2.6	Support alignment of Housing Credit student rule with HUD standards	Legislature	\$
2.7	Expand financing options to support student housing	WSHFC, SBCTC	\$
2.8	Promote flexible construction and sustainable design	Legislature, SBCTC, Colleges	\$\$\$
Market Actions			
3.1	Prioritize technical assistance for high-cost, high-need campuses	SBCTC	\$\$
3.2	Scale Supporting Students Experiencing Homelessness housing stability strategies statewide	Legislature, SBCTC, Colleges	\$\$
3.3	Expand student rental assistance via subsidies and vouchers	Legislature, SBCTC, Local Housing Authorities	\$\$\$
3.4	Reform housing policies to remove rental market barriers	Legislature, Commerce, SBCTC	\$\$
3.5	Improve College Bound Grant to reflect real housing needs	WSAC, Legislature	\$
Policy & Operations Actions			
4.1	Establish a statewide student housing data and coordination system	SBCTC	\$\$
4.2	Advocate for state and federal policy reforms	Legislature, SBCTC, Commerce	\$
4.3	Align homelessness systems with student needs	Commerce	\$
4.4	Implement a state-backed housing subsidy strategy	Legislature, SBCTC, Local Govs	\$\$\$
College-led Recommendations			
5.1	Support long-range campus planning that includes housing	Colleges, SBCTC, Legislature	\$
5.2	Align rent structures, billing practices, and financial aid policies to match how students pay for housing	Colleges, SBCTC	\$
5.3	Design and fund flexible housing solutions	Colleges with SBCTC, legislature, philanthropy, workforce partners	\$\$
5.4	Expand housing access via operational partnerships	Colleges, SBCTC, local partners	\$\$
5.5	Adopt student-centered lease and financial policies	Colleges, SBCTC	\$
5.6	Strengthen operational and financial planning	Colleges, SBCTC	\$\$
5.7	Strengthen outreach, navigation, and rental market supports	Colleges, SBCTC, Legislature	\$ - \$\$



SBCTC and Legislative Recommendations

These are policy reforms, funding appropriations, and regulatory changes that must be initiated or authorized by the Washington State Legislature or statewide agencies. Most of these actions are critical for unlocking funding, expanding eligibility, and removing systemic barriers.

1. Site Readiness and Land Strategies

Land is one of the most limiting and politically sensitive factors in student housing development. While many campuses have technically feasible land, these sites may be constrained by academic priorities, master plans, or local land use regulations. In some cases, opportunities may lie near but not on campus. A responsive strategy must help campuses determine how, whether, and where to pursue housing, while preserving long-term flexibility for institutional growth and community needs. Ongoing conversations with potential partners are peer institutions can lead to creative solutions to delivering student housing.

Near-Term Actions

1.1. FUND SITE READINESS ASSESSMENTS TO HELP COLLEGES IDENTIFY VIABLE LOCATIONS FOR STUDENT HOUSING 🏛️💡

Many colleges are interested in exploring whether and where to build student housing. Early funding and technical support can inform decisions without obligating them to build. The state should provide grants and assistance for land use reviews, zoning, feasibility, and campus land evaluations. This support will help colleges assess on- and near-campus opportunities while aligning with master plans and regulations. These assessments should be clearly framed as exploratory and uphold campus autonomy in deciding if, when, and where to pursue housing. *Lead: Legislature and SBCTC; Cost: \$\$*

1.2. PROMOTE PARTNERSHIPS ACROSS INSTITUTIONS 🤝🎓

Colleges should explore developing shared housing agreements with nearby colleges or public institutions. These partnerships can help campuses avoid duplication and better serve students in regions where housing is underutilized or too expensive to manage independently. *Lead: SBCTC, with college collaboration; Cost: \$*

Longer-Term Strategies

1.3. PROMOTE PATHWAYS FOR LAND BANKING AND PUBLIC LAND TRANSFER PROGRAMS TO SECURE SITES FOR FUTURE STUDENT HOUSING NEAR CAMPUSES 🏛️💡

The state should promote land banking mechanisms and public land transfer programs to preserve sites near campuses for future development. Strategies include long-term leases, nonprofit and faith-based partnerships, and streamlined public land transfers prioritizing



affordable student housing. *Lead: Legislature, SBCTC, local governments, and community partners; Cost: \$\$\$*

1.4. STREAMLINE ZONING AND PERMITTING FOR STUDENT HOUSING 🏠

Local zoning and permitting processes can pose significant barriers to student housing development. The state should support efforts to simplify these processes, expand access to public and nonprofit land, and remove regulatory barriers that slow or prevent affordable student housing projects. *Lead: Local governments, with SBCTC and college advocacy; Cost: \$*

2. Capital Recommendations

Student housing is difficult to finance through traditional channels. Instructional space is prioritized in the state capital budget, while students are often ineligible for housing trust funds or LIHTC-supported units. Colleges need flexible, long-term capital to pursue housing.

Near-Term Actions

2.1. CREATE A STATE FUNDING STREAM THAT COVERS CAPITAL COSTS AND ONGOING OPERATIONS FOR STUDENT HOUSING 🏛️

Low-income student housing projects face unique financial challenges: rental income alone rarely covers the full costs of development and ongoing operations. To ensure housing is sustainable, the state should establish a permanent funding stream that supports both capital costs of construction and ongoing operational expenses needed to maintain affordable student housing. Considerations for ongoing expenses could include building maintenance costs, capital reserve, supportive services, and administrative expenses incurred by colleges to manage students' housing experience. *Lead: Legislature, with SBCTC advocacy; Cost: \$\$\$*

2.2. UPDATE HOUSING TRUST FUND RULES TO EXPLICITLY INCLUDE LOW-INCOME AND SYSTEM-IMPACTED STUDENTS 🏛️

The Washington State Housing Trust Fund is a primary source of state financing for affordable housing, but current rules often exclude student-serving projects. The state should revise HTF eligibility criteria and guidance to explicitly include low-income and system-impacted students such as independent, parenting, formerly homeless, or foster care- or justice-involved students. Colleges should be allowed to verify tenant income using financial aid data, like Pell Grant status or FAFSA documentation, so that campus-based housing can compete fairly for these critical funds. *Lead: Department of Commerce, Legislature; Cost: \$\$*

2.3. PROVIDE PREDEVELOPMENT GRANTS AND TECHNICAL ASSISTANCE TO SUPPORT PROJECT FEASIBILITY, DESIGN STRATEGY, AND FINANCING ALIGNMENT 🏛️🤝

The state should fund predevelopment assistance to help colleges design affordable, finance-ready student housing projects. This includes support for feasibility studies, identifying development partners, and addressing staffing gaps, along with access to resources like design templates, financing models, and best practices from organizations such as LISC (Local Initiatives Support Corporation) and HUD (U.S. Department of Housing and Urban

Development). These tools will help colleges create efficient, cost-effective projects that align with public funding requirements. *Lead: Legislature to fund, SBCTC, philanthropy Cost: \$\$*

2.4. ALLOW USE OF STUDENT-CENTERED CAPITAL HIGHWAYS FUNDS FOR CAPITAL IMPROVEMENTS IN STUDENT-DESIGNATED HOUSING 🏠🎓

The State Board for Community and Technical Colleges (SBCTC) administers the **Student-Centered Capital Highways fund**, which supports capital projects across campuses. Colleges that operate year-round student housing should be allowed to apply these funds toward modernizing existing facilities, expanding capacity, and adding services that specifically support low-income and system-impacted students. Expanding SCCH eligibility provides a flexible tool for improving housing without relying solely on new appropriations. *Lead: SBCTC; Cost: \$\$*

Longer-Term Strategies

2.5. LAUNCH A STATE-BACKED REVOLVING LOAN FUND TO PROVIDE LOW-INTEREST CAPITAL FOR STUDENT HOUSING DEVELOPMENT 🏠

Student housing projects often struggle to secure affordable financing, especially in the early stages of development when risk is highest. The state should create a revolving loan fund that offers low-interest loans for predevelopment and construction costs, helping colleges and their partners move projects forward without relying solely on high-cost private financing. Loans would be repaid through rents, philanthropy, or future appropriations, allowing the fund to recycle capital for new projects. *Lead: Legislature; CDFIs, philanthropy Cost: \$\$\$*

2.6. SUPPORT ALIGNMENT OF THE HOUSING CREDIT STUDENT RULE WITH HUD STANDARDS

The bipartisan Affordable Housing Credit Improvement Act (AHCIA) would update the Low-Income Housing Tax Credit (Housing Credit) to better align its student occupancy rules with HUD standards, removing unnecessary barriers for vulnerable students while maintaining important safeguards. The legislation clarifies that households made up entirely of full-time students under age 24 would generally remain ineligible for Housing Credit apartments, but makes key exceptions for single parents, formerly homeless youth, youth aging out of foster care, survivors of domestic violence and human trafficking, veterans, and others. This change would expand affordable housing access for students facing housing insecurity and is an important part of joint advocacy efforts to increase safe, stable housing opportunities for vulnerable young people. *Lead: Legislature; Cost: \$*

2.7. EXPAND FINANCING OPTIONS TO SUPPORT STUDENT-SERVING HOUSING 🏠

Current federal LIHTC rules, implemented through the state's Qualified Allocation Plan (QAP), often exclude student-serving housing from competing for critical affordable housing tax credits. To address this limitation, the Washington State Housing Finance Commission (WSHFC) should explore revisions to the QAP to prioritize projects that serve vulnerable student populations—such as independent students, parenting students, former foster youth, justice-involved students, and those experiencing homelessness—who may qualify under existing exemptions in federal regulations.



The state could consider establishing a state-level tax credit program analogous to the federal LIHTC, providing similar incentives for affordable student housing projects. Such programs have been implemented in other states to complement federal efforts.

Washington could expand the use of property tax exemptions or abatements for student housing developments. Programs like the Multi-Family Housing Property Tax Exemption (MFTE) have been utilized in various jurisdictions to encourage affordable housing development and could be tailored to support student housing initiatives. *Lead: WSHFC, with SBCTC input; Cost: \$*

2.8. PROMOTE FLEXIBLE CONSTRUCTION AND SUSTAINABLE DESIGN TO REDUCE STUDENT HOUSING DEVELOPMENT COSTS 🏠💡

The legislature should fund and support pilot programs that reduce development costs including modular and offsite construction and use of mass timber. Where feasible, Colleges can explore standardized, permit-ready designs over flexible models to lower costs. This could also include adoption of Build America-aligned design standards that prioritize smaller units, shared amenities, and sustainable materials to improve affordability and unlock federal funding opportunities. In addition, Colleges should consider seeking exemptions from non-structural/life safety design requirements (e.g., LEED, CBPS) to further reduce costs. SBCTC should provide toolkits, case studies, and vendor connections to support implementation, especially where conventional development is not feasible. *Lead: Legislature to fund, SBCTC to coordinate, Colleges to implement; Cost: \$\$\$*

3. Market Recommendations

Students face persistent barriers accessing housing that is affordable, available, and aligned with their academic and financial realities. Many landlords are hesitant to rent to students, while state and federal housing programs often exclude them through restrictive eligibility rules and lease terms. A functional student housing market requires stronger data systems, targeted policy reforms, and collaboration between colleges, agencies, and private landlords to remove structural barriers and expand access.

Near-Term Actions

3.1. PRIORITIZE TECHNICAL ASSISTANCE AND RESOURCES FOR HIGH-COST, HIGH-NEED CAMPUSES 💡

SBCTC should prioritize technical assistance and resources for colleges in high-cost housing markets where students face the greatest barriers to securing affordable housing. Using data on rental costs and student enrollment, the state can direct support to campuses where local market conditions make it hardest for students to find stable housing. *Lead: SBCTC; Cost: \$\$*

3.2. SCALE PROVEN HOUSING STABILITY STRATEGIES FROM THE SUPPORTING STUDENTS EXPERIENCING HOMELESSNESS (SSEH) PROGRAM 🏠💡

The SSEH program has shown strong results in helping students stay enrolled by providing emergency housing, partnering with local shelters, and offering on-campus basic needs



services. Currently, 32 of 34 colleges have active SSEH programs, with the final two set to launch in July after completing their planning grants. Although the program now spans the state, flat state funding without inflation adjustments limits its ability to serve the same number of students as housing and utility costs rise. This action would expand housing supports through the existing SSEH infrastructure, avoiding the need for a new program.

Lead: Legislature, SBCTC, Colleges; Cost: \$\$

3.3. EXPAND STUDENT RENTAL ASSISTANCE THROUGH STATE-FUNDED SUBSIDIES AND EDUCATION-LINKED HOUSING VOUCHER PROGRAMS 🏛️💡

The state should fund rental assistance programs that help low-income students cover housing costs, using eligibility markers like FAFSA, Pell Grants, SNAP, or BFET participation. This includes scaling successful models like the Highline College/KCHA WISH program by partnering with MTW (Moving to Work) housing authorities in cities such as Tacoma, Snohomish, Seattle, and Vancouver to develop student-focused voucher programs. In regions with strong reentry programs, colleges should also pursue partnerships with local Departments of Corrections to connect justice-involved students with DOC-funded transitional housing vouchers. These subsidies and vouchers provide ongoing support to address student housing insecurity. *Lead: Legislature, SBCTC, local housing authorities; Cost: \$\$\$*

Longer-Term Strategies

3.4. REFORM HOUSING POLICIES AND EXPAND PARTNERSHIPS TO REMOVE RENTAL MARKET BARRIERS FOR STUDENTS 🏛️

The state should reform policies and expand partnerships to reduce rental barriers for students. Key actions include allowing financial aid to count as income verification, expanding eligibility for affordable housing programs like the Housing Trust Fund (HTF) and eliminating restrictive lease terms such as mandatory year-long contracts or co-signer requirements. The state should also incentivize Housing Connector-style partnerships to engage landlords and reduce screening barriers like credit checks and income thresholds. *Lead: Legislature, Commerce with landlord association and SBCTC coordination; Cost: \$\$*

3.5. IMPROVE WASHINGTON COLLEGE BOUND GRANT POLICIES TO ENSURE HOUSING AFFORDABILITY DOES NOT LIMIT ACCESS TO FULL STUDENT FINANCIAL AID 🏛️

The current Washington College Bound Grant (CBG) structure unintentionally penalizes students who attend community and technical colleges (CTCs) because of lower tuition and housing costs, even though many low-income students choose these schools to avoid the higher living expenses near four-year campuses. As a result, they often receive less financial support under CBG formulas despite still facing housing insecurity.

To address this, key agencies should pursue two solutions: first, adjust CBG policies and award formulas to better support CTC students and align aid with actual housing needs across regions and institutional types; second, work with four-year institutions to provide more flexibility in first-year housing requirements, which currently deter some students from enrolling within a year of high school graduation. *Lead: WSAC, Legislature; Cost: \$*



4. Policy and Operations Recommendations

Developing and operating student housing, particularly for low-income students, is fundamentally different from traditional campus facilities. Colleges must manage housing as a service, balancing lease terms, student support, financial planning, and maintenance. Operating margins are thin, with up to 75% of revenue covering debt. Without aligned policy, subsidy, and support systems, these models can be unsustainable. As colleges increasingly fill gaps left by an unaffordable private rental market, sustainable solutions will require coordinated action across campuses, state agencies, and federal partners.

Near-Term Actions

4.1 ESTABLISH A STATEWIDE STUDENT HOUSING DATA AND COORDINATION SYSTEM 🏡

SBCTC should lead the creation of an integrated system to coordinate student housing policy, data, and technical assistance across colleges and state agencies. This effort should:

- ◆ Build a centralized database to track campus and off-campus housing inventory, vacancies, market conditions, and campus land readiness.
- ◆ Develop shared data infrastructure to monitor student housing demand, measure intervention effectiveness, and identify equity gaps.
- ◆ Convene a permanent interagency working group (SBCTC, WSAC, Commerce, WSHFC, DSHS) to align advocacy, funding strategies, and policy priorities.
- ◆ Establish a centralized technical assistance hub to support colleges with legal, financial, and operational challenges.

This system will improve decision-making, support housing navigation, strengthen funding proposals, and promote consistent metrics for resource allocation and accountability. [Lead: SBCTC with agency partners and legislative support. Cost: \\$\\$](#)

4.2. ADVOCATE FOR STATE AND FEDERAL POLICY REFORMS 🏛️ 🏡

The state should advocate for policy reforms that remove barriers to student housing at both state and federal levels. The state should create a fast-track approval process within the Washington Department of Enterprise Services to reduce delays in public construction approvals for student housing projects. This also includes modernizing rules under the U.S. Department of Housing and Urban Development and the Low-Income Housing Tax Credit that exclude full-time students, integrating college housing into state affordable housing programs, and applying tenant protections like rent stabilization. The state should create a fast-track approval process within the Washington Department of Enterprise Services to reduce delays in public construction approvals for student housing projects. [Lead: Legislature and SBCTC, in coordination with Commerce and housing advocates; Cost: \\$](#)

4.3. ALIGN HOMELESSNESS SYSTEMS WITH STUDENT NEEDS 🏛️

The Department of Commerce should revise Coordinated Entry policies to ensure students are recognized as high-need participants in housing referral systems. Coordinated Entry, the system used to prioritize access to homelessness services, often excludes students in unstable

situations like couch-surfing or overcrowded housing. Updating these definitions will improve student access to critical housing support. *Lead: Commerce, with SBCTC collaboration; Cost: \$*

4.4. IMPLEMENT A STATE-BACKED HOUSING SUBSIDY STRATEGY TO SUPPORT STUDENT HOUSING STABILITY 🏠

Many students, particularly those with low incomes, face ongoing challenges affording housing even when units are available. The state should develop a comprehensive subsidy strategy that includes proactive support—such as ongoing rental assistance for income-qualified students—and reactive funding to address emergencies like eviction prevention or unexpected housing loss. This approach would align state resources with county programs, community development councils, and local initiatives to ensure students can access stable housing throughout their education. *Lead: Legislature, SBCTC, and local governments; Cost: \$\$\$*

Recommendations for Colleges

These actions are primarily institutional and can be implemented by colleges directly or with support from SBCTC, philanthropy, or local partnerships. They emphasize institutional planning, operational improvements, partnerships, and early-stage development strategies.

5.1. SUPPORT LONG-RANGE CAMPUS PLANNING THAT INCLUDES HOUSING 🎓

Colleges should develop or update long-range plans that integrate housing into long-term campus growth strategies, balancing academic, residential, and community priorities. These plans should align with other institutional efforts, such as Basic Needs Plans and Strategic Enrollment Plans. Where feasible, colleges should prioritize housing near existing utilities, transportation, and campus services to minimize infrastructure costs. In cases where on-site development is not practical, colleges should explore off-site or partnership-based solutions. As part of this planning process, colleges should clearly define their housing goals and identify which student populations they intend to serve.. *Lead: Colleges, with planning guidance from SBCTC and potential funding from the legislature; Cost: \$*

5.2. ALIGN RENT STRUCTURES, BILLING PRACTICES, AND FINANCIAL AID POLICIES TO MATCH HOW STUDENTS PAY FOR HOUSING 🎓👉

Students often face financial stress because rent schedules and lease terms do not match how they receive financial aid typically in quarterly or semester disbursements. Colleges and housing partners should adopt student-centered approaches, such as sliding-scale rents, bundled tuition-plus-housing billing, flexible lease terms aligned with academic calendars, and accurate cost-of-living estimates. This could also include “Ban the box” practices for justice-impacted students. Ensuring federal loan options are clearly included in aid offers will also help students cover housing gaps and avoid unnecessary financial hardship. *Lead: Colleges, SBCTC; Cost: \$ (policy / administrative changes)*

5.3. DESIGN AND FUND FLEXIBLE HOUSING SOLUTIONS THAT RESPOND TO THE SPECIFIC NEEDS OF DIVERSE STUDENT POPULATIONS 🏛️🎓

Colleges should begin any housing development or partnership by clearly identifying target student groups such as parenting students, those experiencing homelessness, short-term program participants, or workforce training students. This focus ensures housing models are responsive, equitable, and aligned with actual demand. The state should support feasibility studies, design work, and implementation of flexible housing solutions, including shorter leases, simpler intake, and proximity to campuses or training sites. *Lead: Colleges with SBCTC, legislature, philanthropy, workforce partners; Cost: \$\$*

Operations/Policy Recommendations

5.4. EXPAND HOUSING ACCESS THROUGH OPERATIONAL PARTNERSHIPS 🎓

Colleges should partner with landlords, nonprofits, and housing authorities to offer more housing options without the cost and time required for new construction. Strategies such as master leasing (where colleges lease multiple units from private landlords) and shared housing agreements can quickly expand affordable housing for students, especially those facing urgent needs. These partnerships provide flexible, lower-cost solutions that complement long-term development plans and help address gaps in the private rental market. *Lead: Colleges, with SBCTC support and local partners; Cost: \$\$*

5.5. ADOPT STUDENT-CENTERED LEASE AND FINANCIAL POLICIES 🎓

Colleges should structure housing leases and payment policies to reflect students' academic schedules and financial realities. This includes offering lease terms that align with academic quarters or semesters, allowing flexibility for students facing emergencies, and implementing tiered rent models based on financial need. Colleges should also simplify eligibility by accepting Pell Grant status or financial aid documentation instead of requiring co-signers or extensive background checks, which often create unnecessary barriers for low-income students. *Lead: Colleges, guided by SBCTC policy frameworks; Cost: \$*

5.6. STRENGTHEN OPERATIONAL AND FINANCIAL PLANNING 🎓

Colleges should adopt full-cost budgeting practices that account for all aspects of housing operations, including utilities, maintenance, janitorial services, student support staffing, insurance, furnishings, and long-term capital reserves. SBCTC should provide templates and technical assistance to help colleges manage operations consistently. This approach will reduce financial risk, improve service quality for students, and ensure long-term sustainability of housing operations. *Lead: Colleges, with SBCTC providing tools and guidance; Cost: \$\$*

5.7. STRENGTHEN STUDENT HOUSING ACCESS THROUGH COORDINATED OUTREACH, NAVIGATION SERVICES, AND RENTAL MARKET SUPPORTS 🎓🤝

Housing solutions are not limited to buildings. Colleges can strengthen housing stability by embedding culturally and population specific navigation services, emergency assistance, and referrals into basic needs programs. They can use existing infrastructure such as basic needs

navigators, federal programs (e.g., Basic Food Employment and Training), and student affairs teams to connect students to resources. Colleges should ensure students can easily find and apply for housing by expanding campus navigation tools, access user-friendly resource pages, and obtain referrals into basic needs services. Justice-impacted students need additional support in the early stages of renting, including help with tenant rights issues. They should also provide standardized income verification letters to reduce rental barriers. SBCTC could coordinate statewide technical assistance, shared templates, and training. *Lead: Colleges and SBCTC, with legislative investment; Cost: \$ (if mostly college effort) - \$\$ (if statewide)*

Conclusion

This study reveals a critical statewide challenge: **thousands of Washington’s community and technical college students face persistent housing insecurity.** For many, the lack of affordable housing directly impacts academic performance, mental health, and long-term stability. The housing crisis manifests differently across the state. Rural, urban, and suburban colleges face distinct pressures shaped by local markets, infrastructure, and student needs.

Rental housing near campuses is often unaffordable, with low-income students bearing the highest cost burdens. Mismatches between housing availability and student incomes are common, exacerbated by restrictive eligibility criteria and competition in the private market. While some colleges may be well-positioned for future housing development, financial feasibility remains a major obstacle. Even where land exists, projects are frequently limited by cost, zoning, and lack of operational support.

Colleges are innovating by piloting partnerships, flexible leasing models, and emergency aid. But these efforts are not yet at scale. Moving forward will require updated funding structures, policy reforms, and cross-sector collaboration. This study provides a foundation: shared data, local site insights, and design prototypes to inform next steps. Continued engagement, especially with students most affected, is essential to shape inclusive, effective solutions.

Student housing insecurity is not inevitable. With strategic investment and coordination, Washington can create pathways to educational and housing stability for more students statewide.



CONSENT AGENDA ITEM (25-06-25)

June 11, 2025

Tab 4

2025-26 Workforce Education awards and allocations

Brief description

Colleges fund workforce education programs and student support programs in multiple ways, including the use of general enrollment funding, state, and federal targeted funding. Each June, the State Board approves the targeted funding for the next fiscal year. What follows is proposed targeted federal and state contracted funding for FY2025-26:

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

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

Carl D. Perkins, Early Achievers Grants, Basic Food Employment and Training, and WorkFirst address the State Board's goals for achieving educational equity for students who are historically underrepresented in higher education, improving completion rates for all enrolled students across all types of programs and credentials - workforce degrees, transfer degrees, certificates and apprenticeships, and increasing access and retention among populations who can benefit the most from college access as described below.

Background information and analysis

The State Board awards federal workforce training funds to colleges to support programs offering entry-level training and skills upgrade for the state's workforce. Each program provides residents across the state opportunities to increase their educational attainment.

Carl D. Perkins Federal Grant – \$13,919,468 (initial planning budget from Workforce Training and Education Coordinating Board)

Approval of the resolution will authorize FY2025-26 Carl D. Perkins awards to 34 community and technical colleges to improve outcomes for students by supporting and strengthening workforce education programs.

The Strengthening Career and Technical Education for the 21st Century Act provides funding for workforce programs with an emphasis on accountability, innovation, secondary to post-secondary pathways, coordination with business and industry, and decreasing equity gaps for underserved populations. Colleges inform their use of Perkins funding through completion of the required Comprehensive Local Needs Assessment (CLNA), which brings together regional stakeholders to inform local workforce needs and guides the local investment of these resources.

Perkins V sets aside one percent of State Leadership funds to serve individuals in state institutions, such as state correctional institutions or institutions that serve individuals with disabilities. Ten percent of the Basic Grant funds are set aside for rural colleges and colleges with a high percentage of professional/technical students.

This Perkins funding aligns with two Board goals specific to Equitable Student Success:

- **Goal 1: Increase access and retention among population who can benefit the most from college:** Colleges are required to develop goals and strategies to eliminate performance gaps and support the success of nine special populations and four sub-groups identified in the Strengthening Career and Technical Education for the Perkins V. Performance targets for each college are developed and monitored to measure success in improving participation in and completion of workforce education programs for all students preparing for employment, including those who are underrepresented by gender in specific non-traditional fields. Performance data is disaggregated by student groups and by program for each college making it easier to identify performance gaps and develop specific strategies to increase student participation and success. This focus on equity and diversity and performance gap analysis aligns closely with local needs and the connections help ensure we respond to the emerging needs of our students and the employers who hire them.
- **Goal 2: Improve completion rates for all enrolled students across all types of programs and credentials — workforce degrees, certificates, and apprenticeships:** Student completion is a key performance indicator for all programs supported with Perkins funding. Performance targets for each college are developed and monitored to measure success in increasing student attainment of relevant career and technical skills that align with industry standards, and increasing industry-recognized credentials, certificates, and degrees. Colleges are required to provide outreach to secondary students and expand programs of study that bring together a sequence of career-focused courses that start in high school and extend through a post-secondary professional technical program. Many of these courses articulate for CTE Dual Credit. Additionally, the Perkins V places emphasis on providing students with work-based learning opportunities aligning well with Career Connect Washington's criteria for Career Launch programs.

Early Achievers Grant – \$7,139,164

The approval of the resolution will authorize Early Achievers Grant (EAG) awards for FY 2025-26 to 27 community and technical colleges. The EAG is a student financial aid program that helps employed childcare providers and early learning professionals' complete certificates and associate degrees in early childhood education.

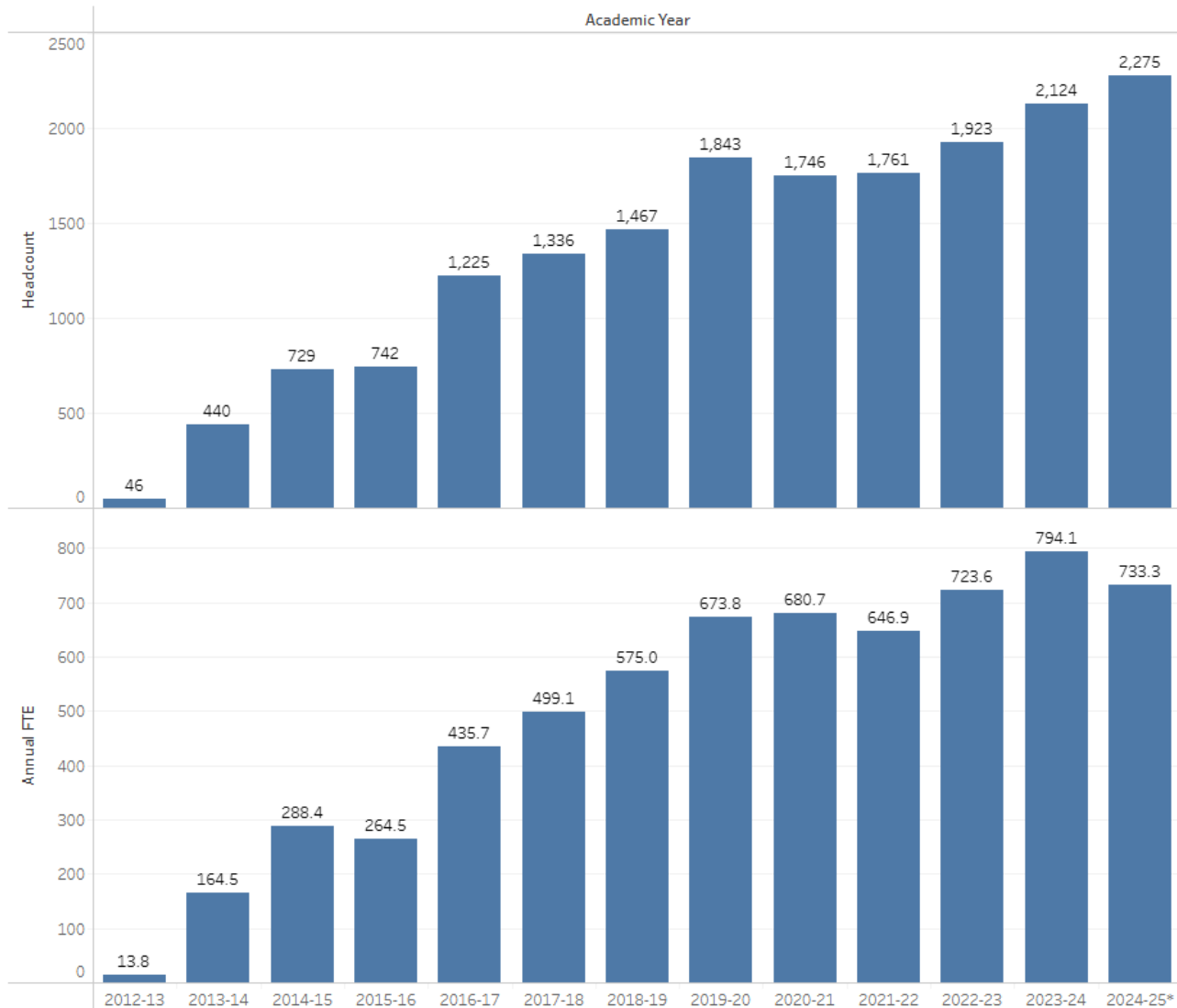
This program started in 2012 as a collaboration between the colleges and the Department of Children, Youth, and Families (DCYF). In 2018, the Washington State Legislature adopted new licensing rules requiring childcare providers to attain postsecondary ECE credentials. All 27 colleges participating in the Early Achievers Grant program offer stackable certificates and degrees that meet licensing and staff qualification requirements.

The Early Achievers Grant aligns with the four goals of the Board:

- Increase access and retention: Professionals in childcare and early education settings typically earn wages at or just above minimum wage, and EAG scholars most often fit the definition of a non-traditional student. In FY24, 69% of EAG scholars were 30 years old or older, compared to only 38% systemwide, and 61% of EAG scholars identified as non-white, versus 44% systemwide. Without financial assistance, these non-traditional students could not afford college and access the credentials needed to maintain employment in the ECE field. Funds pay for tuition, fees, textbooks, and student wrap-around services necessary for participation in an ECE program. EAG scholars also receive intensive, relationship-based advising and wrap-around support services above and beyond what colleges typically offer students. These services help students who need additional assistance navigating college systems or might otherwise stop out due to emergent situations persist and complete their education goals.
- Improve completion and transfer rates: Relationship-based advising and wrap-around support services also improve credential completion. EAG scholars consistently have higher completion rates than their non-EAG ECE counterparts. For example, in FY24, the EAG completion rate was 77% vs. 60% for non-EAG scholars.
- Provide flexible career-training options: All colleges participating in EAG offer stackable certificates and AAS/AAS-T degrees in ECE. Students can complete the required coursework to maintain employment and gain confidence in their scholarly skills by adding additional certificates to help them obtain promotions and higher-paying wages.
- Secure resources and develop systemwide strategies: The grant also allocates funding to support college program contacts. These contacts serve as the main point of contact for our grant recipients, guiding students from intake to completion. They are responsible for outreach, recruitment, onboarding, advising, and grant administration.

Each spring, the colleges participate in a competitive grant application process. Each college's funding is based on the funds made available by DCYF, the number of FTES projected to be served, and performance in the previous years. Colleges must also describe program capacity, student intake, monitoring processes, and wrap-around support services.

In FY24, EAG supported 2,124 students (794.1 FTES) who attained a total of 1,330 Early Childhood Education credentials. To date, in FY25, excluding the spring quarter, EAG has served 2,275 students and achieved 733.3 FTES, which equals 94% of FTES awarded in FY25.



Basic Food Employment and Training (BFET) – \$15,811,242

Approval of the resolution will authorize federal FY26 funding to be awarded to all 34 community and technical colleges for the Basic Food Employment and Training (BFET) program. Basic Food recipients are provided access to a variety of educational options and support services through the BFET program to gain the skills necessary to compete for higher wages, better jobs, and further advancement. College BFET programs are designed around a 50/50 funding model that allows them to budget and invoice for a 50 percent reimbursement of allowable expenditures the college has made. This means that colleges must cover 100 percent of costs for BFET students and program expenses from non-federal sources prior to receiving a reimbursement. The reimbursed funds are then retained as program operational funding. Expenses eligible for reimbursement include tuition, books, fees, and support services such as housing, transportation, childcare, supplies, etc. necessary for participation in an education and training program. Program funding levels are estimates per the state approved spending plan which is expected to be released in September.

This Basic Food Employment and Training funding aligns with two specific goals of the Board's strategic plan:

Goal 1: Increase access and retention among populations who can benefit the most from college:

- Funding supports the State Board's efforts to impact state and federal policy concerning access to community and technical colleges for low-income populations eligible for basic food assistance. The State Board partners with the Department of Social and Health Services to advocate for the community and technical college's role in statewide poverty reduction efforts and to prevent national policy that adds barriers to accessing education. Washington continues to be highlighted nationally as a model Supplemental and Nutrition Assistance Program (SNAP) Employment and Training program and the SBCTC's expertise is requested on a regular basis to assist the onboarding of other states implementing the program. The Farm Bill, which governs Supplemental and Nutrition Assistance Program Employment and Training, was last reauthorized in December 2018 and has been extended through the current FFY. There is a strong focus from states in advocating for reducing barriers, continuing the current exemptions put into place during the pandemic, providing targeted outreach, and expanding the allowable training options. The State Board has continued to participate in state focus groups and national forums to advocate for policies that increase access to community and technical colleges, work-based learning, and student supports.
- Basic Food students are low-income individuals and parents who are eligible for basic food assistance. The Basic Food program provides an opportunity for equitable access to education for our state's most disproportionate populations. In FY24, 48 percent of BFET students were students of color. Without enrollment in the BFET program, students receiving food benefits would not be able to enroll in college and continue to receive their food assistance.
- In FY24, the Basic Food program served 6,636 students (3,758 FTE). An overall increase of 718 students from FY23. To date in FY25, excluding spring, the BFET program has served 6,608 students (3,169 FTE), which indicates that enrollments in FY25 will significantly exceed FY24 enrollments. Our Basic Food model allows for reverse referrals, meaning program staff can recruit eligible students and assist them with their application for food assistance if they are not yet receiving this support. With the inclusion of the Benefits Navigators through the Basic Needs Act (SHB1559), colleges have been able to increase enrollments in BFET and support students in accessing resources including FAFSA. Colleges are also participating in a Benefits Promotion Pilot this FY, which provides a strategic focus on targeted outreach and recruitment for basic food through a data match with WA College Grant as an indicator of being eligible for public benefits. Additionally, the support services for students can assist with meeting students' basic needs upfront, allowing them to focus on school.

Goal 2: Improve completion and transfer rates for all enrolled students across all types of programs and credentials – workforce degrees, transfer degrees, certificates, apprenticeships, and bachelor's degrees, including improving completion rates faster for students of color:

- Basic Food programs are accountable to successful completion of workforce education pathways and employment outcomes. BFET program supports students who are enrolled in Basic Education, English Language Acquisition, IBEST, Running Start, a variety of short-term trainings and certificates, degree pathways, and non-credit/continued education. Colleges are responsible for reporting student retention and completion data. Student data is monitored quarterly to ensure proper coding and reporting.

Basic Food programs ensure low-income students receive necessary wrap-around services and supports to meet their basic needs and beyond, keeping students enrolled and supporting progression in professional/technical programs across the state, many of these programs integrate work-based learning opportunities that align with the objectives of Career Connect Washington.

WorkFirst – \$16,418,000

Approval of the resolution will authorize FY26 WorkFirst awards to 33 community and technical colleges to provide education and training, work-based learning, student supports, and wrap-around case management to students receiving Temporary Assistance for Needy Families. We anticipate the estimated funding level, based on FY25 legislation, will be available per the state approved spending plan expected to be released in late June.

A bipartisan legislative task force provides oversight to the WorkFirst program and operation of Temporary Assistance for Needy Families (TANF). State and Federal TANF block grant funds are provided through the Department of Social and Health Services, which contracts with the State Board, the Employment Security Department, and the Department of Commerce for participant services. The Office of Financial Management and the Department of Children, Youth and Families are also WorkFirst partners.

WorkFirst colleges are able to offer student support to help students meet their basic needs. These supports include transportation, medical, childcare, tools/supplies, clothing, and emergency costs.

This WorkFirst funding aligns with two specific goals of the State Board strategic plan:

Goal 1: Increase access and retention among populations who can benefit the most from college:

- Funding supports the State Board's efforts to impact state and federal policy concerning access to community and technical colleges for low-income parent populations. The State Board partners with the Department of Social and Health Services to advocate for the community and technical college's role in two-generational strategies to reduce poverty, and to highlight the community and technical college system through other state-wide and national efforts.
- WorkFirst students are low-income parents. Program staff provides wrap-around support to ensure equitable access and retention, including referrals to external service providers to address childcare, healthcare, food insecurity, housing, and transportation needs. WorkFirst staff strive to transition WorkFirst students to additional resources to aid their advancement off TANF and out of poverty.

More than 80 percent of financial aid awarded to WorkFirst students consisted of Pell, WA College Grant, WorkFirst Work Study, Federal Unsubsidized Stafford/Direct, Federal Stafford Subsidized/Direct, Opportunity Grant, Federal Work Study, as well as other grants and funds.

- In FY24, WorkFirst served 2,997 students (1,505 FTE), which was an increase to the FY23 student enrollments. To date in FY25, excluding spring quarter, WorkFirst has served 2,911 students (1,313 FTE), putting colleges on a trajectory of serving more students in FY25 than FY24. WorkFirst program staff work directly with their Local Planning Area partners to promote referrals to education and training programs at community and technical colleges.

Goal 2: Improve completion and transfer rates for all enrolled students across all types of programs and credentials – workforce degrees, transfer degrees, certificates, apprenticeships, and bachelor's degrees, including improving completion rates faster for students of color:

- Education and training providers are accountable for the attainment of high school degrees or equivalencies and vocational education certificates and degrees. Our performance outcomes are reported to the Department of Social and Health Services and incorporated into the State's overall WorkFirst data for legislative review. Federal rules limit full-time vocational education to 12 months; however, state legislation passed in 2017 allows for an extension to 24 months ensuring students have adequate time to complete at least a one-year certificate.

WorkFirst increases access to in-demand, high quality professional/technical programs, many of which integrate meaningful work-based learning opportunities. Currently, we have 30 of the 33 colleges offering WorkFirst that have work-based learning programs providing WorkFirst students with hands-on job experience in positions that are related to their career field.

Recommendation/preferred result

Staff recommends approval of Resolution 25-06-25, awarding federal workforce education targeted funds to community and technical colleges for fiscal year 2025-26 as described in Attachment A.

Policy Manual Change Yes ☐ No ☒

Prepared by: Marie Bruin, director, workforce education
mbruin@sbctc.edu, 360-704-4333

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 25-06-25

A resolution relating to allocating and awarding \$54,137,224 of federal and state contracted workforce training funds to the community and technical college. (See Attachment A)

WHEREAS, the State Board has the authority to allocate and award federal job training funds; and

WHEREAS, community and technical colleges have fulfilled the application requirements set forth for Carl D. Perkins, and Early Achievers, Basic Food Employment and Training, and WorkFirst Grants; and

WHEREAS, each Carl D. Perkins, Early Achievers, Basic Food Employment and Training, and WorkFirst Grants application has gone through a state level review process and has been recommended by their respective advisory committee to the State Board for Community and Technical Colleges for funding;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges awards a total of \$54,137,224 for FY 2025-26 as detailed in Attachment A, consisting of:

1. \$13,919,468 for Carl D, Perkins Grant
2. \$7,139,164 for Early Achievers Grants
3. \$16,660,592 for Basic Food Employment and Training
4. \$16,418,000 for WorkFirst

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 June 12, 2025

Attest

Chris Bailey, interim secretary

Martin Valadez, chair

WORKFORCE EDUCATION – FY26 GRANTS DISTRIBUTIONS

College	FY25 Carl Perkins	FY26 Carl Perkins	FY25 Early Achievers	FY26 Early Achievers	FY25 TOTAL	FY26 TOTAL
Bates	\$509,954	\$503,772	\$498,000	\$498,000	\$1,007,954	\$1,001,772
Bellevue	\$291,530	\$276,792	\$124,500	\$141,100	\$416,030	\$417,892
Bellingham	\$364,948	\$426,783	\$0	\$0	\$364,948	\$426,783
Big Bend	\$279,070	\$265,585	\$83,000	\$83,000	\$362,070	\$348,585
Cascadia	\$0	\$0	\$0	\$0	\$0	\$0
Centralia	\$239,566	\$252,271	\$41,500	\$83,000	\$281,066	\$335,271
Clark	\$437,185	\$429,431	\$99,600	\$99,600	\$536,785	\$529,031
Clover Park	\$492,987	\$518,840	\$49,800	\$83,000	\$542,787	\$601,840
Columbia Basin	\$489,655	\$438,281	\$141,100	\$157,700	\$630,755	\$595,981
Edmonds	\$349,296	\$334,458	\$132,800	\$166,000	\$482,096	\$500,458
Everett	\$355,235	\$336,675	\$141,100	\$141,100	\$496,335	\$477,775
Grays Harbor	\$257,183	\$214,263	\$215,800	\$132,800	\$472,983	\$347,063
Green River	\$486,423	\$462,651	\$232,400	\$298,800	\$718,823	\$761,451
Highline	\$329,861	\$406,761	\$514,600	\$622,500	\$844,461	\$1,029,261
Lake Washington	\$318,523	\$325,142	\$498,000	\$614,200	\$816,523	\$939,342
Lower Columbia	\$306,276	\$320,104	\$149,400	\$149,400	\$455,676	\$469,504
Olympic	\$406,158	\$420,782	\$498,000	\$456,500	\$904,158	\$877,282
Peninsula	\$251,332	\$304,939	\$41,500	\$41,500	\$292,832	\$346,439
Pierce	\$391,406	\$367,726	\$290,500	\$456,500	\$681,906	\$824,226
Renton	\$437,985	\$474,312	\$141,100	\$190,900	\$579,085	\$665,212
Seattle District	\$878,767	\$925,747	\$581,000	\$622,500	\$1,459,767	\$1,548,247
Shoreline	\$278,033	\$268,364	\$0	\$0	\$278,033	\$268,364
Skagit Valley	\$508,938	\$479,029	\$141,100	\$141,100	\$650,038	\$620,129
South Puget Sound	\$292,610	\$256,388	\$332,000	\$290,500	\$624,610	\$546,888

Spokane District	\$1,394,101	1,378,719	\$332,000	\$332,000	\$1,726,101	\$1,710,719
Tacoma	\$611,673	634,316	\$174,300	\$190,900	\$785,973	\$825,216
Walla Walla	\$531,858	546,111	\$116,200	\$149,400	\$648,058	\$695,511
Wenatchee Valley	\$247,148	255,620	\$166,000	\$207,500	\$413,148	\$463,120
Whatcom	\$190,034	169,890	\$132,800	\$182,600	\$322,834	\$352,490
Yakima Valley	\$422,094	373,192	\$249,000	\$249,000	\$671,094	\$622,192
SBCTC	\$1,549,916	1,552,524	\$358,064	\$358,064	\$1,907,980	\$1,910,588
Total	\$13,899,745	\$13,919,468	\$6,475,164	\$7,139,164	\$20,374,909	\$21,058,632

Notes:

The amount available on the SBCTC line will be used for programs, special projects, and administration. Funds will be awarded based upon RFPs, applications, etc.

SBCTC line

Admin	\$455,223	\$456,230	\$268,064	\$268,064	\$723,287	\$724,294
Grants	\$1,094,693	\$1,096,294	\$90,000	\$90,000	\$1,184,693	\$1,186,294
Total	\$1,549,916	\$1,552,524	\$358,064	\$358,064	\$1,907,980	\$1,910,588

Perkins Leadership grants: Leadership block grant, Non-Trad, and Corrections

STUDENT SUPPORT PROGRAMS – FY26 GRANTS DISTRIBUTIONS

College	FY25 WorkFirst	FY26 WorkFirst	FY25 Basic Food Employment & Training	FY26 Basic Food Employment & Training	FY24 TOTAL	FY25 TOTAL
Bates	\$385,272	\$397,401	\$333,612	\$371,824	\$718,884	\$769,225
Bellevue	\$411,166	\$416,708	\$630,960	\$641,444	\$1,042,126	\$1,058,152
Bellingham	\$239,972	\$240,235	\$462,218	\$597,252	\$702,190	\$837,487
Big Bend	\$306,876	\$257,489	\$478,401	\$498,576	\$785,277	\$756,065
Cascadia	\$0	\$0	\$42,621	\$37,362	\$42,621	\$37,362
Centralia	\$469,205	\$514,948	\$497,759	\$538,792	\$966,964	\$1,053,740
Clark	\$509,455	\$545,747	\$895,788	\$981,069	\$1,405,243	\$1,526,816
Clover Park	\$516,555	\$503,322	\$624,596	\$701,616	\$1,141,151	\$1,204,938
Columbia Basin	\$407,874	\$433,443	\$384,080	\$453,574	\$791,954	\$887,017
Edmonds	\$568,938	\$564,151	\$653,436	\$654,686	\$1,222,374	\$1,218,837
Everett	\$518,664	\$460,039	\$600,524	\$638,133	\$1,119,188	\$1,098,172
Grays Harbor	\$326,458	\$342,055	\$304,084	\$254,834	\$630,542	\$596,889
Green River	\$806,065	\$904,312	\$536,406	\$946,812	\$1,342,471	\$1,851,124
Highline	\$563,299	\$664,277	\$363,414	\$368,508	\$926,713	\$1,032,785
Lake Washington	\$402,185	\$427,447	\$580,568	\$636,575	\$982,753	\$1,064,022
Lower Columbia	\$494,378	\$557,120	\$373,456	\$436,995	\$867,834	\$994,115
Olympic	\$922,063	\$931,632	\$466,177	\$571,949	\$1,388,240	\$1,503,581
Peninsula	\$360,744	\$413,680	\$295,146	\$323,126	\$655,890	\$736,806
Pierce	\$494,019	\$443,175	\$252,459	\$330,000	\$746,478	\$773,175
Renton	\$810,648	\$819,226	\$356,526	\$419,823	\$1,167,174	\$1,239,049
Seattle District	\$876,914	\$1,123,058	\$1,394,468	\$1,606,970	\$2,271,382	\$2,730,028
Shoreline	\$423,129	\$412,384	\$492,245	\$529,163	\$915,374	\$941,547
Skagit Valley	\$476,773	\$408,939	\$342,262	\$381,165	\$819,035	\$790,104

South Puget Sound	\$538,924	\$520,330	\$213,625	\$242,220	\$752,549	\$762,550
Spokane District	\$1,031,360	\$1,053,847	\$1,243,733	\$765,084	\$2,275,093	\$1,818,931
Tacoma	\$799,520	\$920,723	\$407,999	\$447,551	\$1,207,519	\$1,368,274
Walla Walla	\$281,807	\$308,033	\$511,201	\$533,537	\$793,008	\$841,570
Wenatchee Valley	\$273,855	\$347,588	\$283,312	\$335,559	\$557,167	\$683,147
Whatcom	\$233,931	\$333,066	\$510,830	\$625,652	\$744,761	\$958,718
Yakima Valley	\$487,889	\$564,555	\$91,754	\$98,095	\$579,643	\$662,650
SBCTC	\$589,062	\$589,070	\$623,487	\$692,646	\$1,212,549	\$1,281,716
Total	\$15,527,000	\$16,418,000	\$15,247,147	\$16,660,592	\$30,774,147	\$33,078,592

Notes:

The amount available on the SBCTC line will be used for programs, special projects, and administration.

Funds will be awarded based upon RFPs, applications, etc.

SBCTC line

Admin	\$579,062	\$589,070	\$623,487	\$692,646	\$1,202,549	\$1,281,716
Grants	<u>\$10,000</u>	<u>\$10,000</u>	<u>0</u>	<u>0</u>	<u>\$10,000</u>	<u>\$10,000</u>
Total	\$589,062	\$599,070	\$623,487	\$692,646	\$1,212,549	\$1,291,716

EARLY ACHIEVERS GRANT (EAG)

- **Funding Amount:** \$7,139,164
- **Purpose:** A student financial aid program that helps employed childcare providers and early learning professionals' complete certificates and associate degrees in early childhood education.
- **Key Points:**
 - Collaboration between colleges and the Department of Children, Youth, and Families (DCYF).
 - Licensing rules require childcare providers to attain postsecondary ECE credentials (college and non-college pathways are available).
 - All 27 colleges offer stackable certificates and degrees that meet licensing and staff qualification requirements. Programs are offered in remote, hybrid, and in-person modalities.

CARL D. PERKINS FEDERAL GRANT

- **Funding Amount:** \$13,919,468
- **Purpose:** Provides funding for workforce programs with an emphasis on accountability, innovation, secondary to post-secondary pathways, coordination with business and industry, and decreasing equity gaps for underserved populations.
- **Key Points:**
 - Completion of the Comprehensive Local Needs Assessment (CLNA) to inform local workforce needs.
 - 0.5% of State Leadership funds for state institutions (corrections).
 - 10% of Basic Grant funds for rural colleges and colleges with a high percentage of professional/technical students.

WORKFIRST

Funding Amount:

\$16,418,000

Key Points:

- Oversight by a bipartisan legislative task force.
- Funding through the Department of Social and Health Services, with contracts for participant services.
- Partners include the Office of Financial Management and the Department of Children, Youth, and Families.

Purpose: Provides education and training, work-based learning, student supports, and wrap-around case management to students receiving Temporary Assistance for Needy Families (TANF).

- Allowable programs for WorkFirst participation now include associates of applied sciences, transfer degrees, and bachelors of applied sciences.
- Increase in WorkFirst Work Study offerings across the system.
- Partnering with childcare centers on campuses to better understand parenting students and childcare needs.

BASIC FOOD EMPLOYMENT AND TRAINING (BFET)

Funding Amount:
\$15,811,242

Key Points:

- 50/50 funding model for reimbursement of allowable expenditures.
- Eligible expenses include tuition, books, fees, and support services such as housing, transportation, childcare, and supplies.

Purpose: Provides Basic Food recipients access to educational options and support services to gain skills for higher wages, better jobs, and further advancement.

• **Benefits Promotion Pilot**

- Pilot promoting access to food benefits for low-income students (WSAC – lead, SBCTC – collaboration). WSAC data share agreement with DSHS
- Direct connection to Supplemental Nutrition Assistance Program (SNAP) benefits and BFET program
- Colleges have launched their 3rd and final round of targeted outreach
- Developing resources and toolkits for all colleges to conduct target outreach to all student populations

CONTACT INFORMATION

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REGULAR ITEM (RESOLUTION 25-06-26)

June 11, 2025

Tab 5

Consideration of fiscal year 2026 Basic Education for Adults Federal Awards

Brief Description

The recommendation for the distribution of federal funds for Basic Education for Adults (BEaA) programs to thirty-two college districts and four community-based organizations is based on the fourth year of awards resulting from the 2022-27 open and competitive application process. Approved applications detail each program's alignment with their local workforce development board's plan, including progress and planning toward meeting proposed levels of service; demonstrated effectiveness and planning toward meeting federal performance indicators; and progress toward integration within Guided Pathways. Colleges and community-based organizations provide assurance of specific program improvements and innovations that reflect their own data and validated research. Funds are received by the SBCTC through a formula grant authorized by the Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Innovation and Opportunity Act (WIOA.) SBCTC distributes funds to each approved program through subgrants of a pro-rata share among providers based on the following formula:

- 50% Enrollment
- 50% Performance-based
 - 10% Transitions
 - 20% Total Student Achievement Points
 - 20% SAI points per student

This funding formula is designed to prioritize and balance two key principles WIOA sets out for adult education programs: level of service (enrollments) and level of performance. Programs are required to provide a 25% match of the funds they receive through the subgrant.

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

The BEaA team aligns their work closely to the goals of the State Board. The Strategic Plan is reviewed to identify objectives relevant to our programs, then strategies are selected to employ across the policy, program, and professional development units that comprise the BEaA team. Highlights of actions taken this year include:

Goal 1

Increase access and retention among populations that can benefit the most from college.

Objective 1.1

Enroll more diverse students of all ages and backgrounds in our colleges.

Strategy 1.1.2: Work with colleges and K-12 schools to increase participation in the wide variety of dual-credit programs for all students but especially under-represented students of color

BEdA Action: Colleges are taking an increasing interest in developing dual credit programs for returning adult students who seek both a secondary and post-secondary credential. Students can take college classes to fulfill high school graduation credits, saving them time and money as they more efficiently and effectively transition to college. The college can incentivize this approach by waiving the college tuition for students as they complete their high school diploma through High School Plus (HS+). This legislative session, agency legislation HB 1556/SB 5542 expanded these tuition waivers for high school completers by eliminating the age requirement.

Strategy 1.1.3: Improve colleges' understanding and use of the Ability to Benefit (ATB) option, which is a way for people without a high school diploma to apply for financial aid at both the state and federal levels.

BEdA Action: BEdA hosted a technical assistance webinar and released new supportive materials to the colleges in response to new federal regulations guiding the implementation of Ability to Benefit. BEdA also worked closely in consultation with individual colleges working to stand up their ATB offerings. BEdA continues to closely monitor the data around ATB usage.

As a sign of Washington state's leadership in ATB usage, BEdA staff were selected as subject matter experts (SME) for a Department of Education-funded initiative designed to support greater use of ATB nationally.

Objective 1.2

Recognizing that student success depends on the quality of college employees, support colleges in their efforts to attract and retain expert and diverse faculty and staff.

Strategy 1.2.3: Provide systemwide training and collaboration to help faculty and staff achieve their goals within a culture of focused excellence, innovation, and belonging.

BEdA Action: BEdA offers a robust calendar of trainings every year based on a survey that goes out to the colleges as well as staff input in strategic planning sessions.

Key offerings include:

- English Language and High School Plus Communities of Practice
- Team Teacher Trainings for Integrated Basic Education and Skills Training (I-BEST)
- Orientations for administrators, faculty, and navigators
- Teaching Skills That Matter (Dept of Education framework for basic skills content and instruction)
- Required trainings on testing and effective data management

Strategy 1.2.4: Provide training to help faculty use student-centered, culturally-responsive and anti-racist pedagogies.

BEdA Action: The Equity, Diversity, and Inclusion (EDI) team within BEdA worked closely with the

agency's EDI office to create EDI training and opportunities for professional development for staff across the system. SBCTC's BEdA professional development offerings include sessions focused on anti-racist and EDI work, including:

- Leading with Racial Equity
- Equity Minded Leadership
- ABC's of EDI
- Beyond Accommodations 1.0

Objective 1.4

Use state-of-the-art online learning tools to enable students to better balance work, college, and life.

Strategy 1.4.3: Support colleges in bridging the digital divide between students with sufficient knowledge of, and access to, technology and those without.

BEdA action: BEdA's digital equity lead monitors and advocates for state and federal digital equity funding. BEdA and other departments within SBCTC put significant work into an application for federal Digital Equity Act funds. These funds would have supported the development of digital skills standards, curriculum, and training for faculty to integrate and teach the skills curriculum into BEdA and college-level classes. The current administration cancelled these congressionally appropriated grant funds, so there is no longer potential federal funding with which to carry out the work. BEdA is pivoting to identify foundations or other funders to support the advancement of digital skills in the college system.

BEdA continues to incent technological adaptation by designating a "digital skills" focus for any carryover funds that are released to colleges.

Goal 2

Improve completion and transfer rates for all enrolled students across all types of programs and credentials. Improve completion rates across-the-board for all students and improve completion rates faster for students of color.

Objective 2.1

Implement research-based strategies that have been proven to improve completion rates for all students.

Strategy 2.1.1: Support colleges in implementing the successful Guided Pathways framework.

BEdA Action: BEdA continued its prior year collaboration with the Student Success Institute (Guided Pathways) lead for math and conducted a joint tour of several colleges to learn more about how BEdA and college math departments collaborate to coordinate math pathways from BEdA to college-level. Further professional development will be created and delivered based on the learning that has taken place from these tours.

BEdA Action: BEdA was approached by the Community College Research Center (CCRC) to jointly propose a study for funding to look at assessment and acceleration strategies in English language classes. The proposal acknowledges the shortcomings of the current standardized testing options

and seeks to explore other ways of assessing and giving credit to English learners in a Guided Pathways model. Currently there is interest from a funder, and we hope to conduct the research in the 2025-26 Academic Year.

Goal 3

Provide flexible career-training options.

Objective 3.1

Respond quickly to the changing needs of students, businesses, and the economy.

Strategy 3.1.7: In partnership with the Washington State Employment Security Department (ESD), track student wages, hours, wage progression, retention, and advancement after leaving college.

BEdA Action: BEdA reports yearly employment and wages and retention information to the federal Department of Education in collaboration with ESD. This year, BEdA programs statewide met employment and earnings targets set by the Department for Washington state.

Objective 3.3

Support colleges in establishing work-based learning opportunities.

Strategy 3.3.1: In partnership with industry and labor organizations, provide assistance in expanding internships, registered apprenticeships, collaborative learning experiences, and employer-sponsored training across Washington.

BEdA Action: Community Colleges of Spokane partners with their workforce development board offer the Inland Education Alliance, an employer partnership program. The colleges seek partnerships with employers who are looking for innovative ways to recruit and retain loyal, reliable employees. BEdA lifted up this program, along with other college-workforce board partnerships, in a presentation at the yearly Washington Workforce Association conference in Tacoma, Washington, designed to share good practices and encourage further innovations among education and workforce partners funded through WIOA.

Background information and analysis

The Washington State Board for Community and Technical Colleges serves as the passthrough agency for formula grant funding authorized by the Workforce Innovation and Opportunity Act. The Basic Education for Adults (BEdA) office has administered some form of federal adult education and literacy funding since 1991. This funding supports adult basic education (ABE) that leads to a high school credential (diploma or GED), English language classes (English language acquisition, or ELA), and transition into college programs through the innovative, evidence-based, and highly successful Integrated Basic Education and Skills Training (I-BEST) program.

The state plan for adult basic education is included in and aligns with the state Workforce Board Talent and Prosperity for All (TAP) Plan. The plan focuses on BEdA's connection to workforce development and to the Guided Pathways work done on college campuses. BEdA emphasizes alignment and connection to these broader systems so that students can have a clear transition plan to college-level programs and other training that leads to living wage work and further educational opportunities.

Recommendation/preferred result

Colleges offer BEdA programs because their communities need them. However, because BEdA classes are not financial aid eligible, colleges are not able to charge regular tuition. Thus, colleges operate BEdA programs at a financial loss. The federal WIOA allocation provides base funding for Washington state's community and technical college system to invest in a statewide adult basic education program that increases educational attainment and trains the workforce for the jobs of today and tomorrow.

Staff recommends approval of Resolution 25-06-26, awarding targeted funds to Basic Education for Adult providers for fiscal year 2026.

Policy Manual Change Yes ☐ No ☒

Prepared by: William S. Durden, director, basic education for adults

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Attachment A

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES			
Basic Education for Adults - FY 26 Grant Distributions			
Provider	FY26 Basic Grant	FY26 IELCE Grant	FY26 Total
Bates Technical College	\$ 312,980	\$ -	\$ 312,980
Bellevue College	\$ 281,762	\$ 75,003	\$ 356,765
Bellingham Technical College	\$ 176,358	\$ 43,797	\$ 220,155
Big Bend Community College	\$ 159,943	\$ 41,430	\$ 201,373
Cascadia College	\$ 71,242	\$ -	\$ 71,242
Centralia College	\$ 102,869	\$ 26,370	\$ 129,239
Clark College	\$ 357,944	\$ 87,680	\$ 445,624
Clover Park Technical College	\$ 295,127	\$ 73,296	\$ 368,423
Columbia Basin College	\$ 228,881	\$ 58,355	\$ 287,236
Edmonds Community College	\$ 379,488	\$ 106,893	\$ 486,381
Everett Community College	\$ 272,423	\$ 66,158	\$ 338,581
Grays Harbor College	\$ 146,900	\$ -	\$ 146,900
Green River College	\$ 355,938	\$ 92,278	\$ 448,216
Highline College	\$ 798,844	\$ 222,732	\$ 1,021,576
Hopelink	\$ 28,465	\$ 7,747	\$ 36,212
Lake Washington Institute of Technology	\$ 322,022	\$ 82,820	\$ 404,842
Literacy Source	\$ 40,884	\$ -	\$ 40,884
Lower Columbia College	\$ 315,265	\$ 76,282	\$ 391,547
Olympic College	\$ 107,594	\$ -	\$ 107,594
Peninsula College	\$ 224,176	\$ -	\$ 224,176
Pierce College District	\$ 221,671	\$ 60,082	\$ 281,753
Renton Technical College	\$ 554,212	\$ 152,049	\$ 706,261
Seattle Central	\$ 354,545	\$ 101,357	\$ 455,902
Seattle South	\$ 320,780	\$ 87,496	\$ 408,276
Seattle North	\$ 287,617	\$ 94,145	\$ 381,762
Shoreline Community College	\$ 277,265	\$ 69,601	\$ 346,866
Skagit Valley College	\$ 347,492	\$ 89,264	\$ 436,756
Sound Learning	\$ 66,026	\$ -	\$ 66,026
South Puget Sound Community College	\$ 271,773	\$ 66,107	\$ 337,880
Spokane District	\$ 948,631	\$ 241,450	\$ 1,190,081
Tacoma Community College	\$ 263,436	\$ 64,517	\$ 327,953
Tacoma Community House	\$ 89,466	\$ -	\$ 89,466
Walla Walla Community College	\$ 100,453	\$ 22,309	\$ 122,762
Wenatchee Valley College	\$ 128,858	\$ 34,383	\$ 163,241
Whatcom Community College	\$ 122,011	\$ 31,699	\$ 153,710
Yakima Valley College	\$ 188,220	\$ 48,721	\$ 236,941
SUBTOTAL	\$ 9,521,561	\$ 2,224,021	\$ 11,745,582
SBCTC¹	\$ 2,401,452	\$ 244,379	\$ 2,645,831
GRAND TOTAL	\$ 11,923,013	\$ 2,468,400	\$ 14,391,413

¹ These funds will be held at SBCTC and used for programs, leadership and administration.
Funds will be awarded based upon RFP, application, special projects and contracts.

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 25-06-26

A resolution awarding \$14,391,413 of federal adult and family literacy funds.

WHEREAS, the State Board has the authority to award federal adult and family literacy funds; and

WHEREAS, the requirements set forth in the request for proposals align with the State Board's Strategic Plan and priorities and the Board-approved plan for Basic Education for Adults; and

WHEREAS, individual applicants have fulfilled the requirements set forth in the request for continuation; and

WHEREAS, each application has gone through a state level continuation and review process and has been recommended to the State Board for funding;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges awards a total of \$13,744,139 of federal funds as outlined in Attachment A; and

BE IT FURTHER RESOLVED that the State Board for Community and Technical Colleges grants the Executive Director authority to make adjustments to the proposed awards if the anticipated program funding changes due to state or federal action; and

BE IT FURTHER RESOLVED that the State Board for Community and Technical Colleges grants the Executive Director authority to spend carryover funds and grant final spending authority to designated providers in a manner consistent with the *Washington State Title II Talent and Prosperity for All Plan* under the *Workforce Innovation and Opportunity Act*, the terms of the Requests for Application, and this resolution.

APPROVED AND ADOPTED on June 12, 2025.

Attest

Chris Bailey, interim secretary

Martin Valadez, chair

STATE BOARD MEETING MINUTES

Martin Valadez, Chair // Kady Titus, Vice Chair // Chelsea Mason-Placek // Mack Hogans // Ben Bagherpour // Jay Reich // Crystal Donner // Emily Yim // Bernal Baca

Chris Bailey, Interim Executive Director // Marianna Watson, Executive Assistant

Statutory Authority: Laws of 1991, Chapter 28B.50 Revised Code of Washington

Study Session: Wednesday, April 9, 2025 // 1 p.m. to 4:55 p.m.

Regular Business Meeting: Thursday, April 10, 2025 // 8:30 a.m. to 12:30 p.m.

State Board Office: 1500 Jefferson St SE, Olympia, WA (Room 1213)

Hybrid option via Zoom

State Board Members Present: Martin Valadez, Chelsea Mason-Placek, Jay Reich, Ben Bagherpour, Crystal Donner, Mack Hogans, Emily Yim, Kady Titus (April 10), Bernal Baca (April 9)

State Board Members Absent: Kady Titus (April 9), Bernal Baca (April 10)

Study Session

The State Board held a study session on April 9 from 1 p.m. to 4:55 p.m. The board heard the baccalaureate degree program quarterly update and discussed the affordable student housing study and the major project prioritization study. Members heard WACTC's recommendations for the allocation model, focusing on weighted priority enrollments, and discussed revisions to the model. This included updating the skills gap list and earmarks for specific programs. They also discussed the impact of recent changes in the US Department of Education and the potential loss of funding to the CTC system.

Welcome and Board Member Introductions

Chair Valadez called the meeting to order at 1:02 p.m. and welcomed those present. He also asked the board members to introduce themselves.

Land and Labor Acknowledgement

Board Member Crystal Donner read the Land and Labor Acknowledgement.

Baccalaureate Degree Quarterly Update and Statements of Need Presentation

Joyce Hammer, deputy executive director for education, shared a link to the Community College Baccalaureate Association website with the board as a resource and to showcase Washington state as a nationally pioneering state for community college baccalaureate programs.

Ken Hang, policy associate for baccalaureate programs, provided the board with an update on bachelor's degree programs at community and technical colleges. Over 170 programs have been approved by the State Board across the 34 community and technical colleges, making up about

4.8% of students in the college system. The programs are classified into different categories, including Health Professions and Related Clinical Services, Education, and Business Management, Marketing, and related support services. The following table shows the breakdown of programs:

Programs	Classification
38	Health Professions and Related Clinical Services
38	Computer and Information Sciences and Support Services
34	Business, Management, Marketing, and Related Support Services
16	Education
9	Engineering Technologies/Technicians
5	Natural Resources and Conservation
5	Visual and Performing Arts
4	Public Administration and Social Service Professions
3	Agriculture, Agriculture Operations, and Related Sciences
3	Security and Protective Services
2	Communication Technologies/Technicians and Support Services
1	Transportation and Materials Moving
1	Mechanic and Repair Technologies/Technicians
1	Legal Professions and Studies
1	Biological and Biomedical Sciences

The board discussed the employment outcomes of students who graduate from the baccalaureate programs and whether those programs are correlated with graduates earning higher wages. Joyce Hammer responded to questions from the board that SBCTC's education department is exploring a new study to research program outcomes. The board also talked about the importance of industry partnerships and the need for students to be able to bridge the gap between their education and employment.

The board was presented with Statements of Need for:

- Edmonds College — Proposed Bachelor of Applied Science, Behavioral Health Support Specialist

- Columbia Basin College — Proposed Bachelor of Applied Science in Respiratory Therapy
- Columbia Basin College — Proposed Bachelor of Science in Computer Science
- Whatcom Community College — Proposed Bachelor of Science in Computer Science

Update on Affordable Student Housing Study

Laura Coghlan, program administrator for student services, and Darrell Jennings, capital budget director, shared an update on the affordable student housing study with the board. They discussed the urgency of the current housing crisis in Washington state, with a need to add a million more homes within the next 20 years due to population growth. Nearly half of those new homes need to be affordable for households earning less than 50% of the median family income. For the community and technical college system, 38% of enrolled students reported experiencing housing insecurity or homelessness, and 19 of the 34 colleges currently provide some form of housing to their students.

The way in which housing is financed was also discussed — college enterprise services are generally not supported by the Legislature and student housing is funded through other means, such as partnerships with ground leases, local funds, and contracts with private providers. This led to further discussion with the board about how success metrics can be measured to showcase the impact of housing insecurities on students.

The study overall will analyze the local rental housing market around the 34 community and technical colleges, each college's need for low-income student housing, anticipated costs to operate and maintain housing, and the impacts it may have on the local market rental supply. Work is being done on a major project prioritization study, which will help develop a prioritized list of projects for submission to the Office of Financial Management and the Legislature for capital requests.

Major project prioritization study update

Darrell Jennings, capital budget director, and Eric Murray, president of Cascadia College, presented the board with WACTC's recommendations based on the findings of the major project prioritization study. They discussed the different versions of the allocation model and how major works projects flowed through them. The first model ("version 1.0") was based on a competitive scoring process among all the colleges for major projects. "Version 2.0" has been in place for more than a decade and has yielded success with every college in the system getting a turn at a major project.

However, the pipeline for projects is proving to be too long and updates are needed. The proposed new model ("version 3.0") introduces an intermediate project category for projects between \$2 million and \$15 million. This will allow more colleges to get their projects funded faster. The model also includes a process for colleges to opt out of their major project and move to the intermediate category. There are specific criteria for the intermediate category, which includes the following:

- Colleges allocated a maximum of \$15 million
- Multiple projects can be packaged into this amount
- Projects must be less than \$2 million
- If a package is more than \$10 million, no pre-design is necessary

- If a package is less than \$10 million, it must meet OFM's pre-design standards

The proposal has been approved by the presidents and is now being presented to the State Board for approval. The goal is to implement the new model in the 2027-2029 biennium.

WACTC recommendations from Allocation Model Review Taskforce

Stephanie Winner, operating budget director, and Carli Schniffer, president of Grays Harbor College, updated the board on the Allocation Model Review Taskforce and the work its has done over the last 18 months. They reviewed four recommendation items that have not changed since the original recommendations were presented to the board:

- Minimum Operating Allocation (MOA)
 - Keep Minimum Operating Allocation (MOA) in the model adjusted for Higher Education Price Index (HEPI) increases since 2015
 - Recommend fixed amount of \$3.7 million per college, up from the current funding amount of \$2.85 million
- District Enrollment Allocation Base (DEAB)
 - Eliminate the “target”
 - Use a true 4-year rolling average for distribution
 - Allocate based on 50% FTE and 50% headcount
 - Eliminate international student enrollments
 - Eliminate corporate/continuing education enrollments
- Performance Funding (SAI)
 - Preserve the fixed 5% of total state operating appropriation funding
 - Implement a regular review cycle
 - Retain equity provisions in the SAI model
- Four-Year Safe Harbor Earmarks
 - Continue holding compensation, maintenance and operations, and leases in 4-year safe harbor

The board was then presented with new and revised recommendations from the committee based on feedback from the initial survey:

- Weighted Priority Enrollments
 - In the current model:
 - Four enrollment categories receive additional weight of 0.3 per student FTE
 - BEdA
 - STEM

- Upper-level BAS
 - Skills Gap
 - Funding fluctuates based on enrollments
- Recommendations for the new model:
 - Fixed 5% of total state operating allocations for two enrollment categories:
 - BEdA
 - Skills Gap
- Skills Gap List
 - In the current model:
 - CIP code list is based on a report from 2013
 - Recommendations for the new model:
 - Combine local with current & future demand

The committee also recommended maintaining several earmarks, including disability accommodations, the Gold Star Family Book Stipend, Guided Pathways, Centers of Excellence, aerospace enrollments, worker retraining, innovative programs, student emergency assistance, outreach specialists, labor educational research center, resources for students of color, and the Opportunity Grant. These earmarks total over \$55 million and support various initiatives across the community college system.

They also recommended rolling the below into the allocation model:

- Aerospace apprenticeships
- Employment resources
- Hospital Employee Education and Training
- Maritime industries
- University contracts
- Premium regional pay

The committee aims to update outdated earmarks and distribute funds more effectively through the allocation model. They are surveying college presidents for feedback on these recommendations. They also plan to present the revised allocation model with actual numbers to colleges in the coming weeks, followed by a vote at WACTC and then seeking State Board approval. Implementation is proposed for fiscal year 2027 at the earliest.

Emerging federal issues, part 1

Choi Halladay, deputy executive director for business operations, shared an update regarding the US Department of Education. The discussion focused on the “Dear Colleague” letter issued by the Office of Civil Rights of the Department of Education regarding the nondiscrimination obligations of entities that receive federal funding. It reflects a position by the department that many activities related to diversity, equity, and inclusion may violate Title IV of the Civil Rights Act and the Equal Protection Act. Two lawsuits were immediately filed against the department in response.

The letter also proposed the eventual closure of the Department of Education, followed by reductions in force and funding cuts. Like with the Dear Colleague letter, a lawsuit was filed in response by 20 different states (including Washington state) and the District of Columbia. Chris Bailey, interim executive director, signed a letter of declaration as part of the filing.

The board discussed the potential impact of recent visa revocations on international students within the community and technical college system. Choi responded that the agency is working with the Attorney General's office to address these changes and is providing resources and support to colleges.

Adjournment

Board Chair Valadez adjourned the study session at 5:03 p.m.

Regular Business Meeting

The State Board held a regular business meeting on April 10 from 8:30 a.m. to 12:30 p.m. Members had a continued discussion of issues emerging from the federal level, the ongoing legislative session, and heard an update from the agency's legislative interns. They also listened to an update on the executive director hiring process.

Welcome and introductions

Chair Valadez called the meeting to order at 8:30 a.m. and welcome those present. He asked members of the board to introduce themselves.

Establish a quorum and adopt meeting agenda

Chair Valadez noted that a quorum was present and additional information about a consent agenda item was sent out last night by Marianna Watson, executive assistant. He also stated that an executive session would be added to the end of the regular business meeting. Chair Valadez then requested a motion to adopt the agenda.

Motion: Moved by Board Member Bagherpour, seconded by Board Member Yim, and unanimously approved by the board, the adoption of the April 10, 2025, regular meeting agenda.

Approval of consent agenda

- SBCTC Board Meeting Minutes – February 2025
- Tacoma Community College – Local capital spending authority for Building 18 envelope
Resolution 25-04-10
- Bates Technical College – Local capital spending authority for welding and HVAC shop expansion
Resolution 25-04-11
- Lower Columbia College – Local capital spending authority for softball batting facility
Resolution 25-04-12
- Everett Community College – Request to dispose of Lot M

Resolution 25-04-13

- Walla Walla Community College — Local capital spending authority increase

Resolution 25-04-14

- Columbia Basin College — Proposed Bachelor of Applied Science in Respiratory Therapy

Resolution 25-04-15

- Columbia Basin College — Proposed Bachelor of Science in Computer Science

Resolution 25-04-16

- Whatcom Community College — Proposed Bachelor of Science in Computer Science

Resolution 25-04-17

- Officer term limits change to State Board bylaws

Resolution 25-04-18

- Policy Manual Additions

Resolution 25-04-19

Motion: Moved by Board Member Mason-Placek, seconded by Board Member Hogans, and approved by the board, the adoption of the April 10, 2025, consent agenda.

Public comments

No public comments.

Emerging federal issues, part 2

Choi Halladay, deputy executive director for business operations, provided the board with a continued update on federal issues from the Study Session. The discussion focused on the federal budget process, more specifically year-end reconciliations. Encompassed in the reconciliation are revenue adjustments such the elimination of tax-free bonds and educational tax credits and the taxation of private scholarships and Pell Grants. It also calls for risk-sharing, which could be detrimental to open-enrollment institutions. Choi noted that the fiscal year 2026 appropriations process is underway and there are concerns about decreased expenditure authority across various departments.

The board discussed the potential impact these financial issues could have on the CTC system and its students. The board emphasized the need to track developments closely.

Legislative session update

Arlen Harris, legislative director, shared with the board an update on the current legislative session. With 18 days remaining, budget proposals have been released and there are some negative implications for the CTC system. However, the positives were discussed first.

Chair Valadez was on the Hill yesterday with Sam Herriot, government relations liaison, to talk to legislators about potential impacts of the budget on college campuses. They were joined by Dr. Amy Morrison, president of Lake Washington Institute of Technology.

There was recognition of the WEA for organizing several Hill Climb days throughout the session that CTC institutions have been able to participate in.

The board was then walked through policy bills:

- SB 5543: expands college-bound scholarship eligibility to GED recipients
 - Passed the Senate 49-0 and is currently in the House Rules Committee
- HB 1556: removing the age limit of 19 years for high school completion programs
 - Passed both chambers and it's hoped that the governor will sign next week
- SB 5110: tribal elders tuition waiver
 - Passed the Senate 48-0 and is currently in the House Rules Committee
- SB 5682: extension of the customized training program
 - Passed the Senate 47-1, currently in the House Rules Committee
- HB 1486: adding a student to the SBCTC board
 - Discussed at the last State Board Meeting
 - Passed both chambers, headed to the governor's office for signature
 - Goes into effect in fall 2026
 - Student board member will be required to excuse themselves from executive sessions, matters of pending litigation, or on hiring, discipline, and personnel
- SB 5663: enhancing advertising for online classes (online course offerings not restricted by the physical boundaries of the college, can advertise anywhere for online classes)

Darrell Jennings, capital budget director, and Stephanie Winner, operating budget director, joined the discussion to talk about proposed cuts to the state budget. Each chamber has their own proposed budget. While the Senate's proposed budget fully funds a cost-of-living adjustments, the House's does not. The Senate's proposal also includes a one-time salary reduction via furloughs or other compensation-saving measures, while the House's does not.

Both proposals have reductions in maintenance and policy adjustments. The Senate's proposal includes a bill that would allow for a one-time 5% tuition operating fee increase in the next academic year to offset an \$18 million cut. The House's proposal includes a freeze on the college affordability pot of money to help save money.

The House and Senate budgets include significant reductions that could lead to program cuts, faculty layoffs, and reduced student services across the colleges. The board discussed the agency may need to utilize an RCW that allows them to declare a financial emergency to facilitate staffing reductions.

With 18 days left in the session, negotiations are ongoing and advocacy efforts continue.

Legislative intern update

Sam Herriot, government relations liaison, provided the legislative internship program update to the board. They were joined by the agency's interns, Isabella Flores and Khanh Pham. Both are students at South Puget Sound Community College. They shared the positive experiences they have had in the program, emphasizing the valuable skills they have learned from it. These include understanding the legislative process, public speaking, and advocacy measures. Both expressed gratitude for the program discussed their plans for the future. Isabella is set to transfer to WSU in fall 2025 and Khanh will pursue computer studies at UW Seattle.

Executive director search update

Julie Huss, human resources director, updated the board on the recruitment and hiring process for the open executive director position. The job posting opened on Feb. 18 with the priority application deadline of March 31. Interviews are slated to begin at the end of April, with second-round interviews (including public forums) happening in early May. Finalist interviews with the board will be in-person and take place May 14 and May 15.

Overall, the search process has been going well. The board also discussed the importance of public participation in the upcoming forums to provide input before the final selection is made.

ACT report

Bertha Ortega, ACT President, reported on the upcoming Spring ACT Conference, which takes place from May 22-23 at the Davenport Grand Hotel in Spokane. The ACT Leadership Congress is also coming up this October in New Orleans, La. ACT's award recipients were also announced:

- Partner of the Year Award: Cowlitz Indian Tribe
- Faculty Award: Lori Hays, Edmonds Community College
- Staff Award: Starr Bernhardt, Big Bend Community College
- Equity Award: Big Bend Community College
- CEO Awardee: Amy Morrison, Lake Washington Institute of Technology
- Trustee Awardee: Doug Mah, South Puget Sound Community College

WACTC report

Dr. Amy Morrison, WACTC president and president of Lake Washington Institute of Technology, expressed gratitude for the board, SBCTC staff, and Aileen Miller from the Attorney General's office during unprecedented times at the state and federal level. There was discussion of how presidents are preparing students, faculty, and staff for the impact of potential federal issues, outcomes of the Department of Education, and budgeting issues.

Board Member Yim asked what Dr. Morrison thought the best way for SBCTC was to support community and technical colleges during this time, to which she responded that the agency could focus on advocacy while also bringing clarity on the full scope of potential federal impacts.

Board Member Hogans then asked how presidents are thinking about the environments of their respective campuses, including student and employee anxiety about federal issues. Dr. Morrison responded that students are diligent and hardworking, able to focus on their individual work and view their campuses as a respite from the rest of what is going on in the world.

System unions report

Sue Nightengale of the WEA discussed the overall fear and anxiety felt across campuses about emerging federal issues, including ICE enforcement, funding, and enrollment drops. There was also discussion about pre-emptive syllabus changes made in anxiety about federal mandates.

The WEA and WFT are mainly focused on what is happening in the Capitol with state legislators. There are hundreds of educators in Olympia every week for advocacy.

Executive director report

Choi Halladay, deputy executive director for business operations, served as a proxy for Chris Bailey, interim executive director, who was on vacation. The board was presented with data surrounding enrollment trends over the last few years. There has been a 9.6% headcount increase and a 9.9% increase in FTEs for winter quarter, compared to the previous year. Contract-funded FTE, mainly dual enrollment students, saw a 10% increase. Enrollment growth was driven more by students of color than white students, which is a new development.

The board discussed an emerging CTC system trend of female student outnumbering male students, generally a ratio of 60% to 40%. The trend is accelerating, and on some campuses that ratio is closer to 70% female to 30% male students.

The conversation ended with a discussion on the Board's fiduciary responsibilities and the need for scenario planning in light of potential budget constraints.

Board discussion and chair's report

- Board members thanked SBCTC staff, the board chair, and members of WACTC for their work, talent, and dedication to CTC system and students.
- There is a need to start preparing for different scenarios that might arise from the current federal landscape.
- Chair Valadez stated many of the concerns and questions brought up during the meeting will be further address either at the June or August board meetings.
- Board officer elections are happening in June. Board Members Bagherpour, Mason-Placek, and Yim have been tasked by Chair Valadez to serve on the nominating committee. They will report back on slated candidates during the June board meeting.
- Chair Valadez announced that the meeting would adjourn for an executive session, but first thanked the board members for their time and contributions, SBCTC staff for their presentations, Choi Halladay for stepping in as a representative for the interim executive director, and Marianna Watson for coordinating logistics.

Adjournment/next meeting

Chair Valadez adjourned the April 10, 2025 regular business meeting at 11:55 a.m. and called for an executive session to begin for 15 minutes. No final action was taken in executive session. The next State Board meeting will be June 11-12 in Centralia.

Attest

Chris Bailey, interim secretary

Martin Valadez, chair

CONSENT ITEM (RESOLUTION 25-06-20)

June 12, 2025

Tab 6

Recognition of Robert “Bob” Tjossem’s Accomplishments and Service in Higher Education for the State of Washington

Brief Description

This item aims to formally recognize the career of Robert “Bob” Tjossem, along with his many accomplishments and years of service to higher education in the State of Washington.

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

The resolution correlates to *Objective 4.3: Strengthen advocacy and community partnerships* by showcasing a demonstrated partnership between the CTC system and Bob Tjossem over the years and all of the positive outcomes that have come from that partnership.

Background information and analysis

Bob Tjossem began working in higher education for the State in the 1960s, serving in the Education Division of the Attorney General’s Office and then being tasked by Superintendent of Public Instruction Dr. Louis Bruno to create a governance system for the Community Colleges of Washington. Bob came up with many different recommendations, such as the creation of new Community College Districts for each existing College and spelling out the powers and duties of the State Board and the Trustees of each college, which the state legislature adopted most of.

Bob met with the different College Presidents during this time to provide guidance on how to navigate the new SBCTC system. He also served as a support for the first Executive Director of the State Board, Dr. Alford Canfield, when it came time for him to step into his new role.

Over the years, Bob has continually provided political acumen, financial resources, and leadership to both Cascadia College and Lake Washington Institute of Technology. He has demonstrated an unwavering commitment to the success of higher education in the State of Washington and played an integral part in the CTC system overall.

Recommendation/preferred result

Staff recommends approval of Resolution 25-06-20 to formally recognize Bob Tjossem for his years of service and many contributions to our community and technical colleges.

Policy Manual Change Yes ☐ No ☒

Prepared by: Marianna Watson, executive assistant

Phone: 360-704-4309, email: mwatson@sbctc.edu

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 25-06-20

A resolution to formally recognize the innumerable accomplishments of Robert “Bob” Tjossem over the course of career and acknowledge all the structural and financial support he has given to the CTC system during the course of his life.

WHEREAS, Bob Tjossem became a member of the Attorney General’s Office in the 1960s, serving in the Education Division, and,

WHEREAS, Bob Tjossem was tasked by then Superintendent of Public Instruction Dr. Louis Bruno to develop legislation creating a new governance system for the Community Colleges of Washington, and,

WHEREAS, the state legislature eventually adopted the majority of Bob Tjossem’s recommendations, including the creation of new Community College Districts for each existing College and spelling out the powers and duties of the State Board and the Trustees of each college, and,

WHEREAS, Bob Tjossem met with College Presidents at the time to provide guidance and counsel about how to adapt to the new system, and,

WHEREAS, Bob Tjossem guided the first Executive Director of the State Board, Dr. Alford Canfield, in the assumption of his role, and,

WHEREAS, Bob Tjossem demonstrated his commitment to the Community Colleges by becoming the first gubernatorially-appointed Trustee of Cascadia College which he also helped create, and,

WHEREAS, Bob Tjossem has provided political acumen, financial resources, and leadership to both Cascadia College and Lake Washington Institute of Technology,

THEREFORE, BE IT RESOLVED, that the State Board for Community and Technical Colleges commends and applauds the efforts and accomplishments of Bob Tjossem and his lifelong commitment to the success of higher education in the State of Washington.

APPROVED AND ADOPTED on (06/12/2025)

Attest

Chris Bailey, interim secretary

Martin Valadez, chair

CONSENT ITEM (RESOLUTION 25-06-21)

June 12, 2025

Tab 6

Centralia College local capital expenditure increase for multi-purpose field complex

Brief Description

Centralia College seeks authorization to spend an additional \$815,168 in local funds to complete the construction of the multi-purpose field complex.

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

This project supports enrollments, completions, and increased student engagement by providing modern and relevant facilities.

Background information and analysis

Centralia College was previously authorized, under State Board Resolutions 21-05-15 and 23-02-04, to use up to \$6,880,631 in local funds for the design and construction of a multi-purpose athletic field. The new facility supports a variety of on-campus activities, including physical education classes, adult continuing education, intramural sports, and intercollegiate athletics. It enhances student wellness while complementing the college's academic and workforce programs.

The project scope includes fencing, field lighting, synthetic turf surface, field bleachers, press box additions, and batting cages. Due to current construction cost increases and added alternates, the total project cost has increased to \$7,695,799. The college has identified sufficient funds from the Associated Students of Centralia College, College Foundation, and local reserves to cover the additional \$815,168.

The capital expenditure increase request approved by the Student Advocacy Activities Leadership Team on January 17, 2025, Centralia College Foundation on August 27, 2024, and Centralia College's Vice President for Financial Administration on January 28, 2025, and February 28, 2025.

Recommendation/preferred result

Staff recommend approval of Resolution 25-06-21, authorizing Centralia College to spend an additional \$815,168 in local funds to complete the construction of the multi-purpose field complex.

Policy Manual Change Yes ☐ No ☒

Prepared by: Darrell Jennings

360-704-4382, djennings@sbctc.edu

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 25-06-21

A resolution relating to a request from Centralia College to spend an additional \$815,168 in local funds for the multi-purpose field complex

WHEREAS, pursuant to RCW 28B.50 and State Board policy, 6.20 any expenditure of capital funds, and each capital improvement project affecting educational facilities, must be approved by the State Board; and

WHEREAS, Centralia College received local capital expenditure authority to spend up to \$6,880,631 in State Board Resolutions 21-05-15 and 23-02-04 to design and construct the multi-purpose athletic field; and

WHEREAS, the project scope consists of fencing, field lighting, synthetic turf surface, field bleachers, press box additions, and batting cages; and

WHEREAS, the college desires to have modern, relevant facilities to support enrollments, completions, and increased student engagement; and

WHEREAS, the requested increases in local capital expenditures approved by the Student Advocacy Activities Leadership Team on January 17, 2025; the Centralia College Foundation on August 27, 2024; and the Vice President for Financial Administration on January 28 and February 18, 2025; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Centralia College to spend up to an additional \$815.168 in student fees, foundation funds, and local funds to complete construction of the multi-purpose field complex; 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 (06/12/2025)

Attest

Chris Bailey, interim secretary

Martin Valadez, chair

CONSENT ITEM (RESOLUTION 25-06-22)

June 12, 2025

Tab 6

Lake Washington Institute of Technology – increase of local capital expenditure authority for Early Learning Center construction

Brief Description

Lake Washington Institute of Technology seeks approval to spend up to an additional \$2,388,211 in local funds to construct a new Early Learning Center that will demolish and replace three portable buildings (UFIs A10660, A10851, and A10926).

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

This project supports enrollments and student success by providing modern and relevant facilities.

Background information and analysis

Lake Washington Institute of Technology received approval from the State Board, through Resolution 23-20-38, to spend \$3,000,000 in federal, state, and county funds, along with an additional \$2,000,000 in local funds, for the replacement of three portable buildings with a new on-campus daycare facility.

However, contractor bids have exceeded the initial budget, and the total project cost is now estimated at \$7,388,211. To address the funding gap, the college has identified an additional \$2,388,211 in local funds. The Board of Trustees approved the use of these supplemental funds on January 13, 2025.

Recommendation/preferred result

Staff recommends approval of Resolution 25-06-22 giving Lake Washington Institute of Technology authority to spend up to an additional \$2,388,211 in local funds to construct the new Early Learning Center to replace three portable buildings (UFIs A10660, A10851, and A10926).

Policy Manual Change Yes ☐ No ☒

Prepared by: Darrell Jennings

360-704-4382, djennings@sbctc.edu

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 25-06-22

A resolution relating to Lake Washington Institute of Technology's request to spend up to an additional \$2,388,211 in local funds to construct a new Early Learning that will demolish and replace three portable buildings (UFIs A10660, A10851, and A10926) Center.

WHEREAS, pursuant to RCW 28B.50 and State Board policy, 6.20 the State Board any expenditure of capital funds, and each capital improvement project affecting educational facilities, must be approved by the State Board; and

WHEREAS, Lake Washington Institute of Technology currently has an award of federal, state, and county funds of \$3,000,000, and \$2,000,000 in local funds to construct the new Early Learning Center; and

WHEREAS, contractor bids have exceeded the initial budget, and the total project cost is now estimated at \$7,388,211; and

WHEREAS, the Lake Washington Institute of Technology board of trustees has authorized up to \$2,388,211 in local funds to supplant the project on January 13, 2025.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Lake Washington Institute of Technology to spend up to an additional \$2,388,211 in local funds to construct a new Early Learning Center; 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 (06/12/2025)

Attest

Chris Bailey, interim secretary

Martin Valadez, chair

CONSENT ITEM (RESOLUTION 25-06-23)

June 12, 2025

Tab 6

2026-27 Corrections Education Interagency Contract

Brief description

The joint mission of the Washington State Department of Corrections and the State Board for Community and Technical Colleges is to engage justice-involved individuals in state prisons in education and training opportunities to facilitate their successful transition to lifelong community membership. On an annual basis, the State Board and Department of Corrections jointly develop the contract that specifies programs and services, establishes outcome metrics, and develops appropriate statewide policies and procedures.

The State Board contracts with individual community and technical college districts to provide prison-based instruction in multiple pathways. Colleges provide pre-college courses in Adult Basic Education and High School Completion, English Language Acquisition, and developmental English and mathematics. Students may participate in any of the colleges' short courses in business, trades related programs such as roofing, siding, and drywall, or the Construction Trades Apprenticeship Preparation program offered at multiple facilities and acknowledged by the Department of Labor and Industries as a statewide approved pre-apprenticeship program. Students can also pursue one-year certificates in a variety of fields including advanced manufacturing, computer programming and business management.

The passage of SSB 5953, Concerning Financial Aid Grants for Incarcerated students, has authorized the Department of Corrections to expand corrections education funding to utilize Pell Grant funding. Students will continue to have the option to pursue education programs that are contract funded but will now have the option of enrolling in Pell-funded programs. The State Board, alongside the colleges, will move forward with the NWWCU approvals and Department of Education Approvals necessary to operate Pell funded programs for students.

The State Board contracts with Washington's community and technical colleges to provide college reentry education services to individuals returning from prison in Washington's highest release counties. Services include assistance with applying for and enrolling in college after release; applying for financial aid and resolving past financial aid issues; and connecting students to peer mentor support groups and services.

The institutions, and the facilities and counties they serve, are:

Institution	Prison-Based Instruction (DOC Facility)	College Reentry (County)
Centralia College	Cedar Creek Corrections Center Washington Corrections Center	Cowlitz, Lewis, Pacific, and Wahkiakum
Clover Park Technical College	-	Pierce

¹ Justice Involved Individuals – In April 2021, Department of Corrections switched using the terms: inmate, offender and convict to justice involved individuals.

Institution	Prison-Based Instruction (DOC Facility)	College Reentry (County)
Columbia	-	Adams, Asotin, Benton, Columbia, Franklin, Garfield, Grant, Walla Walla, and Whitman
Edmonds Community College	Monroe Correctional Complex	Snohomish
Grays Harbor College	Stafford Creek Corrections Center	-
Lower Columbia College	-	Clark, Skamania
Peninsula College	Clallam Bay Corrections Center Olympic Corrections Center	-
Renton Technical College	-	King
Seattle Central College	-	King
Skagit Valley College	-	Island, San Juan, Skagit, and Whatcom
South Seattle College	-	King
Spokane Community College	Airway Heights Corrections Center	Ferry, Lincoln, Okanogan, Oreille, Pend, Stevens, and Spokane
Olympic College	Washington Corrections Center for Women Mission Creek Corrections Center for Women	Kitsap, Mason
Walla Walla Community College	Coyote Ridge Corrections Center Washington State Penitentiary	-
Yakima Valley Community College	-	Chelan, Douglas, Kittitas, Klickitat, and Yakima

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

The Corrections Education Contract aligns the contract goals and policies strategically to the State Board for Community and Technical Colleges' 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. As a result of the proposed allocations, justice-involved and individuals transitioning back into the community, will have access to innovative, high-quality education and reentry programs. These programs provide the knowledge, skills, diplomas, certificates, and degrees necessary to attain their career and educational goals to successfully transition back into the community. The implementation of Guided Pathways in Corrections Education focuses on bringing equity and inclusiveness that is critical to providing opportunities that support the success of underrepresented individuals, including justice-involved individuals. Guided Pathways ensures a seamless transition of students from pre-college through postsecondary, and from prison into college. Corrections programs include High School+ and Open Doors, which help to increase the successful transition of justice-involved individuals into postsecondary education while moving more students to completion and transition upon release.

Background information and analysis

In July 2002, the State Board first entered into an interagency agreement with the Washington Department of Corrections to provide educational services to eligible justice-involved in the state's adult prisons. This partnership continues to grow and strengthen because it leverages resources and meets mission goals of both agencies by advancing the skills and education of justice-involved individuals, an underserved constituency, and by providing evidence-based programming to support the Department of Corrections goal of reducing recidivism. The community and technical college system assists the Department of Corrections in meeting this goal by offering workforce programs in high-demand fields, building pre-apprenticeship pathways linked to construction trades, and providing reentry navigators to assist releasing students to continue career and educational pathways.

In this current fiscal year, the State Board received \$19,490,345 to produce 2,447 FTEs. Colleges may, by the end of FY25, award over 500 combined Washington State high school diplomas and GEDs, 375 workforce certificates, and close to 80 associate degrees this year.

Recommendation/preferred result

Staff recommends approval of Resolution 25-06-23, approving the 2025-2026 agreement with the Department of Corrections for the delivery of adult corrections education services.

Policy Manual Change Yes ☐ No ☒

Prepared by: Hanan Al-Zubaidy, Associate Director for Corrections Education policy associate,
corrections education
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STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 25-06-23

A resolution awarding \$19,490,345 of state funds to community colleges for delivery of corrections education.

WHEREAS, the State Board for Community and Technical Colleges is entering into a contract with the Washington State Department of Corrections for the community and technical college system to provide education and training to eligible justice-involved in state correctional institutions; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges delegates authority to the Executive Director to sign a contract with the Department of Corrections that totals \$19,029,128; and

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges grants the Executive Director authority to award state correctional education funds to individual higher education providers consistent with Board policy and state law; and

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges grants the Executive Director authority to modify the contract with the Department of Corrections as necessary and to adjust the proposed awards if the anticipated program funding changes due to state or federal action; and

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to adjust 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.

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges grants the Executive Director authority for final grant spending authority to designated providers in a manner consistent with this resolution.

APPROVED AND ADOPTED on June 12, 2025.

Attest

Chris Bailey, interim secretary

Martin Valadez, chair

CONSENT ITEM (RESOLUTION 25-06-24)

June 12, 2025

Tab 6

Policy Manual Additions

Brief Description

Recent policy decisions provided by SBCTC Human Resources and Education Division relating to policy a change necessitates an update to the State Board Policy Manual.

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 system achieve those goals. Updates to the State Board Policy Manual supports the strategic plan by providing policy guidance to the college system as they conduct their college decision-making efforts.

Background information and analysis

To ensure the Policy Manual remains accurate and current in guiding college operations, fiscal decision-making, and student access and inclusion efforts, staff recommend the following updates:

- Chapter 2.35 – Classification of Employees: Addition of a new bullet under the “Faculty” section introducing the definition of “External Instructor.”
- Chapter 4.40.30 – Apprenticeship Programs: Updated to reference the newly defined “External Instructor” classification.

These revisions are intended to provide clarity and alignment across related policy areas. The updated sections of Chapters 2 and 4 are attached for review and approval.

Recommendation/preferred result

Adoption of the updated Policy Manual as proposed.

Policy Manual Change Yes ☒ No ☐

Prepared by: Jamie Traugott and Genevieve Howard

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STATE OF WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 25-06-24

A resolution relating to the revision and adoption of the State Board Policy Manual

WHEREAS, it is important for the State Board to provide the colleges with policy guidance for the operation of the colleges,

WHEREAS, two specific changes have occurred in the community and technical college system resulting in new and different ways of conducting state business,

WHEREAS, several statutory changes have resulted in new compliance requirements for the community and technical college system,

WHEREAS, it was a priority to review these changes with college system groups before taking action,

WHEREAS, it was a priority that policies be provided in an accessible electronic format, including links to pertinent information,

WHEREAS, it is important that the State Board Policy Manual reflects the changes and communicates policies clearly to the college system and external audiences,

THEREFORE BE IT RESOLVED, that the Washington State Board for Community and Technical Colleges approve and adopt the attached Policy Manual changes on April 10, 2025.

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 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 (06/12/2025)

[Attest](#)

Chris Bailey, interim secretary

Martin Valadez, chair

Policy Manual – 2.35 Classification of Employees

Faculty

In general, the term “faculty” applies to full-time or part-time academic employees working as teachers, counselors, librarians, or in other positions for which training, experience and responsibilities are comparable as determined by the appointing authority. The following definitions apply:

- A. **Academic Employee** — Academic Employee means any teacher, counselor, librarian, or department head, who is employed by any college district, whether full or part time, with the exception of the chief administrative officer of and any administrator in each college district. An academic employee may be given a “Faculty Appointment”, “Special Faculty Appointment” or hired on a part-time basis (see RCW 28B.52 and RCW 28B.50.489).
- B. **Faculty Appointment** — Faculty appointments may be given to state-funded employees under contract to perform full-time duties as a teacher, counselor, librarian, or other position for which the training, experience, and responsibilities are comparable as determined by the appointing authority, except administrative appointments. Employees provided a “faculty appointment,” may be granted tenure after participation in and completion of the college’s tenure process (see RCW 28B.50).
- C. **Special Faculty Appointment** — Special faculty appointments may be granted to individuals employed on the basis of federal or other special funds as designated by the State Board Such individuals are ineligible to receive tenure. However, under certain circumstances, employees granted special faculty appointments within a correctional institution, may be eligible for tenure within that program. Such tenure shall be distinct and separate from the tenure program for other faculty of the college district (see RCW 28B.50.870, WAC 131 16 400, and WAC 131 16 400).
- D. **Part-time Faculty** — Typically, part-time faculty are academic employees hired on a quarter-to-quarter basis to perform any percentage of a full-time academic workload. Colleges may also refer to this group of employees as “Adjunct” or “Associate” faculty. The precise definition of “part-time faculty” and their salary and working conditions are generally included in the local collective bargaining agreement.
- E. **External Instructor** – External Instructors are not employees of a Washington state Community and Technical College and are engaged to perform instruction for programs such as “College in the High School” where the instruction occurs at a high school or, “Registered Apprenticeship” related supplemental instruction where instruction is provided by the apprenticeship program. For Faculty coding information see SBCTC Student & Course Coding Manual under Apprenticeships and College in the High School.

Policy Manual – 4.40.30 Apprenticeship Programs

- Apprenticeship programs are an earn and learn training model that combines paid on-the-job (OJT) work experience with classroom instruction to prepare apprentices for highly skilled careers in a multitude of industries. Apprenticeship programs are approved by the Washington State Apprenticeship & Training Council (WSATC) or federal Bureau of Apprenticeship Training and provide a minimum of 2000 paid OJT hours and at least 144 hours of related supplemental instruction per 12-month period. Every registered apprenticeship program must include classroom instruction, referred to as related supplemental instruction (RSI) that is designed to provide knowledge of the theoretical and technical subjects related to the apprentice’s occupation.
- State law allows the SBCTC to provide WSATC with recommendations on matters of apprentice-

related and supplemental instruction, coordination of instruction with job experiences, and instructor qualifications. Many Washington Registered Apprenticeship programs choose to partner with one of the 34 community and technical colleges within our system to provide the associated RSI. Apprentices taking related supplemental instruction through community or technical college partnership are entitled to a 50% tuition and fee waiver (see RCW 49.04.010(2), WAC 296-05-015, WAC 131-28-026 (4)(b), and Apprenticeship Programs under Policy resources below, for [Faculty coding information see SBCTC Policy Manual 2.35. Classification of Employees](#)).

- Federally registered apprenticeship programs are also governed by law, and provide a framework that supports an enhanced, modernized apprenticeship system. The Office of Apprenticeship has responsibility for registering apprenticeship programs and apprentices; providing technical assistance; conducting reviews for compliance; and quality assurance assessments (see Title 29 CFR part 29 subpart A)



CONSENT ITEM (RESOLUTION 25-06-27)

June 12, 2025

Tab 6

Washington Consortium for Undergraduate Research and Equity (WA CURE) – National Science Foundation Grant

Brief Description

The Washington Community and Technical College Consortium for Undergraduate Research and Equity (WA CURE) builds on a statewide foundation to expand course-based undergraduate research experiences (CUREs) across all 34 of Washington’s community and technical colleges. WA CURE aims to integrate research into existing STEM curricula and address structural barriers to undergraduate research. The project focuses on faculty recruitment, cross-institutional coordination, and designing scalable implementation strategies. Core initiatives include a professional development program, an open-access curriculum archive, the WA CURE Academy for faculty leadership, and a research support structure to foster scholarly teaching and student engagement.

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

The WA CURE project aligns closely with the strategic vision of the Washington State Board for Community and Technical Colleges (SBCTC) by advancing equity, student success, and institutional effectiveness across the state’s community and technical colleges. Specifically, it supports the SBCTC’s goals by:

1. **Enhancing Student Access and Success:** WA CURE integrates undergraduate research into existing curricula, expanding high-impact learning experiences that improve student engagement, retention, and completion.
2. **Promoting Equity:** In embedding course-based research opportunities within standard STEM courses at colleges, the project will research to what extent CUREs affect and potentially close equity gaps across student outcomes pertaining to academic performance, persistence, completion, and transfer
3. **Strengthening Faculty and Institutional Capacity:** Through professional development and leadership cultivation (via the WA CURE Academy), the project aims to build long-term instructional and institutional capacity, which aligns with SBCTC’s focus on sustainable, systemic improvement.
4. **Leveraging Guided Pathways:** WA CURE links to Guided Pathways by integrating research into clear, structured academic pathways that ensure students are learning.

Background information and analysis

WA CURE's first year of development has established the structural, strategic, and research foundations required for the successful piloting and testing of undergraduate research experiences across Washington's community and technical colleges. With strong institutional engagement, cross-sector collaboration, and a clearly articulated research agenda, WA CURE is well-positioned to advance evidence-based STEM reform.

As the project enters its second year, the focus will shift toward full implementation, including the launch of learning communities, expansion of data collection, support for faculty and institutional change efforts, and dissemination of promising practices. By embedding CUREs into the fabric of Washington's community and technical college system and aligning with broader reform initiatives, WA CURE offers a model for improving student success and deepening teaching and learning across the state.

Recommendation/preferred result

Staff recommends approval of Resolution 25-06-27, awarding funds for fiscal year 2025.

Policy Manual Change Yes ☐ No ☒

Prepared by: Will Durden, Director, Basic Education for Adults

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STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 25-06-27

A resolution relating to allocating and awarding \$439,693 of National Science Foundation funds to the community and technical college system, including \$110,831 in grants to Edmonds College, Green River College, and Yakima Valley College.

WHEREAS, the State Board has the authority to allocate and award federal National Science Foundation funds; and

WHEREAS, the requirements of the grant align with the State Board's Strategic Plan;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges awards a total of \$439,693 for FY 2025-26.

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 June 12, 2025

Attest

Chris Bailey, interim secretary

Martin Valadez, chair

REGULAR ITEM (RESOLUTION 25-06-28)

June 12, 2025

Tab 7

Consideration of the Fiscal Year 2026 Operating Budget and Enrollment Allocations

Brief Description

The State Board will review the details of the 2026 operating budget allocations to college districts including the allocation model, state board earmarks, provisos, and distributions of newly funded Legislative investments.

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

Legislative operating and capital appropriations to the State Board for Community and Technical Colleges form the financial foundation for the system's operation. These state resources are essential to advancing the strategic goals of securing sustainable funding and developing systemwide strategies that promote the financial stability and long-term resiliency of our colleges.

Background information and analysis

Background on State Board Allocations to Districts

RCW 28B.50.090 authorizes the State Board to receive state funds for the system and to establish guidelines for the disbursement of funds to college districts. Each year the State Board adopts an annual allocation to the districts before July 1, the start of the fiscal year.

Most funds are distributed according to an allocation model that was first implemented in 2016. The key elements and funding drivers of the model include:

- Five percent for performance funding — Measured by the Student Achievement Initiative
- Priority enrollments — Four categories of student FTE receive an additional 0.3 weight for funding purposes. The four categories include students enrolled in: Basic Education for Adults; Science, Technology, Engineering, or Math (STEM) courses; upper division applied baccalaureate courses; and courses addressing the mid-level “skills gap” as identified by the Workforce Training and Education Coordinating Board.
- A minimum operating allocation to each college of \$2.85 million.
- Base enrollment targets — calculated by district based on a three-year rolling average of actual enrollments.

As detailed in Attachment A, funds held outside the allocation model are known as Safe Harbor: Those include:

- Legislative Proviso — Language in the budget bill that places conditions and limitations on the use of appropriations.
- Earmarks of the State Board — Funds identified by the State Board for specific purposes.
 - o Annual budget increases for compensation and facilities are held in Safe Harbor for four years. After four years, the first year of increases is distributed through the allocation model and another year of increases enters Safe Harbor.
 - o Program- or population-specific funds identified by the State Board, such as Opportunity Grant funding.

Allocation Summary and Discussion

In Fiscal Year (FY) 2026, the total state operating budget appropriation to the system is \$1.222 billion, representing a modest 1.37% decrease from FY 2025. This reduction includes a 0.5% decrease in general fund support and the resolution of the duplicated funding error carried over from the 2023-25 biennium.

To enhance institutional flexibility, the Legislature has eliminated several provisos while preserving the associated funding within the system's base appropriations. As a result, a larger portion of funding will be distributed through the allocation model, with fewer earmarked for specific purposes.

Enrollment Allocation

Until 2017, the state operating budget (Omnibus Appropriations Act) included an enrollment target for the community and technical college system of 139,980 students. State Board staff recommend the system continue to maintain this enrollment target for the coming year. The target helps ensure that resources are deployed where most needed by specifying the conditions under which a district is eligible to receive additional enrollments. As articulated in Attachment B, these rules also specify the conditions under which a district's future allocated enrollments and associated funding could be adjusted.

The in-process allocation model review may result in recommended changes to enrollment or funding allocations in the future. Recommendations are expected to be presented to the State Board for consideration in August 2025.

Recommendation/preferred result

Staff recommend adoption of the FY 2026 Operating budget and enrollment allocations as outlined in the attachments.

Policy Manual Change Yes ☐ No ☒

Prepared by: Stephanie Winner, operating budget director
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STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 25-06-28

A resolution relating to the 2025-27 enacted operating budget and the fiscal year 2026 allocations.

WHEREAS, the State Board for Community and Technical Colleges submitted a 2025-27 biennial operating budget request to make improvements in the funding provided for the 2025-27 biennium; and

WHEREAS, the 2025 legislature passed a 2025-27 biennial operating budget with funding for fiscal year 2026 outlined in Attachment A; and

WHEREAS, the State Board for Community and Technical Colleges has maintained enrollment rules associated with the allocation of state funds as outlined in Attachment B; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes the allocation of funds for fiscal year 2026 as outlined in Attachment A; 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 June 12, 2025

Attest

Chris Bailey, interim secretary

Martin Valadez, chair

FY 2026 OPERATING BUDGET ALLOCATION

Allocation Model Components

Dollars in millions	FY 2025	FY 2026
Minimum Operating Allocation The allocation model recognizes that all colleges require a baseline level of funding to support campus operations. Accordingly, each institution receives an annual allocation of \$2.85 million to support facility operations and maintenance. A portion of this funding - \$11.4 million - comes from the capital budget due to a 2003 fund swap where the Legislature replaced state operating funds for maintenance and operating with capital projects account funding. The remaining \$85.5 million comes from the operating budget.	\$85.5 Operating \$11.4 Capital	\$85.5 Operating \$11.4 Capital
Performance Funding Student Achievement Initiative Under the allocation model, 5% of the total state appropriation is designated for performance-based funding. This includes \$5.25 million allocated annually through a proviso in the enacted state budget specifically for performance funding. Distributions are determined based on institutional performance outcomes and point accruals from the 2023–24 academic year	\$61.3	\$60.6
District Enrollment Allocation Base Base funding is allocated to each district in alignment with their annual enrollment targets. The State Board has maintained the system-wide enrollment target at 130,980 full-time equivalent (FTE) students—a benchmark originally established in the state operating budgets prior to FY 2017. Individual district targets are proportionally derived from this system target, based on a rolling three-year average of actual enrollments. In recent years, declining enrollment trends have posed significant challenges for districts in meeting their targets. For FY 2026, no college is projected to exceed its enrollment target. For FY 2026, the funding rate per FTE is set at \$3,942, representing a \$304 increase from the FY 2025 rate. This increase is primarily due to the elimination of several budget provisos while preserving the associated appropriations. As a result, there is a shift away from specific purpose funding, allowing for a greater share of funds to be distributed through the core allocation model.	\$476.4	\$516.3
Priority Weighted Enrollments Within the allocation model, four designated enrollment categories receive an enhanced funding weight of 0.3 per student FTE, equating to an additional \$1,182 per FTE. As shown below, the Skills Gap and Adult Basic Education categories account for the majority of these enrollments. Overall, enrollment levels across the four weighted categories remained relatively stable compared to the previous year. Notably, Adult Basic Education experienced a 1% increase, while Skills Gap enrollments saw a 1% decline. Despite these modest fluctuations, the total number of FTEs in the weighted categories grew by approximately 3,217. The breakdown of non-duplicate enrollment is as follows: Skills Gap — 41% Adult Basic Education — 40% STEM — 16% Upper-level Applied Baccalaureate — 7%	\$58.4	\$64.2
TOTAL OPERATING BUDGET ALLOCATION MODEL	\$681.6	\$726.6

Safe Harbor Components

Safe harbor refers to funds that are reserved outside the allocation model for specific purposes. This funding is organized into three distinct categories, each outlined below. The associated allocation components are detailed following each description.

In the 2025 legislative session, the Legislature removed specific purpose language from several appropriations, reallocating the associated funds into base budget amounts. This change affected funding for Guided Pathways, High Demand Faculty Salary Increases, and Nurse Educator Salary Increases. In response, SBCTC staff and college presidents recommend establishing an earmark for Guided Pathways with a four-year expiration date, to preserve the current level of investment in this initiative. Additionally, they propose placing the salary increase funds within the four-year safe harbor framework, aligning with established compensation practices. Two appropriations related to the college staff requirements outlined in SB 5953 and SSHB 1559 were incorporated into the base budget amounts. It is recommended that these be maintained as specific purpose funding, outside the allocation model. A technical correction request will be submitted for the 2026 supplemental budget.

Compensation, maintenance and operations (M&O), and leases earmarks

Compensation funding includes wage increases, health benefit rate changes, paid family leave and pension rate change. Annual compensation funds have been distributed based on each district's share of salary expenditures in the prior fiscal year. Based on the policy adopted in 2017, annual allocations for employee compensation, building M&O, and lease increases are held in safe harbor for four years. In the fifth year, the annual allocations that have been held in safe harbor for four years will be added to the enrollment base funding in the allocation model.

Entering 4-year Safe Harbor in FY 2026

I-732 Cost of Living Adjustment (COLA)	\$11.5 million
The budget provides authority for an I-732 COLA at the rate of 3.0%, using the implicit price deflator, for fiscal year 2026.	
General Wage Increases, WFSE Represented and Locally Bargained YCC Classified	\$12.4 million
The legislature provided authority for a 3% salary increase for Washington Federation of State Employees-Community College Coalition, non-represented and exempt employees, and Yakima Community College's locally bargained agreement.	
Employee Health Insurance Contribution Changes	\$24.0 million
The Public Employee Benefit Board (PEBB) rate of \$1,333 per employee per month in fiscal year 2026. This is a 12% increase, \$163/month per benefit eligible employee, over last year.	
Pension Changes	\$-9.4 million
Adjusted employer pension contribution rates as adopted by the Pension Funding Council and changes in contribution rates resulting from ESSB 5357 Actuarial Pension Funding.	
Maintenance & Operations	\$39,000
These funds are related to maintaining newly completed buildings expected to open in fiscal year 2026 at Wenatchee Valley Community College	
Special 4-year Compensation Earmark	\$40,400,000
High demand faculty salary increases and nurse educator salary increases funding – previously provided under a Legislative proviso.	

State Board Earmarks

Funds in this category often began as legislative provisos but are now included in the State Board's base funding from the State. These funds are usually dedicated for specific purposes or programs identified as a high priority of the State Board, such as aerospace enrollments, centers of excellence, and opportunity grants. Generally, they are distributed based on State Board policy and under the guidance of the Executive Director with methods unique to the purpose or program.

State Board Earmarks - Ongoing Programs and Funds Dedicated for Specific Purposes	FY 2025	FY 2026	Change
Adult Basic Education Enrollments & Program	550,547	550,547	0
Aerospace Apprenticeships	2,720,407	2,720,407	0
Aerospace Enrollments (1000 FTES)	8,000,000	8,000,000	0
Centers of Excellence	2,041,570	2,041,570	0
Corrections Education Contract	597,310	597,310	0
Disability Accommodations	1,740,806	1,740,806	0
Goldstar Families — HB 2009	381,000	381,000	0
Guided Pathways - earmark until end of FY2029	2,508,500	41,932,000	39,423,500
Hospital Employee Education & Training	2,039,306	2,039,306	0
Invest in WA Fund - Workforce Development	92,000	82,000	-10,000
Opportunity Grants	12,500,000	12,500,000	0
Student Emergency Assistance Grants*	750,000	750,000	0
Students of Color	1,011,627	1,011,627	0
Worker Retraining*	6,498,100	6,498,100	0
Workforce Development Projects	1,569,945	1,569,945	0

State Board Earmarks – College/Program Specific	FY 2025	FY 2026	Change
Alternate Finance Project Debt Service (Bellingham Technical, Clover Park Technical, Green River, Lower Columbia, and Skagit Valley)	10,684,000	10,684,000	0
Employment Resource Center (Edmonds)	1,139,716	1,139,716	0
Incarcerated Students Advising SB5953 previous proviso amount – combine with DOC contract	0	819,000	819,000
Labor Education and Research Center (So. Seattle)	162,868	162,868	0
Maritime Industries (Seattle)	255,000	255,000	0
Postsecondary Education SSHB 1835*	1,500,000	1,500,000	0
Regional Pay – King County	8,836,000	8,836,000	0
Student Needs SSHB 1559 Benefits Navigator*	0	553,000	553,000
University Contracts (Edmonds, Olympic, Pierce)	845,503	845,503	0

Legislative Provisos

Legislative provisos are provided on an ongoing or one-time basis for specific programs or projects of interest to state policy makers. These funds are restricted to the uses described by the legislature.

Legislative Provisos	FY 2025	FY 2026	Change
Allied Health Programs (Peninsula and Seattle)	775,000	775,000	0
Apprenticeship & Higher Ed ESSB 5764	1,068,000	386,000	-682,000
Bachelor of Science in Computer Science	1,140,000	1,140,000	0
Behavioral Health Credentials (Highline)	150,000	150,000	0
Center of Excellence – Aerospace & Advanced Mfg.	150,000	150,000	0
Center of Excellence Aerospace	100,000	100,000	0
Center of Excellence Cybersecurity	205,000	204,000	-1,000
College in the High School 2SSB 5048	3,639,000	3,639,000	0
Competency-based Education	0	7,000	7,000
Cybersecurity 500 Enrollments	4,668,000	2,334,000	-2,334,000
Dental Therapy Education	1,100,000	1,100,000	0
Diversity in Higher Education (SB 5227)	2,925,000	2,374,000	-551,000
Dual Credit CTE	350,000	308,000	-42,000
Early Achievers Grant Supports	801,000	801,000	0
Equity and Access in Higher Education (SB 5194)	10,236,000	10,236,000	0
Fabrication Wing Training Program (Edmonds)	1,500,000	1,500,000	0
Federal Way Ed Initiative (Highline)	500,000	500,000	0
Healthcare Pathways (Olympic College)	204,000	204,000	0
High Demand Enrollments	1,000,000	1,000,000	0
I-BEST	750,000	750,000	0
Job Skills Program	7,725,000	7,725,000	0
Labor Education Research Center (So. Seattle)	338,000	338,000	0
Maritime Academy & Maritime Apprenticeship	527,000	527,000	0
MESA Community College Programs	2,062,000	2,062,000	0
Nurse Enrollment Increases	4,560,000	4,560,000	0
Nurse Supply ESSSB 5582	589,000	512,000	-77,000
Opportunity Center for Employment and Ed	216,000	216,000	0
Opportunity Grants Health Workforce	4,000,000	2,000,000	-2,000,000
Outreach Specialist Expansion	425,000	595,000	170,000
Refugee Education	4,228,000	3,728,000	-500,000
SIM Lab Equipment Operations and Maintenance	1,600,000	1,600,000	0
Student Assistance Grants HB 1893*	4,000,000	4,000,000	0
Student Needs SSHB 1559 Benefits Navigator*	3,171,000	2,618,000	-553,000
Students Experiencing Homelessness*	4,122,000	3,718,000	-404,000
Veteran Supports (Edmonds)	85,000	150,000	65,000
Wolf/Rush Benefits Litigation	2,068,000	1,648,000	-402,000
Wildfire Prevention Program (Wenatchee)	157,000	157,000	0
Worker Retraining*	33,261,000	33,261,000	0

*Program has both earmark and proviso funds

Other Funding Outside the Allocation Model

State Board Operations, IT Services, Central Services and System Reserves

The FY 2026 allocation for State Board agency operations, including its IT support division, is \$18.6 million. The modest increase—less than 1%—reflects SBCTC's agreed-upon share of the Office of Financial Management's (OFM) duplication correction as well as, bill specific funding that is no longer under a proviso and funding for the onboarding of the new SBCTC executive director.

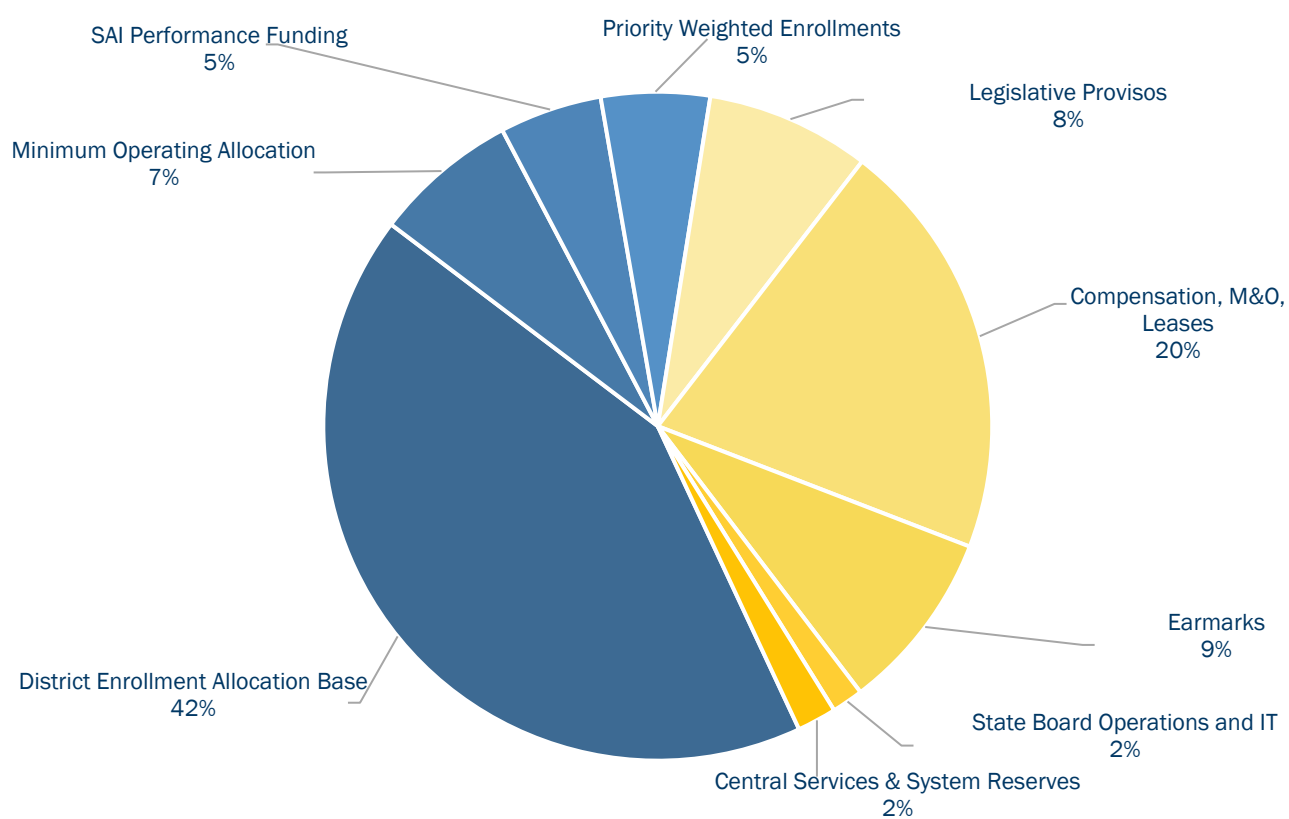
System reserves for OFM central services and revolving fund expenditures include:

- \$ 13.8 million for central service charges
- \$ 3.9 million for the self-insurance premium
- \$ 2.5 million for supplemental pension plan payments
- \$ 3.3 million in system reserves for unanticipated expenses
- \$23.5 million held in reserve July 1, 2025

Innovation Account Funding — Two Percent of Tuition Dedicated to the Innovation Account

As recommended by college presidents and in accordance with Resolution 21-06-37, the percentage of tuition dedicated to the Innovation Account will remain at 2%.

FY 2026 Operating Budget: \$1.222 billion



SBCTC Enrollment Allocation Rules FY 2026

Enrollment Type	Description																	
District Enrollment Allocation Base (DEAB)	<p>Districts receive annual enrollment targets that determine their share of the base enrollment funding (a total of \$516.3 million in FY 2026). Targets have been set based on an average of districts' actual enrollment in the last three full academic years. The method for setting annual district enrollment targets follow these calculation rules, passed by WACTC (the association of college presidents) June 2, 2017.</p> <ol style="list-style-type: none">1. Districts over target will not have their target increased higher than their three-year average actuals, and districts under target will not have their target decreased lower than their three-year average actuals.2. Districts over target will not lose enrollment FTE and districts under target will not gain enrollment FTE.3. If ALL districts are under target or over target, there will be no FTE redistributed. Targets will remain flat.4. If some districts are over target and some are under target, the formula will only redistribute as many enrollments as are needed to reach the system target of 130,980. <p>Specific calculations for each district are reported quarterly in the Enrollment and Allocation Monitoring Reports published by the Research Division.</p>																	
Priority/Weighted Enrollments	<p>Four categories of student enrollments receive an additional 30 percent weight for funding purposes. Those include:</p> <ol style="list-style-type: none">1. Basic Education for Adults.2. STEM courses.3. Upper division applied baccalaureate courses.4. Mid-level “skills gap” courses as identified by the Workforce Training and Education Coordinating Board. <p>In 2023-24, the year used for FY 2026 funding, approximately 42 percent of all state enrollments fell into the priority enrollment category. Across the system this weighting results in \$64.2 million of additional enrollment funding, equivalent to 16,299 FTE.</p>																	
Safe Harbor: Proviso and Earmarked Enrollments	<p>Due to Legislative provisos or State Board earmarks, some enrollments are distributed outside the allocation model. SBCTC staff in the Educational Services Division oversee the distribution and proper utilization of these enrollments.</p> <table><tr><td><u>Program</u></td><td><u>Target</u></td><td rowspan="8"><i>Additional information on these program enrollments is available from the Workforce Education Division.</i></td></tr><tr><td>Aerospace Apprenticeships</td><td>130</td></tr><tr><td>Aerospace High Demand Enrollments</td><td>1,000</td></tr><tr><td>Hospital Employee Education and Training</td><td>50</td></tr><tr><td>I-BEST</td><td>120</td></tr><tr><td>University Contracts</td><td>165</td></tr><tr><td>Worker Retraining</td><td><u>7,605</u></td></tr><tr><td>Total</td><td>9,070</td></tr></table>	<u>Program</u>	<u>Target</u>	<i>Additional information on these program enrollments is available from the Workforce Education Division.</i>	Aerospace Apprenticeships	130	Aerospace High Demand Enrollments	1,000	Hospital Employee Education and Training	50	I-BEST	120	University Contracts	165	Worker Retraining	<u>7,605</u>	Total	9,070
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REGULAR ITEM (RESOLUTION 25-06-29)

June 12, 2025

Tab 8

2025-27 capital budget allocations and future capital requests

Brief Description

This board memo addresses current and future allocations for capital funding, including:

- A review of capital investments made during the 2023-25 biennium;
- A recommendation to the State Board to adopt a resolution allocating funding appropriated by the Legislature in the 2025-27 capital budget;
- Developing the 2026 supplemental capital budget request; and
- Development of the community and technical college system's 2027-29 capital request.

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

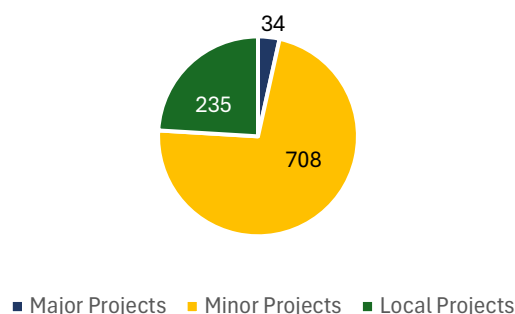
The capital infrastructure of college campuses is essential in providing for student success at all thirty-four of Washington's community and technical colleges. The facilities built and maintained using funds from the capital budget support the State Board's goals by increasing access to post-secondary education, promoting student achievement, and success within a framework of diversity, equity, and inclusion.

Background information and analysis

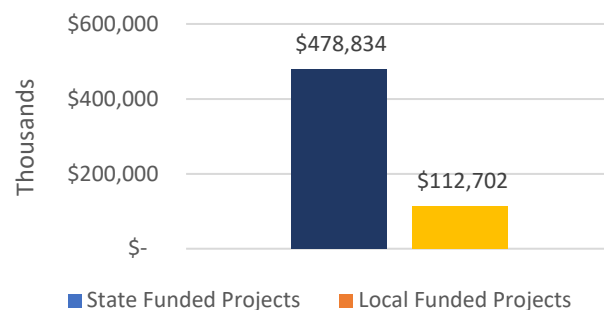
2023-25 biennium update

During the 2023–25 biennium, the Legislature appropriated \$448 million in new state funding to the State Board through the biennial budget, along with an additional \$30.8 million in the 2024 supplemental budget, bringing the total to \$478.8 million for the biennium. In addition, the Legislature reappropriated \$311 million in state funds to continue in-progress work from the 2021–23 biennium. In addition to state funded projects, colleges initiated another 235 projects with \$112.7 million in local college funding as of May 27, 2025.

2023-25 Capital Projects



2023-25 Capital Funding



Construction was completed and eight major projects were opened for use during the biennium.

- Wenatchee Valley, Wells Hall Replacement
- Olympic, Shop Building Renovation
- Pierce Fort Steilacoom, Cascade Building
- Clark, North County Satellite
- North Seattle, Library Building Renovation
- South Seattle, Automotive Technology Renovation
- Spokane Falls, Fine and Applied Arts
- Walla Walla, Science and Technology Building

As of May 27, 2024, \$375 million in state and \$77 million in local capital funds have been spent during the 2023-25 biennium.

2025 supplemental

The Legislature approved the system's 2025 supplemental budget request, increasing the system emergency fund by \$1.2 million for the current biennium. The State Board has begun allocating these additional funds to colleges that experienced qualifying emergencies during the biennium but for which the State Board lacked sufficient funding to provide support at the time.

2025-27 funding and college allocations

New funding

The Legislature appropriated \$378.6 million for the system's 2025-27 capital request in order, through priority #12. In doing so, the Legislature combined six separate minor works category requests into a single appropriation for preservation and program minor works projects and reduced overall funding from the requested amount for those projects by \$16.7 million.

Two of the combined minor works categories are formula calculated allocations to colleges for unexpected repairs and program improvement projects. The funding allocations for each college are based on each college's share of the system's student enrollments, square footage, square footage more than 25 years old, and for the program category, each college's campus facility condition score. The other four minor works categories, roof, facility, site, and infrastructure replacements are prioritized projects identified in the biennial Facility Condition Survey and the 2019 Infrastructure survey.

State Board staff and the WACTC Capital Committee developed a solution to the funding shortfall consistent with the methodology used to develop the request. The recommended allocations fully fund the unexpected repair fund (URF) and program categories to colleges by formula and provide funding for repair and replacement projects consistent with their priority order from the budget request. Infrastructure replacement projects are prioritized after repair projects in the request and therefore the lowest \$16.7 million priority projects from the request will be postponed pending additional funding. All the infrastructure assets in the request are beyond their expected useful life but still functioning.

The enacted budget includes \$182,840,000 for five major construction projects:

- Grays Harbor Community College, Lake Swano Dam

- Olympic College, Innovation and Technology Learning Center
- Lower Columbia College, Center for Vocational and Transitional Studies
- Columbia Basin Community College, Performing Arts Building Replacement
- Whatcom Community College, Technology and Engineering Center

As in the previous three biennial budgets, the Legislature provided an additional \$3 million, not requested by the State Board, to support student learning through the purchase and installation of capital equipment. This funding is targeted to Career Launch-endorsed programs within the community and technical college system, as well as registered apprenticeship programs that partner with these colleges. The funds will be distributed competitively through a process administered by the State Board's education division.

Reappropriations

State appropriations typically expire at the end of each biennium, unless explicitly reauthorized by the Legislature. Reappropriations are common for major capital projects that span multiple years. In contrast, minor projects are expected to be completed and fully expended within the biennium, except in rare cases.

Anticipating that some minor projects could not be completed on time due to external delays (e.g., long lead times for electrical equipment, elevator parts, or permitting issues), the State Board requested reappropriations for select projects where:

- The college began the project early in the biennium, and
- The delay was demonstrably beyond their control.

The State Board's 2025–27 capital request included \$492 million in reappropriations for all unfinished major and qualifying minor projects. After working with the Legislature, the final enacted reappropriation amount was revised to \$306.7 million, based on expenditure data as of March 2025.

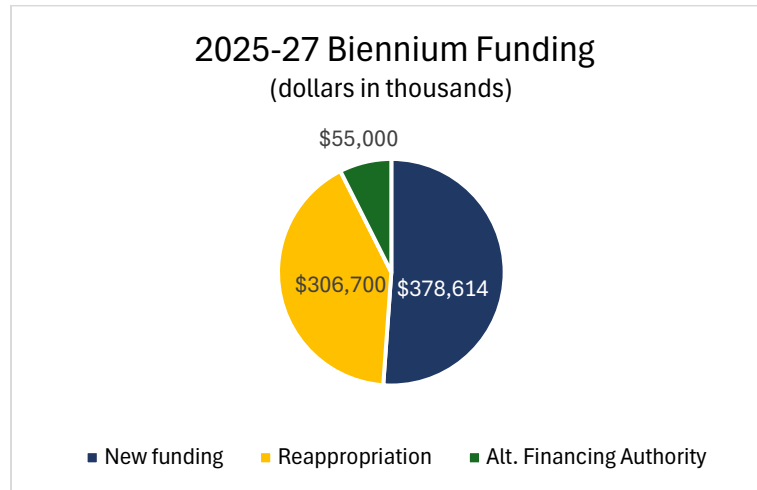
The Legislature will reconcile actual reappropriations in the 2026 supplemental budget once end-of-biennium accounting concludes in September.

A list of recommended new funding and reappropriation allocations by college is included in Attachment A.

Alternative financing authority

The Legislature also included up to \$55 million in local spending authority for five colleges for projects seeking alternative financing authority for capital projects:

- Columbia Basin College, \$18 million to construct student housing
- Edmonds College, \$9 million to acquire student housing
- Clover Park Technical College, \$15 million to acquire and renovate a training facility
- Renton Technical College, \$8 million to continue renovations in Building J
- South Puget Sound Community College, \$5 million to construct an athletic field and related support amenities



2026 supplemental capital budget request

The supplemental capital budget is primarily intended to address technical corrections to the currently enacted biennial budget, and fund urgent needs and projects that cannot be deferred until the next biennium. The Legislature reserved an estimated \$348 million in state bond capacity for the 2026 supplemental capital budget to support all state-funded capital projects. This amount will be revised and updated during the 2026 legislative session based on economic conditions at the time.

The enacted 2025–27 capital budget underfunded the system-level requests for minor works, by \$16.7 million. The budget also failed to provide construction funding for six major projects that had previously received design funding, as well as one project requiring both design and construction funding. Delays between design and construction phases increase project costs, not only due to inflation, but also due to evolving building codes and requirements that may necessitate redesign. These funding gaps also introduce additional complexity into project management and delivery.

In addition, 2023 legislation ([HB 1390](#)) requires state-owned district energy systems that serve at least five buildings and at least 100,000 gross square feet of conditioned building space to develop 15-year decarbonization plans for heating the buildings attached to the district system. Eight system colleges meet this requirement and are in the process of developing decarbonization plans. The plans must be completed by June 30, 2025. Implementation of the initial phases for some of these plans is expected to begin with funding requests in the 2026 supplemental capital budget.

The State Board would like to continue developing programs and requests to assist colleges in achieving increased energy conservation projects to mitigate the impacts of rising utility costs upon operating budgets. That same work can also support or directly result in greenhouse gas emission reductions required to meet state agency goals established in [RCW 70A.45.050](#). Aligning energy conservation efforts with decarbonization strategies, the State Board aims to support colleges in finding a practical balance between reducing costs and achieving multiple state policy objectives.

At the time of this memo staff are working with WACTC to develop and refine the budget priorities for the 2026 supplemental request. Attachment B includes a draft concept for the 2026 State Board

capital request for community and technical colleges.

Agency supplemental budget requests will be due to the Office of Financial Management in mid-September.

2027-29 biennial budget

The State Board capital budget staff are currently working to develop the minor works project request for the 2027-29 capital request. SBCTC surveys the condition of state-owned facilities and assets every two years through a Facility Condition Survey. This survey is used to establish the relative severity of each capital repair deficiency to allow system-wide comparison and prioritization of college repair requests for the next biennial budget. The survey is a collaborative process with the State Board and college leadership and facilities staff. The scope of the survey includes roofs, building envelopes, major building systems, utility distribution systems, and site elements.

In addition to the Facility Condition Survey, three colleges have an in-depth civil rights review for ADA compliance each year. Corrective actions from the civil rights review that rise to the level of a qualifying minor works project can be added to the minor project request.

Five major projects were funded by the Legislature in the 2025-27 budget, leaving thirty-two projects remaining on the SBCTC pipeline list of capital projects (Attachment C). College presidents have decided to not add new major projects to the pipeline until current projects on the list are nearly all funded. They are concerned with the effects lengthy delays have on project budgets, scope, and program for projects that remain on the pipeline list while awaiting funding from the Legislature. They have instead been working on a process to allow colleges with projects in the pipeline to reevaluate projects and revise them to meet current college and system needs at a lower cost.

Recommendation/preferred result

Staff recommends approval of Resolution 2025-06-29, directing staff to allocate funding appropriated by the Legislature in the enacted 2025 supplemental and 2025-27 biennial capital budgets, to colleges.

Policy Manual Change Yes ☐ No ☒

Prepared by: Darrell Jennings, capital budget director
djennings@sbctc.edu

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 25-06-29

A resolution relating to the allocation to the State Board's 2025-27 biennial capital budget.

WHEREAS, the State Board is required to develop a single, prioritized list of projects for the community and technical college system on behalf of the colleges seeking state capital appropriations; and

WHEREAS, the expenditure of capital funds, and each capital improvement project affecting educational facilities, must be approved by the State Board; and

WHEREAS, the reappropriations and new state appropriations provided in the 2025-27 enacted capital budget as shown in Attachment A are for projects from the State Boards capital budget request; and

WHEREAS, the most urgent and prioritized needs include underfunded minor projects and unfunded major projects from the State Board's 2025-27 capital request, as well as initiatives to implement required decarbonization plans, improve energy efficiency, and reduce greenhouse gas emissions to comply with state requirements are described in Attachment B.

THEREFORE BE IT RESOLVED, the funding in the 2025-27 enacted capital budget shall be allocated to the colleges consistent with the table in Attachment A, based on progress as required by the Office of Financial Management; and

BE IT FURTHER RESOLVED, the State Board will develop a budget request consistent with the direction in Attachment B for the 2026 supplemental capital budget; and

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

APPROVED AND ADOPTED on (June 12, 2025)

Attest

Chris Bailey, interim secretary

Martin Valadez, chair