

STATE BOARD MEETING AGENDA

SBCTC Agency Office: 1500 Jefferson St SE, Olympia, WA 98501 (Room 2208)

Study Session: Wednesday, February 18, 2026 // 1 p.m. to 5 p.m.

Regular Business Meeting: February 19, 2026 // 8:30 a.m. to 12:30 p.m.

Board Members

Martin Valadez, Chair // Kady Titus, Vice Chair // Crystal Donner // Debra Entenman // Mack Hogans // Chelsea Mason-Placek // Jay Reich // Emily Yim // Jeff Wagnitz

Nate Humphrey, Executive Director // Marianna Watson, Executive Assistant

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

Zoom link: <https://zoom.us/j/95067967920?pwd=SGxFUkRxeUyk3QOdTlYifbXU7A3JQz.1>

February 18 Study Session

Time	Item	Activity/Location
1:00 p.m.	Welcome and Introductions Martin Valadez, Chair	
1:10 p.m.	Land and Labor Acknowledgment Jay Reich, Board Member	
1:15 p.m.	New Board Members Introductions Nate Humphrey, Executive Director	Discussion
1:45 p.m.	Review of the Governor's 2026 Supplemental Budget Proposals Nate Humphrey, Executive Director Stephanie Winner, Operating Budget Director Darrell Jennings, Capital Budget Director	Tab 1 (Discussion)
2:15 p.m.	Monitoring Report, Goal 2: Improve Completion and Transfer Rates Nate Humphrey, Executive Director Ha Nguyen, Deputy Executive Director, Strategic Initiatives/Chief of Staff Monica Wilson, Director, Student Success Center Will Durden, Director, Transfer and Transitional Studies	Tab 2 (Discussion)
3:15 p.m.	Break	
3:30 p.m.	International Students Update Nate Humphrey, Executive Director Joyce Hammer, Deputy Executive Director, Education Summer Kennesson, Director, Policy Research	Tab 3 (Discussion)
4:00 p.m.	Baccalaureate Programs Update Nate Humphrey, Executive Director Kendrick Hang, Policy Associate, Baccalaureate Programs	Tab 4 (Discussion)
5:30 p.m.	Dinner for State Board Members, Staff, and Invited Guests	COVE Olympia, WA

February 19 Regular Business Meeting

Time	Item	
8:30 a.m.	Welcome and Introductions Martin Valadez, Chair	
8:40 a.m.	Establish a Quorum and Adopt Meeting Agenda Martin Valadez, Chair	
8:42 a.m.	Consent Agenda	Tab 5 (Action)
	<ul style="list-style-type: none"> a. Bellevue College – Increase in Local Capital Expenditure Authority for C-Building Student Activities Areas and Restroom Renovations Resolution 26-02-01 b. Bellevue College – Increase in Local Capital Expenditure Authority for D Building HVAC Resolution 26-02-02 c. Olympic College – Increase in Local Capital Expenditure Authority for Building 9 Locker Room Improvements Resolution 26-02-03 d. Tacoma Community College – Proposed Bachelor of Science in Computer Science Resolution 26-02-04 e. Tacoma Community College – Proposed Bachelor of Science in Nursing (RN-BSN) Resolution 26-02-05 f. Policy Manual Revision Resolution 26-02-06 	
8:45 a.m.	Public Comment	
9:00 a.m.	Recognition of Jay Reich’s Years of Service to the State Board Resolution 26-02-07 Martin Valadez, Board Chair	Tab 6 (Action)
9:15 a.m.	Legislative Session Update Nate Humphrey, Executive Director Arlen Harris, Legislative Director	Tab 7 (Discussion)
9:45 a.m.	Legislative Intern Update Nate Humphrey, Executive Director Sam Herriot, Government Relations Associate	Discussion
10:00 a.m.	Break	
10:15 a.m.	ACT Report Wendy Bohlke, ACT President	Discussion
10:25 a.m.	WACTC Report Joyce Loveday, WACTC President	Discussion
10:35 a.m.	System Unions Report Jacqui Cain, AFT President Suzanne Southerland, Coordinating Chair, WEA	Discussion
10:45 a.m.	Financial Health Measures Update Choi Halladay, Deputy Executive Director, Business Operations	Discussion
11:00 a.m.	Executive Director’s Report Nate Humphrey, Executive Director	Tab 8 (Discussion)

Time	Item	
11:25 a.m.	Executive Session In accordance with RCW 42.30.110(1)(g), the Board will convene in Executive Session on the following topic: <ul style="list-style-type: none">a. Review the performance of a public employeeb. No action will be taken	
11:55 a.m.	Board Discussion and Chair's Report	Discussion
	Adjournment Next meeting: April 8-9, 2026 (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

February 18, 2026

Tab 1

Review of the Governor's 2026 Supplemental Budget Proposals

Brief Description

Governor Ferguson's 2026 supplemental operating and capital budget proposals, released in December 2025, serve as a mid-way update to the state's two-year 2025-27 budgets. In this study session, staff will review the governor budget proposals for the community and technical college system.

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

This review allows the State Board to examine how closely the governor's budget proposals align with the capital and operating budget requests for community and technical college system. Investment in the capital infrastructure of Washington's community and technical colleges is essential to advancing the State Board's strategic goals by ensuring students across all thirty-four colleges have access to safe, modern, and inclusive learning environments that support their academic and workforce success. Operating budget investments strengthen the system's capacity to expand access to high-quality postsecondary education, improve student outcomes, and advance equity. These shared priorities will serve as key talking points with the House and Senate as they develop their budget proposals in the coming weeks. Funding included in the 2026 supplemental budgets provides the resources necessary to advance the State Board's vision and strategic plan, including improving access and retention, increasing completion rates, and promoting educational equity.

Background information and analysis

The Legislature considers a supplemental capital budget during even years of a biennium to address technical corrections to the biennial budget and for urgent priorities that cannot wait until the next biennial budget. The State Board approved the college system's capital budget and operating requests in September 2025. The governor's budget proposals, released just before legislative session, are the second step in the biennial budget process. House and Senate fiscal committee chairs are expected to release their capital and operating budgets in late February 2026. Sine Die for the 60-day legislative session is scheduled for March 12, 2026. Typically, the final legislative budgets are adopted in the last days of the session. The governor has 30 days to sign the budget bills and may include certain section vetoes.

Capital Budget Request

Governor Ferguson's proposed 2026 supplemental capital budget continues a strong emphasis on expanding housing and shelter capacity, resulting in minimal new investment across the rest of state government. For this supplemental budget, the 2025 Legislature reserved approximately \$355 million in available bond capacity for the supplemental budget. Through savings achieved primarily

by projects completed under budget, the Office of Financial Management was able to reclaim an additional \$46 million for use the Governor's proposed budget, raising total available capacity to approximately \$401 million. The governor's 2026 supplemental budget proposal uses \$396 million of that amount, primarily for housing, behavioral health, and related safety-net infrastructure. As a result, the community and technical college system received no state bond funding in the Governor's proposal for our \$149.2 million supplemental request.

The Governor's proposal does provide \$4 million in Climate Commitment Act (CCA) funding, directed toward two important, but lower priority statewide energy-efficiency grant programs for our college system:

- Building and building-system tune-ups (\$2 million)
- HVAC control-to-schedule upgrades (\$2 million).

While modest relative to the system's full capital needs, these investments will deliver meaningful operational benefits. Building tune-ups help colleges identify and correct inefficient equipment operation, optimize control sequences, reduce unnecessary heating and cooling loads, and improve overall system function and performance. These measures typically generate immediate and measurable reductions in energy consumption, extending the life of existing equipment and reducing deferred maintenance pressures. Similarly, HVAC control-to-schedule upgrades allow campuses to align equipment operation with occupancy patterns, running systems only when and where needed. For colleges facing steep increases in utility costs, these strategies offer one of the most cost-effective ways to offset upward pressure on operating budgets while advancing statewide greenhouse gas-reduction goals and extending the life of building systems and equipment.

In addition to the state funding, the Governor's proposal authorizes local financing authority for two capital projects:

- Lower Columbia College's David Story Field improvements (\$3 million local)
- Spokane Community College's Main Building East Wing renovation (\$15 million local)

While these items do not include state funding, the authority enables project advancement using locally available resources at a time when state bond capacity is committed to other purposes.

Below is a side-by-side comparison of the system's request and the governor's supplemental capital budget proposal.

Governor's Budget Proposal Comparison								
	College	Number	Project	Funding phase	Appropriation request	Governor's Proposal 12/23/25	Fund	Variance
1	Cascadia	40000222	CC5 Gateway building	Construction	\$ 42,112,000	\$ -	-	\$ (42,112,000)
2	Edmonds	40000114	Triton Learning Commons	Construction	\$ 44,819,000	\$ -	-	\$ (44,819,000)
3	Seattle Central	40001348	EcoDistrict Decarbonization	Design & Construction	\$ 22,409,000	\$ -	-	\$ (22,409,000)
4	North Seattle	40001347	District Energy Decarbonization Phase 1	Design & Construction	\$ 7,877,000	\$ -	-	\$ (7,877,000)
5	Clark	40001349	District Energy Decarbonization Phase 1	Design & Construction	\$ 21,307,000	\$ -	-	\$ (21,307,000)
6	Systemwide	40001338	CTC Building Tune-up Program	Grant Program	\$ 2,000,000	\$ 2,000,000	Climate Comm. Acct.	\$ -
7	Edmonds	40001342	District Energy Decarbonization Electrical Supply Study	Design & Construction	\$ 639,000	\$ -	-	\$ (639,000)
8	Highline	40001345	District Energy Decarbonization Phase 1	Design & Construction	\$ 1,020,000	\$ -	-	\$ (1,020,000)
9	Tacoma	40001344	District Energy Decarbonization Electrical Supply Study	Design & Construction	\$ 717,000	\$ -	-	\$ (717,000)
10	Cascadia	40001346	Cascadia/UW Bothell District Energy Decarbonization Phase 1	Design & Construction	\$ 302,000	\$ -	-	\$ (302,000)
11	Systemwide	40001339	CTC Building HVAC Control-to-Schedule Upgrades	Grant Program	\$ 2,000,000	\$ 2,000,000	Climate Comm. Acct.	\$ -
12	Systemwide	40001340	CTC HCFC-22 Refrigerant System Replacement	Grant Program	\$ 4,000,000	\$ -	-	\$ (4,000,000)
					\$ 149,202,000	\$ 4,000,000		\$ (145,202,000)

Certificate of Participation/Alternative Financing Requests						Governor's Proposal 12/23/25		Variance
College	Number	Project	Funding phase	Alternative financing authority request				
Lower Columbia	40001341	David Story Field Improvements	Design & Construction	\$ 3,000,000	Included	Local - COP	\$	-
Spokane	40001343	Main Building East Wing Renovation	Design & Construction	\$ 15,000,000	Included	Local - COP	\$	-

Operating Budget Request

Supplemental operating budget requests should focus on high priority emergent needs, necessary corrections to the enacted biennial operating budget, and initiatives that meet the state's highest priority needs for the most efficient, high-quality services to the public over the long term. The State Board's 2026 supplemental operating budget request was developed with these considerations in mind.

Fully Funded I-732 Cost of Living Increase: \$10 million

This maintenance-level request is technical correction to align state funding with the statutory requirements of Initiative 732, RCW 28B.50.465, RCW 28B.50.468, and SB 5790 (2025). Current law requires the state to fully fund cost-of-living adjustments (COLAs) for academic employees in the community and technical college system based on the cost-of-living index as defined in statute.

Fully Funded Represented and Non-Represented General Wage Increase: \$18 million

The Washington State Board for Community and Technical Colleges seeks full state funding for salary and benefit increases for classified and non-represented staff, reinstating the policy that the legislature re-adopted in the 2023-25 fiscal biennium after many years of pausing full state support. Providing full state support ensures equitable compensation, lessens the budget pressures colleges are facing, and promotes workforce stability.

Governor Ferguson's 2026 Supplemental Operating Budget Proposal

Facing multiple challenges and another serious budget shortfall due to falling revenue and rising costs, the governor's proposed budget for the community and technical colleges reflects a modest reduction to base appropriations along with maintenance level adjustments rather than any new investments.

Across-the-board 1.5% and administrative services reduction (-\$19.5M)

Reduces base appropriations for the community and technical college system, starting in fiscal year 2027.

Maintenance funding adjustments (\$18.5M)

Proposed funding for the recently ratified WPEA and Highline collective bargaining agreement, including retroactive FY26 wage increases, using the established fund split.

In addition, the proposal includes inflationary adjustments for the 2015 College Affordability Plan tuition backfill and provides additional funding to support increased enrollment in College in the High School programs.

Below is a side-by-side comparison of the system's request and the governor's supplemental operating budget proposal.

2026 Supplemental Operating Budget Comparison Summary*Includes State General Fund, Education Legacy Account, Workforce Education Investment Account, and Invest in WA*

	SBCTC Request			Gov. Ferguson's Budget Proposal		
	FY 2026	FY 2027	Biennial Total	FY 2026	FY 2027	Biennial Total
<i>Dollars in Thousands</i>						
Total Carry Forward Level	1,211,724	1,232,627	2,444,351	1,211,724	1,232,627	2,444,351
Compensation Items						
Eliminate the Fund Split I-732 COLA Funding Correction	3,121	7,106	10,227	-	-	0
Eliminate the Fund Split Represented & General Wage Increases	7,029	11,599	18,628	-	-	0
WPEA and Highling FY26 and FY27 Wage Increases				117	9,154	9,271
Benefits and Compensation Adjustments				40	(6,074)	(6,034)
Maintenance Adjustments						
Capital Project Operating Costs (M&O)	(1,457)	(463)	(1,920)	(1,457)	(463)	(1,920)
Utility Rate Adjustments	7,469	7,469	14,938	-	-	0
College Affordability Program Backfill Inflation Adjustment				198	355	553
CIHS Adjustment				351	351	702
Central Svs Adjustments				7,299	8,575	15,874
Policy Level Changes						
Across the Board Reduction				-	(18,488)	(18,488)
Administrative Reduction				-	(898)	(898)
Total Proposed 2026 Supplemental Operating Budget	1,227,886	1,258,338	2,486,224	1,218,272	1,225,139	2,443,411

One-pagers for our 2026 supplemental capital and operating budget requests are attached for reference.

Recommendation/preferred result

No State Board action is needed at this time.

Policy Manual Change Yes ☐ No ☒

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2026 SUPPLEMENTAL CAPITAL BUDGET REQUEST

OCTOBER 6, 2025

Major Project Work

Anchored in local communities across Washington, our 34 community and technical colleges collectively enrolled about 307,000 students in the 2024-25 school year. We proudly serve a very diverse student population. Our students are more likely to be the first in their families to attend college, come from lower-income families, be people of color, hold down jobs while enrolled, and care for parents or children. The median age is 26.

The community and technical college system's 2026 supplemental capital budget request of \$150 million includes construction funding for two major projects in the system's pipeline: the CC5 Gateway Building at Cascadia College and the Triton Learning Commons at Edmonds College. These buildings will allow those colleges to consolidate support services in one location, improving their ability to meet the needs of their students.

Climate-Conscious Solutions

Seven additional projects will help colleges meet Washington state's decarbonization goals. As required by the Washington State Clean Buildings Performance Standard, these colleges will work to convert their campus district energy systems from natural gas-fired boilers and heating systems to electricity.

With full funding of the college system's capital request, Seattle Central, Clark, and North Seattle colleges will complete building upgrades and install energy-efficient heat pumps. Edmonds, Highline, Tacoma, and Cascadia colleges will implement critical studies of electrical infrastructure and utility service capacity to ensure their ability to power future electrified heating systems.

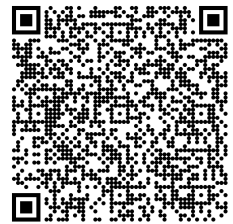
Long-Term Investments

Every day, our students, faculty, and staff rely on climate-controlled buildings to learn and work in safe and comfortable places. Heating and cooling, though, can be a significant source of high ongoing and emergency costs, inefficiencies, and greenhouse gas emissions.

To ensure fiscal responsibility, lessen the effects of climate impacts, and support the state's climate commitment goals, the State Board requests funding to fine-tune and upgrade college building mechanical, heating, ventilation, and air conditioning systems. These projects will help colleges and the state offset increasing operating budget impacts, extend the life of systems, and reduce greenhouse gas emissions.

One request will help colleges retune building mechanical systems to improve energy efficiency by optimizing HVAC system performance. The second request focuses on long-term improvements to mechanical system controls to adapt building heating, cooling, and ventilation when and where it's needed. Funding the third request will help colleges phase out HVAC systems that run on ozone-depleting HCFC-22 refrigerant prohibited by the Montreal Protocol, the US Environmental Protection Agency, and Washington state climate regulations.

The State Board will allocate funding to colleges through a competitive process so they can proactively modernize and improve aging and obsolete HVAC and mechanical building systems.



CONTACT INFORMATION

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2026 Capital Budget Request by Fund Source

Priority	College	Number	Project	Funding Phase	State Bonds	Climate Commitment Act	Appropriation Request
1	Cascadia	40000222	CC5 Gateway building	Construction	\$42,112,000		\$42,112,000
2	Edmonds	40000114	Triton Learning Commons	Construction	\$44,819,000		\$86,931,000
3	Seattle Central	40001348	EcoDistrict Decarbonization	Design & Construction		\$22,409,000	\$109,340,000
4	North Seattle	40001347	District Energy Decarbonization Phase 1	Design & Construction		\$7,877,000	\$117,217,000
5	Clark	40001349	District Energy Decarbonization Phase 1	Design & Construction		\$21,307,000	\$138,524,000
6	Systemwide	40001338	CTC Building Tune-up Program	Grant Program		\$2,000,000	\$140,524,000
7	Edmonds	40001342	District Energy Decarbonization Electrical Supply Study	Design & Construction		\$639,000	\$141,163,000
8	Highline	40001345	District Energy Decarbonization Phase 1	Design & Construction		\$1,020,000	\$142,183,000
9	Tacoma	40001344	District Energy Decarbonization Electrical Supply Study	Design & Construction		\$717,000	\$142,900,000
10	Cascadia	40001346	Cascadia/UW Bothell District Energy Decarbonization Phase 1	Design & Construction		\$302,000	\$143,202,000
11	Systemwide	40001339	CTC Building HVAC Control-to-Schedule Upgrades	Grant Program		\$2,000,000	\$145,202,000
12	Systemwide	40001340	CTC HCFC-22 Refrigerant System Replacement	Grant Program		\$4,000,000	\$149,202,000
					\$86,931,000	\$62,271,000	\$149,202,000

Certificate of Participation/Alternative Financing Requests

College	Number	Project	Funding Phase	Alternative Financing Authority Request
Lower Columbia	40001341	David Story Field Improvements	Design & Construction	\$3,000,000
Spokane	40001343	Main Building East Wing Renovation	Design & Construction	\$15,000,000

Updated 10/6/2025



2026 SUPPLEMENTAL OPERATING BUDGET REQUEST

NOVEMBER 7, 2025

Washington's community and technical colleges ask the Legislature to keep our colleges whole by fully funding compensation increases for faculty and staff as they support our students on their journey to well-paying jobs that support themselves, their families, and their communities.



Our top priority: serving students

While we recognize the constraints of the current deficit, our colleges face challenges that directly impact our ability to fulfill our mission of providing high-quality, career-relevant, and accessible education and training to our students. To provide the education that students and employers want and demand, our colleges need faculty and staff who are well versed in their fields as well as classrooms, labs, and support services. With already tight budgets, legislatively-mandated compensation increases that are not fully funded means colleges have to make cuts elsewhere — whether it be student services, instructional programs, or critical infrastructure — impacting their ability to serve students and accomplish that priority.

This year, the community and technical college system respectfully requests the Legislature return to its past policy of fully-funding compensation increases as well as correcting a technical error in the enacted budget that underfunds academic employee cost-of-living adjustments.

Both items are essential to maintaining instructional capacity, recruiting and retaining qualified employees, and supporting equitable student success. Without full funding, colleges will face untenable choices between funding mandated compensation and providing critical student services in areas like technology for online learning, software subscriptions, utilities, instructional materials, cybersecurity, and campus safety.

Fully-funded compensation increases (\$15.3 million)

We're grateful to the Legislature for providing much-needed general wage increases in FY 2026 and FY 2027 for our classified and non-represented staff. However, with only partial funding of the general wage increase in the enacted budget, colleges must backfill the unfunded portion of these increases with tuition and local funds. With more than 80% of college operating budgets tied to personnel costs, colleges are severely constrained in where they can find funds for the mandated increases. To relieve that pressure, we urge the Legislature to return to providing 100% funding for compensation in the 2026 supplemental operating budget. Requested funds are for FY 2027.

I-732 COLA correction (\$7.1 million)

Under RCW 28B.50.465 and RCW 28B.50.468, and reaffirmed by SB 5790 (2025), the state is required to fully fund COLAs for academic employees and classified employees at technical colleges under I-732. Instead, the 2025-27 enacted budget provided only partial state support and shifted the remainder to local tuition operating fees. This created an unfunded mandate. Therefore, we respectfully ask that the Legislature correct this technical error in the budget. Requested funds are for FY 2027.

CONTACT INFORMATION

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REGULAR ITEM

February 18, 2026

Tab 2

Strategic Plan Progress: 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. We aim to improve completion rates across the board for all students and to improve completion rates faster for students of color. Students must also receive necessary guidance and support about how to efficiently transfer to continue their educational journeys.

Objectives

- **Objective 2.1:** Implement research-based strategies that are proven to improve completion rates for all students.
- **Objective 2.2:** Strengthen and expand transfer pathways with four-year institutions.

Executive Summary

This monitoring report outlines the progress towards Goal 2 of the State Board's strategic plan focused on improving completion and transfer rates for all enrolled students. The aim of Goal 2 is to ensure students receive the necessary guidance and support to efficiently complete their degrees and continue their educational journeys.

Goal 2 focuses on ensuring that students enrolled in Washington's community and technical colleges successfully complete their programs and, when desired, transfer seamlessly to four-year institutions. This goal is rooted in SBCTC's vision of leading with racial equity and advancing social and economic justice. It addresses systemic barriers that disproportionately affect historically underserved populations and aims to close equity gaps in educational attainment.

In addition, Goal 2 emphasizes the adoption of proven, evidence-based practices that enhance persistence and completion across all credential types—associate degrees, certificates, apprenticeships, and bachelor's degrees. These strategies include the Guided Pathways framework integrating proactive advising, integrated student supports, on-boarding strategies including utilization of a student support software, utilizing ways artificial intelligence can enhance student experience, and buttressing effective teaching and learning strategies for all students through faculty professional development opportunities including use of artificial intelligence in the classroom. Goal 2 also focuses on partnering with four-year institutions to streamline transfer processes, improve articulation agreements, and expand dual-admission and co-enrollment programs. Emphasis is placed on ensuring equitable access for students of color, first-generation students, and rural learners.

Key strategies noted in this monitoring report include scaling Guided Pathways to simplify program navigation and reduce excess credits, enhancing data systems for tracking transfer success and employment outcomes, expanding baccalaureate options at the colleges to meet regional workforce

needs, and fostering and refining collaborative agreements with universities to support seamless transfer.

Expected outcomes include increased completion rates across all programs with accelerated gains for underserved populations, improved transfer efficiency, higher rates of bachelor's degree attainment among CTC graduates, and stronger alignment between educational pathways and labor market demands.

Accomplishments and Outcomes

Objective 2.1: Implement research-based strategies that are proven to improve completion rates for all students

Guided Pathways Framework. Guided Pathways is a student-centered framework grounded in equity-minded practice designed to increase and diversify the students and communities accessing and earning high-value community and technical college credentials. The systemic institutional approach focuses on the construction of a transparent, structured educational experience that effectively engages each student from point of entry to attainment of high-quality postsecondary credentials and careers.

To improve completion rates for all students, the Student Success Center team has implemented the following trainings/supports help colleges implement Guided Pathways strategies:

2026-2028 Guided Pathways Planning Guide and Action Plan

For the coming year, the system will implement a new statewide strategy for Guided Pathways through the release of the updated Guided Pathways Planning Guide and 2026–2028 Action Planning Tool, informed by the Guided Pathways Advisory Council and developed in collaboration with Jobs for the Future. These tools provide colleges with a clear, cohesive framework for assessing their current status, identifying priorities, and developing data-informed, equity-centered plans for the next phase of implementation. The guide introduces a systemwide, non-prescriptive approach that centers continuous improvement, supports customization to local needs, and strengthens alignment with legislative metrics, including retention, early momentum, completion, and post-college outcomes. Colleges will engage in structured self-assessments; reflect on strengths, challenges, and opportunities; and set SMARTIE (Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, Equitable) goals tied to evidence-based practices. Supported by statewide webinars, data reflection labs, and cross-commission engagement, the Planning Guide and Action Plan will ensure that each institution enters the 2026–2028 cycle with a clear roadmap that is collaborative, equity-minded, and aligned with the system's vision of advancing racial, social, and economic justice through student success.

Middle Leadership Academy

Launched in Fall 2025, the Middle Leadership Academy (MLA) is a major statewide investment in developing a diverse, equity-centered pipeline of mid-level leaders prepared to advance Guided Pathways implementation. Developed in partnership with the National Center for Inquiry and

Improvement (NCII) and the Aspen Institute, the inaugural cohort includes faculty and staff from 21 colleges and aligns with the Evolve initiative's focus on building institutional capacity for equity-centered leadership. The year-long program provides structured learning, coaching, and a cross-college community of practice. Participants work in teams on "Pathways Projects" that apply leadership competencies to real institutional challenges, strengthening collaboration and coherence across functional areas. Colleges receive dedicated Guided Pathways funding to support participation, reflecting the system's commitment to developing leaders who can guide change and sustain student-centered reforms.

Math Pathways and Placement

Colleges continue to advance math pathways and corequisite reform as essential components of Guided Pathways, improving equitable access to degree-applicable math and reducing barriers created by long precollege sequences. Institutions across the state are expanding corequisite models that allow students to enroll directly in college-level math with targeted support—an approach shown to significantly improve momentum and close equity gaps. Statewide efforts include updating math pathway maps from basic education through college-level coursework, developing an openly available Directed Self-Placement tool, and redesigning Adult Basic Education math curriculum to better align with credential pathways. Initiatives such as the Math Placement Project Grant, faculty-led professional learning communities, and enhanced digital accessibility further strengthen placement accuracy and instructional relevance. Collectively, these activities support alignment across Basic Education for Adults (BEA), Transitional Studies, and college-level math, and reinforce the system's goal of ensuring that all students can complete gateway math aligned with their program of study.

Advising and Navigation

Washington's community and technical colleges continue to enhance advising and student navigation as core strategies for improving retention, momentum, and completion. The Student Success Center launched the Math + Advising Series: Shifting the Narrative, a professional development initiative that equips advisors, faculty, and student services staff with equity-centered strategies for communicating the value of math and supporting students in selecting and completing pathway-aligned coursework. To modernize and integrate advising systems, SBCTC has also established a new statewide agreement with ConexED, a comprehensive student success platform that expands case management, early alerts, scheduling, and CRM functions while integrating with ctcLink. Accessibility improvements are underway in partnership with Deque.

The EmpowerED Community of Practice continues to support colleges adopting ConexED and redesigning advising models through cross-functional collaboration, student feedback, site visits, and coaching with Jobs for the Future (JFF). Early themes emerging from this work include the need for clearer advising structures, better-defined workflows, and more consistent use of advising data. Looking forward, SBCTC is planning the Summer 2026 Washington Advising Summit, which will elevate advising as a central element of Guided Pathways, introduce a statewide advising resource library, and model equity-focused supports such as childcare for participants. These efforts

collectively advance a more coordinated, data-informed, and student-centered approach to advising across the system.

Technology and Systems Support for Advising and Navigation

SBCTC's Information Technology Division, led in this work by Dani Rider and the ctcLink Customer Support team, has played a key role in supporting technology-enabled advising as colleges adopt ConexED. The team has provided ongoing vendor coordination, participated in monthly office hours with early-adopting colleges, and facilitated connections with other institutions and systems that have implemented ConexED to share lessons learned, challenges, and effective practices.

In parallel, the ctcLink Customer Support team has completed more than 240 enhancement requests deployed in 2025 alone that improve functionality for advisors and other student-facing staff, strengthening ctcLink as a core student success and advising resource. To support effective use of these enhancements, the team is finalizing a training that will launch in winter quarter to help advisors and navigators fully leverage updated ctcLink tools in support of Guided Pathways implementation.

Teaching and Learning

Teaching and learning remain a central focus of Guided Pathways implementation, with systemwide efforts aimed at strengthening instructional quality, equity, and alignment with student pathways. A statewide redesign of the New Faculty Institute is underway to provide more relevant, equity-centered professional development that incorporates coaching, peer collaboration, and evidence-based instructional practices. The launch of the AI Learning Series and the "Teaching with AI" resource hub supports faculty in integrating emerging technologies into curriculum, assessment, and student engagement.

In 2026, SBCTC will host a combined Assessment Teaching and Learning (ATL) and the ELearning Council (ELC) Washington's Canvas Conference (WACC) as a virtual conference, bringing together assessment, teaching, and educational technology to support faculty in implementing inclusive pedagogy, AI-enabled instructional tools, and accessible digital learning environments. Systemwide Communities of Practice, including Faculty Developers, First-Year Experience, and Assessment groups, continue to promote shared learning, resource exchange, and instructional coherence. These coordinated efforts underscore the central role of teaching and learning in improving student outcomes, and affirm SBCTC's commitment to supporting faculty in delivering high-quality, equitable instruction across all pathways.

Key Performance Indicators for Guided Pathways

Retention

Year-to-year retention continues its upward trend for both full-time and part-time students, with full-time student retention rising to 61 percent after several years in the mid-50s. As colleges work to rebuild enrollment following an extended period of decline, strengthening retention remains essential to ensuring students persist to completion and to maximize the return on state

investments in Guided Pathways reforms. These improvements reflect the growing effectiveness of redesigned onboarding, advising, and early momentum strategies in supporting students through their first year and beyond.

Retention Trend: *1st Fall to 2nd Fall Retention/Completion*

Cohort: *All First-Time Students*

Level: *System / Peer Group*

Intent: *None*

Disaggregation: *Full/Part Time*

Race/Ethnicity (Alone or 2+ Races): *(All)*

Includes: Summer entry continuing in Fall & Fall entry cohorts only

Data will be shown only for years in which all selected quarters have outcomes data. If a year of interest is not shown below, adjust the Entry Quarter filter to include fewer quarters.

Cohort ?

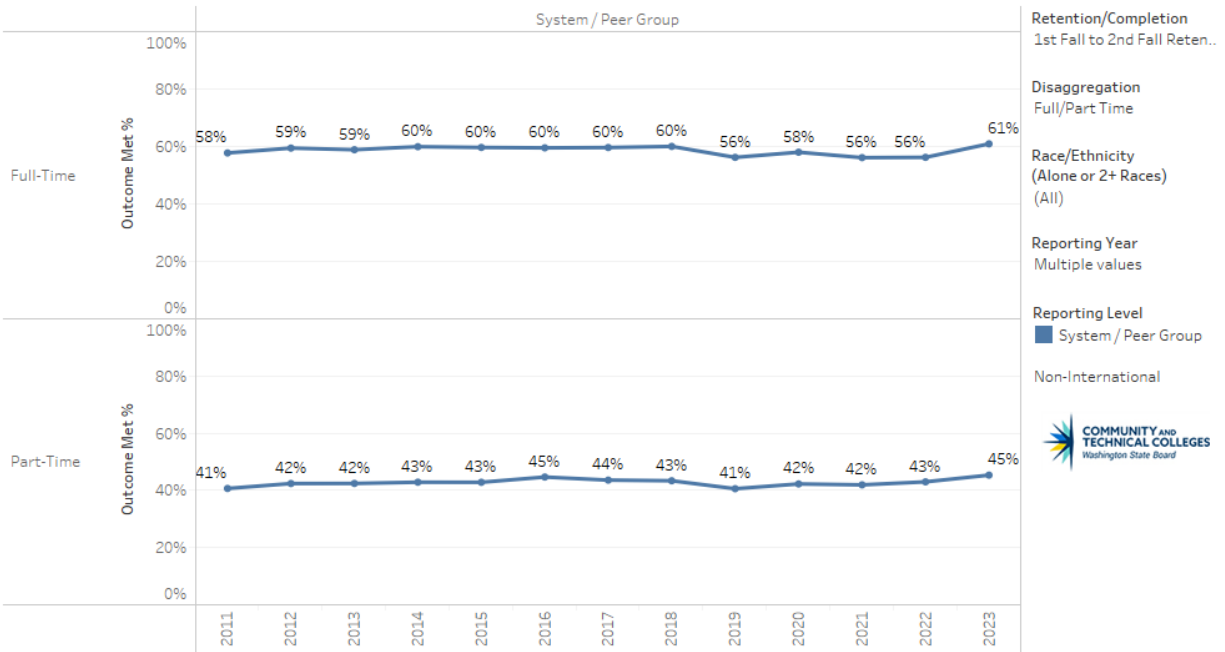
All First-Time Students

Select College

System / Peer Group

Education Intent

Multiple values



Colleges included: Bates, Bellevue, Bellingham, Big Bend, Cascadia, Centralia, Clark, Clover Park, Columbia Basin, Edmonds, Everett, Grays Harbor, Green River, Highline, Lake Washington, Lower Columbia, Olympic, Peninsula, Pierce, Renton, Seattle Central, Seattle North, Seattle South, Shoreline, Skagit Valley, South Puget Sound, Spokane, Spokane Falls, Tacoma, Walla Walla, Wenatchee Valley, Whatcom, and Yakima Valley

Note: Groups with a total of less than 10 students are suppressed to protect the release of potentially identifiable student information.



Math in Year One

More full-time students across the system are completing college-level math within their first year, a key indicator of academic momentum and long-term success. When disaggregated by students who have ever enrolled in pre-college math, the data show that those who do begin in pre-college coursework are now more likely to reach their program-level math in year one, while the overall number of students placed into pre-college math continues to decline. This shift reflects intentional systemwide efforts to increase direct enrollment into college-level math through improved placement practices, including the use of multiple measures and expanded corequisite models. It also underscores the importance of ongoing work to redesign pre-college math curriculum and sequencing to ensure that students who do require foundational preparation are supported with timely, relevant, and pathway-aligned learning experiences. Below are two graphs that illustrate the Math Year One metric.

Credit Milestones Trend: *Math Year 1*
 Cohort: *All First-Time Students*
 College Entry Quarter: *All*
 Level: *System / Peer Group*
 Intent: *All*
 Disaggregation: *Full/Part Time*
 Race/Ethnicity (Alone or 2+ Races): *(All)*

Data will be shown only for years in which all selected quarters have outcomes data. If a year of interest is not shown below, adjust the Entry Quarter filter to include fewer quarters.

Cohort ?
 All First-Time Students

Entry Quarter
 All

Select College
 System / Peer Group

Education Intent
 All

Milestone
 Math Year 1

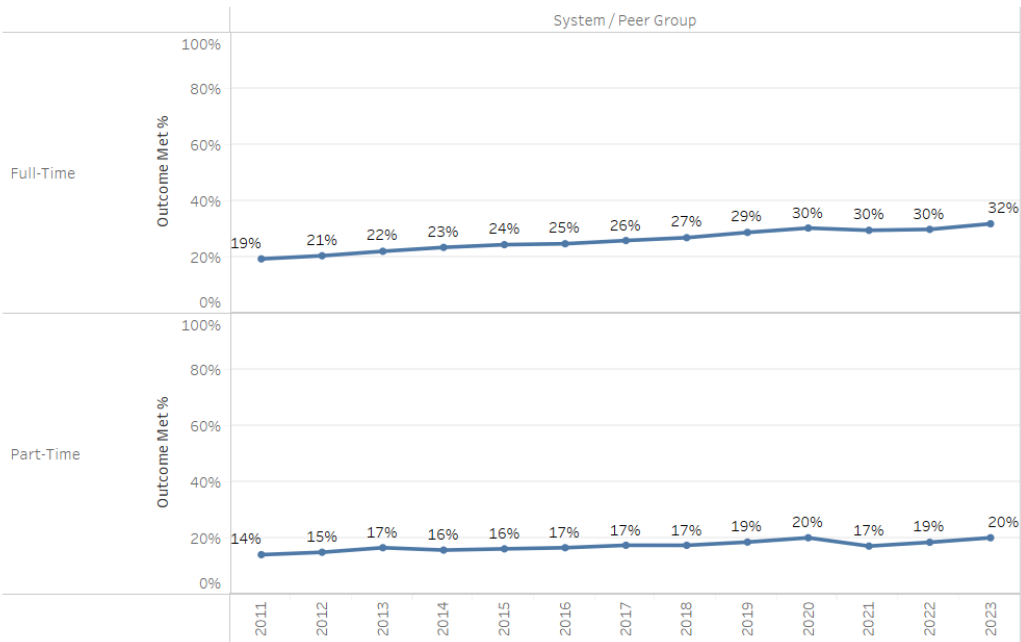
Disaggregation
 Full/Part Time

Race/Ethnicity
 (Alone or 2+ Races)
 (All)

Reporting Year
 Multiple values

Reporting Level
 System / Peer Group

Non-International



Colleges included: Bates, Bellevue, Bellingham, Big Bend, Cascadia, Centralia, Clark, Clover Park, Columbia Basin, Edmonds, Everett, Grays Harbor, Green River, Highline, Lake Washington, Lower Columbia, Olympic, Peninsula, Pierce, Renton, Seattle Central, Seattle North, Seattle South, Shoreline, Skagit Valley, South Puget Sound, Spokane, Spokane Falls, Tacoma, Walla Walla, Wenatchee Valley, Whatcom, and Yakima Valley

Note: Groups with a total of less than 10 students are suppressed to protect the release of potentially identifiable student information.

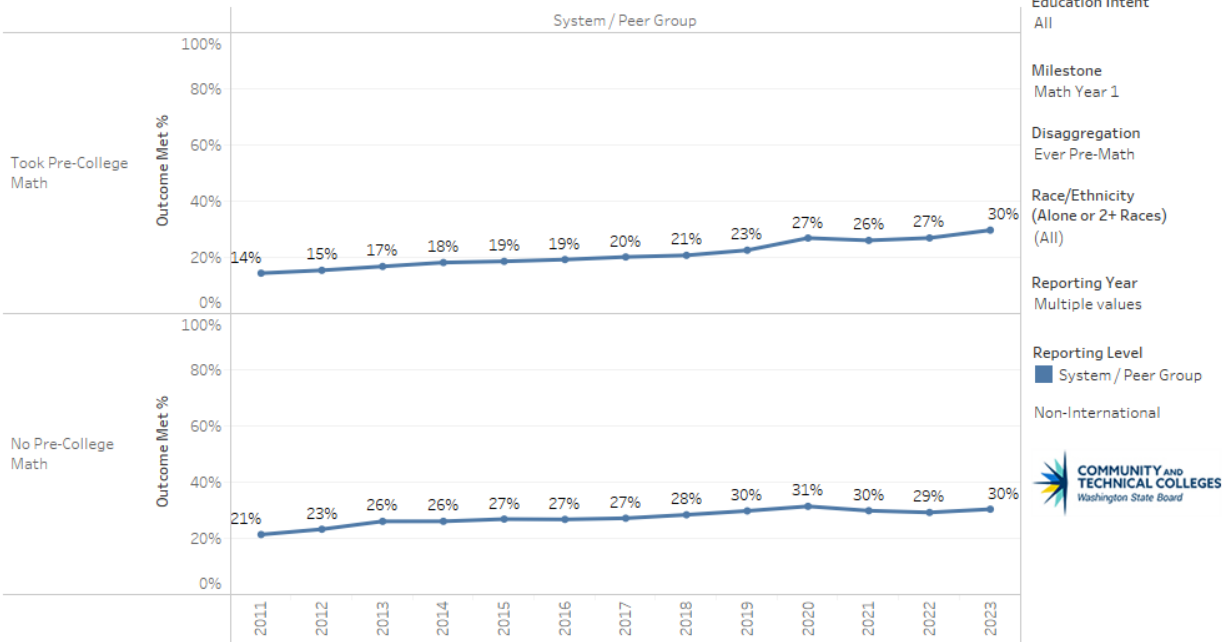


K

Credit Milestones Trend: *Math Year 1*
 Cohort: *All Students*
 College Entry Quarter: *All*
 Level: *System / Peer Group*
 Intent: *All*
 Disaggregation: *Ever Pre-Math*
 Race/Ethnicity (Alone or 2+ Races): *(All)*

Data will be shown only for years in which all selected quarters have outcomes data. If a year of interest is not shown below, adjust the Entry Quarter filter to include fewer quarters.

Cohort ?
 All Students
 Entry Quarter
 All
 Select College
 System / Peer Group
 Education Intent
 All
 Milestone
 Math Year 1
 Disaggregation
 Ever Pre-Math
 Race/Ethnicity
 (Alone or 2+ Races)
 (All)
 Reporting Year
 Multiple values



Colleges included: Bates, Bellevue, Bellingham, Big Bend, Cascadia, Centralia, Clark, Clover Park, Columbia Basin, Edmonds, Everett, Grays Harbor, Green River, Highline, Lake Washington, Lower Columbia, Olympic, Peninsula, Pierce, Renton, Seattle Central, Seattle North, Seattle South, Shoreline, Skagit Valley, South Puget Sound, Spokane, Spokane Falls, Tacoma, Walla Walla, Wenatchee Valley, Whatcom, and Yakima Valley

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English in Year One

English completion in the first year has remained steady, even as the number of students enrolling in pre-college English continues to decline. This trend indicates that colleges' efforts to reform placement practices and redesign pre-college English pathways are having a measurable impact. By reducing unnecessary remediation and increasing the use of multiple measures for placement, institutions are enabling more students to begin directly in college-level English while maintaining successful completion rates. These improvements reflect ongoing work to strengthen alignment, accelerate student progress, and ensure equitable access to foundational, credit-bearing coursework. Below are two graphs that illustrate the English Year One metric.

Credit Milestones Trend: *English Year 1*
 Cohort: *All First-Time Students*
 College Entry Quarter: *All*
 Level: *System / Peer Group*
 Intent: *All*
 Disaggregation: *Full/Part Time*
 Race/Ethnicity (Alone or 2+ Races): *(All)*

Data will be shown only for years in which all selected quarters have outcomes data. If a year of interest is not shown below, adjust the Entry Quarter filter to include fewer quarters.

Cohort ?
 All First-Time Students

Entry Quarter
 All

Select College
 System / Peer Group

Education Intent
 All

Milestone
 English Year 1

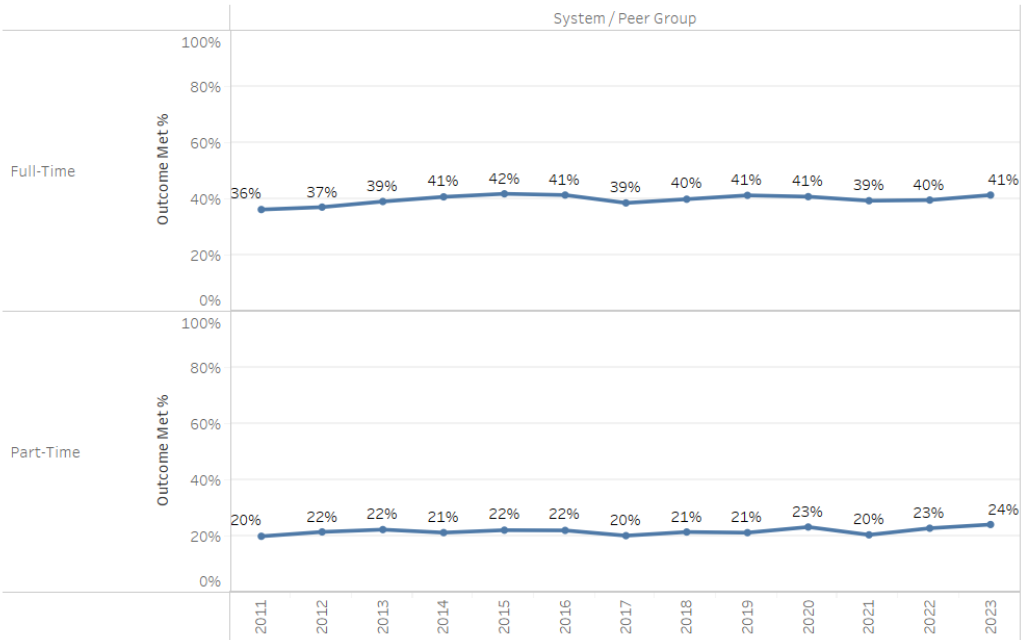
Disaggregation
 Full/Part Time

Race/Ethnicity
 (Alone or 2+ Races)
 (All)

Reporting Year
 Multiple values

Reporting Level
 System / Peer Group

Non-International



Colleges included: Bates, Bellevue, Bellingham, Big Bend, Cascadia, Centralia, Clark, Clover Park, Columbia Basin, Edmonds, Everett, Grays Harbor, Green River, Highline, Lake Washington, Lower Columbia, Olympic, Peninsula, Pierce, Renton, Seattle Central, Seattle North, Seattle South, Shoreline, Skagit Valley, South Puget Sound, Spokane, Spokane Falls, Tacoma, Walla Walla, Wenatchee Valley, Whatcom, and Yakima Valley

Note: Groups with a total of less than 10 students are suppressed to protect the release of potentially identifiable student information.

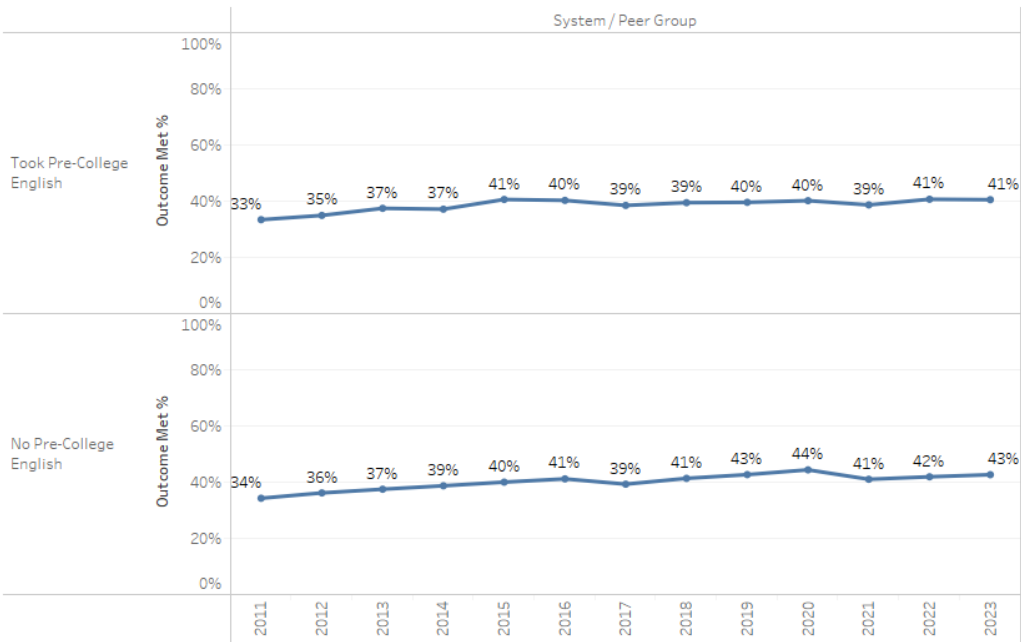


Credit Milestones Trend: *English Year 1*Cohort: *All Students*College Entry Quarter: *All*Level: *System / Peer Group*Intent: *All*Disaggregation: *Ever Pre-English*Race/Ethnicity (Alone or 2+ Races): *(All)*

Data will be shown only for years in which all selected quarters have outcomes data. If a year of interest is not shown below, adjust the Entry Quarter filter to include fewer quarters.

Cohort ?
All StudentsEntry Quarter
AllSelect College
System / Peer GroupEducation Intent
AllMilestone
English Year 1Disaggregation
Ever Pre-EnglishRace/Ethnicity
(Alone or 2+ Races)
(All)Reporting Year
Multiple valuesReporting Level
System / Peer Group

Non-International



Colleges included: Bates, Bellevue, Bellingham, Big Bend, Cascadia, Centralia, Clark, Clover Park, Columbia Basin, Edmonds, Everett, Grays Harbor, Green River, Highline, Lake Washington, Lower Columbia, Olympic, Peninsula, Pierce, Renton, Seattle Central, Seattle North, Seattle South, Shoreline, Skagit Valley, South Puget Sound, Spokane, Spokane Falls, Tacoma, Walla Walla, Wenatchee Valley, Whatcom, and Yakima Valley

Note: Groups with a total of less than 10 students are suppressed to protect the release of potentially identifiable student information.



Credit Accumulation

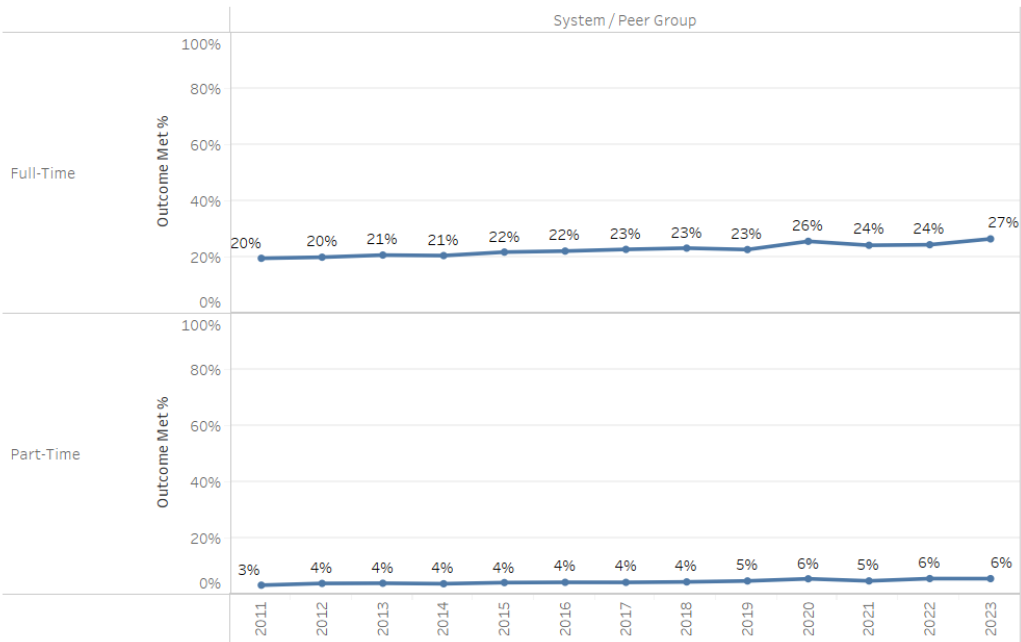
Credit accumulation has remained steady in recent years, with no significant shifts in the number of students completing 15, 30, or 45 credits in their first year. Recognizing the importance of predictable, student-centered scheduling in supporting academic momentum, approximately one-third of colleges identified course scheduling as a priority in their 2024–2026 Guided Pathways Work Plans. Twelve colleges are now developing course schedules informed by students' educational plans, and ten of these institutions are creating year-long or multi-term schedules that allow students to view future course offerings and times in advance. This work represents an essential foundation for improving credit momentum, reducing scheduling barriers, and enabling students to plan effectively for on-time completion.

Credit Milestones Trend: *45 Credits Year 1*Cohort: *All First-Time Students*College Entry Quarter: *All*Level: *System / Peer Group*Intent: *All*Disaggregation: *Full/Part Time*Race/Ethnicity (Alone or 2+ Races): *(All)*

Data will be shown only for years in which all selected quarters have outcomes data. If a year of interest is not shown below, adjust the Entry Quarter filter to include fewer quarters.

Cohort ?
All First-Time StudentsEntry Quarter
AllSelect College
System / Peer GroupEducation Intent
AllMilestone
45 Credits Year 1Disaggregation
Full/Part TimeRace/Ethnicity
(Alone or 2+ Races)
(All)Reporting Year
Multiple valuesReporting Level
System / Peer Group

Non-International



Colleges included: Bates, Bellevue, Bellingham, Big Bend, Cascadia, Centralia, Clark, Clover Park, Columbia Basin, Edmonds, Everett, Grays Harbor, Green River, Highline, Lake Washington, Lower Columbia, Olympic, Peninsula, Pierce, Renton, Seattle Central, Seattle North, Seattle South, Shoreline, Skagit Valley, South Puget Sound, Spokane, Spokane Falls, Tacoma, Walla Walla, Wenatchee Valley, Whatcom, and Yakima Valley

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Completion

Three-year completion rates have remained steady across the system, with several colleges demonstrating notable gains. Peninsula College and Skagit Valley College both show significant improvement among full- and part-time students. Lake Washington Institute of Technology is also experiencing an upward movement in completion outcomes. While completion and transfer remain central goals of Guided Pathways, these metrics are lagging indicators and typically reflect the cumulative impact of reforms implemented years earlier. The emerging gains at these colleges suggest that investments in pathway clarity, advising, math and English reform, and improved student navigation are beginning to translate into longer-term student success.

Completion Trend: *Completion Year 3*
 Cohort: *All First-Time Students*
 College Entry Quarter: *All*
 Level: *System / Peer Group*
 Intent: *Professional/Technical & Transfer*
 Disaggregation: *Full/Part Time*
 Race/Ethnicity (Alone or 2+ Races): *(All)*

Data will be shown only for years in which all selected quarters have outcomes data. If a year of interest is not shown below, adjust the Entry Quarter filter to include fewer quarters.

Cohort ?
 All First-Time Students

Entry Quarter
 All

Select College
 System / Peer Group

Education Intent
 Multiple values

Completion Year
 Completion Year 3

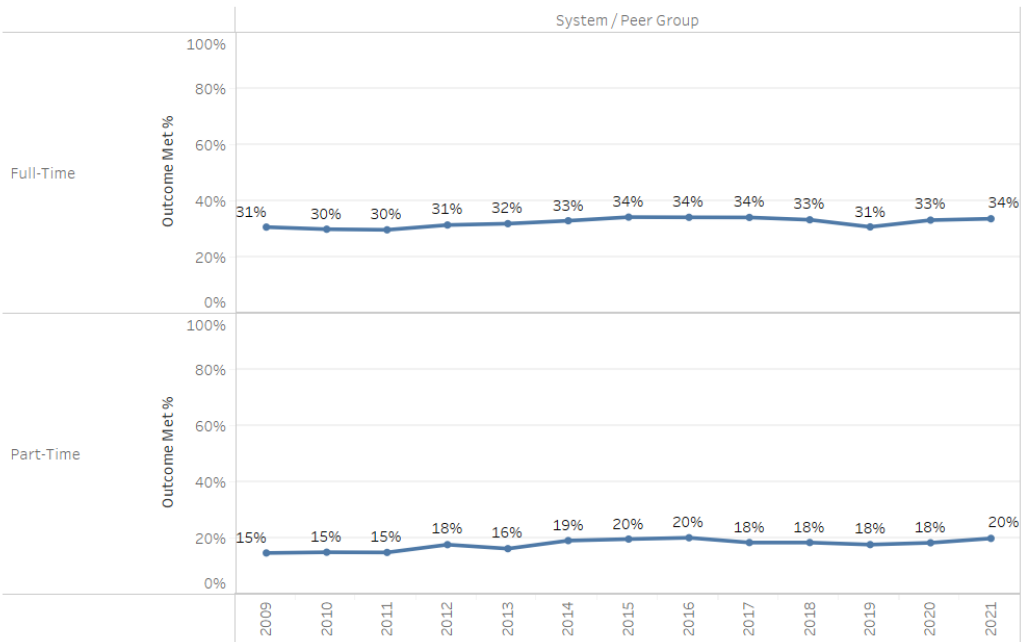
Disaggregation
 Full/Part Time

Race/Ethnicity
 (Alone or 2+ Races)
 (All)

Reporting Year
 All

Reporting Level
 System / Peer Group

Non-International



Colleges included: Bates, Bellevue, Bellingham, Big Bend, Cascadia, Centralia, Clark, Clover Park, Columbia Basin, Edmonds, Everett, Grays Harbor, Green River, Highline, Lake Washington, Lower Columbia, Olympic, Peninsula, Pierce, Renton, Seattle Central, Seattle North, Seattle South, Shoreline, Skagit Valley, South Puget Sound, Spokane, Spokane Falls, Tacoma, Walla Walla, Wenatchee Valley, Whatcom, and Yakima Valley

Note: Groups with a total of less than 10 students are suppressed to protect the release of potentially identifiable student information.



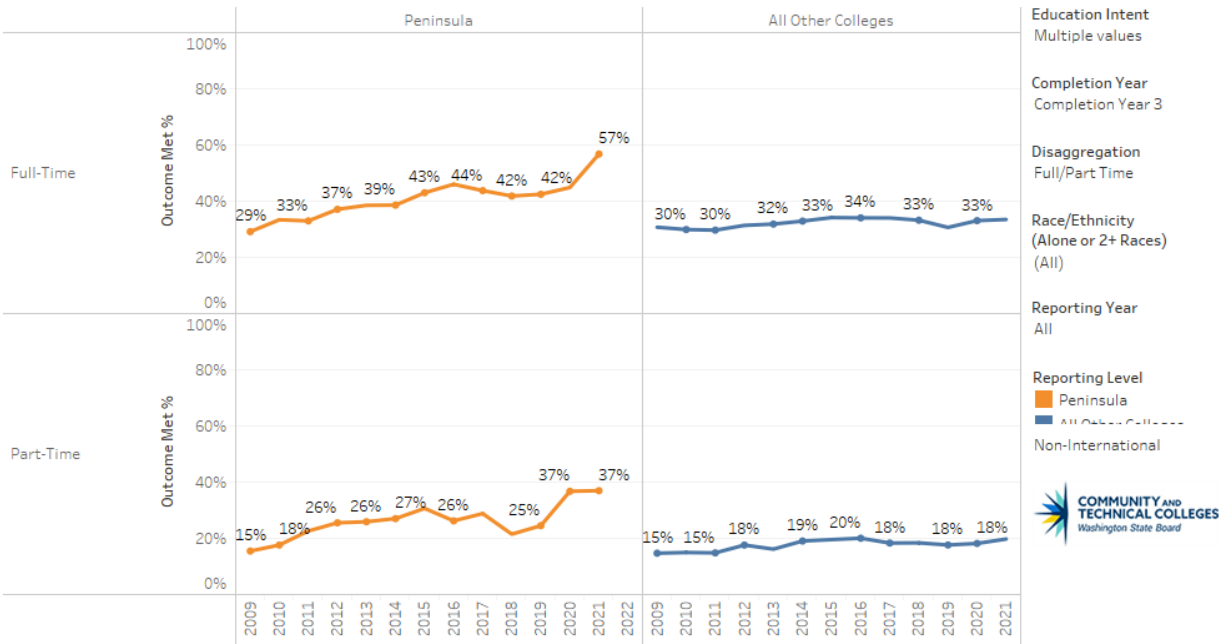
Completion Trend: *Completion Year 3*
 Cohort: *All First-Time Students*
 College Entry Quarter: *All*
 Level: *Peninsula*
 Intent: *None*
 Disaggregation: *Full/Part Time*
 Race/Ethnicity (Alone or 2+ Races): *(All)*

Data will be shown only for years in which all selected quarters have outcomes data. If a year of interest is not shown below, adjust the Entry Quarter filter to include fewer quarters.

Cohort ?
 All First-Time Students

Entry Quarter
 All

Select College
 Peninsula



Colleges included: Bates, Bellevue, Bellingham, Big Bend, Cascadia, Centralia, Clark, Clover Park, Columbia Basin, Edmonds, Everett, Grays Harbor, Green River, Highline, Lake Washington, Lower Columbia, Olympic, Peninsula, Pierce, Renton, Seattle Central, Seattle North, Seattle South, Shoreline, Skagit Valley, South Puget Sound, Spokane, Spokane Falls, Tacoma, Walla Walla, Wenatchee Valley, Whatcom, and Yakima Valley

Note: Groups with a total of less than 10 students are suppressed to protect the release of potentially identifiable student information.



Completion Trend: *Completion Year 3*
 Cohort: *All First-Time Students*
 College Entry Quarter: *All*
 Level: *Skagit Valley*
 Intent: *None*
 Disaggregation: *Full/Part Time*
 Race/Ethnicity (Alone or 2+ Races): *(All)*

Data will be shown only for years in which all selected quarters have outcomes data. If a year of interest is not shown below, adjust the Entry Quarter filter to include fewer quarters.

Cohort ?
 All First-Time Students

Entry Quarter
 All

Select College
 Skagit Valley

Education Intent
 Multiple values

Completion Year
 Completion Year 3

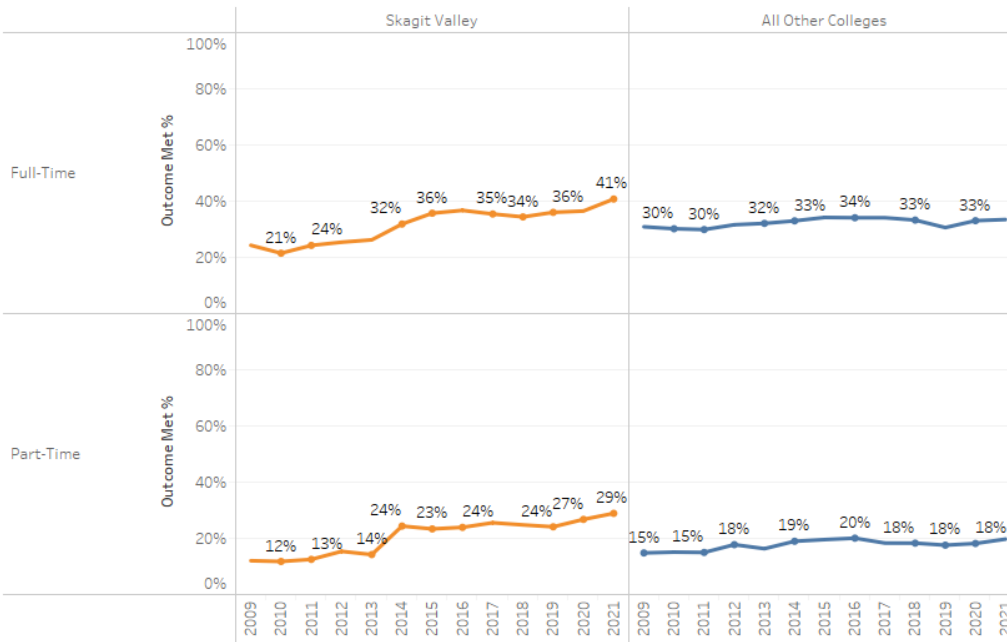
Disaggregation
 Full/Part Time

Race/Ethnicity
 (Alone or 2+ Races)
 (All)

Reporting Year
 All

Reporting Level
 Skagit Valley

Non-International



Colleges included: Bates, Bellevue, Bellingham, Big Bend, Cascadia, Centralia, Clark, Clover Park, Columbia Basin, Edmonds, Everett, Grays Harbor, Green River, Highline, Lake Washington, Lower Columbia, Olympic, Peninsula, Pierce, Renton, Seattle Central, Seattle North, Seattle South, Shoreline, Skagit Valley, South Puget Sound, Spokane, Spokane Falls, Tacoma, Walla Walla, Wenatchee Valley, Whatcom, and Yakima Valley

Note: Groups with a total of less than 10 students are suppressed to protect the release of potentially identifiable student information.



Completion Trend: *Completion Year 3*
 Cohort: *All First-Time Students*
 College Entry Quarter: *All*
 Level: *Lake Washington*
 Intent: *None*
 Disaggregation: *Full/Part Time*
 Race/Ethnicity (Alone or 2+ Races): *(All)*

Data will be shown only for years in which all selected quarters have outcomes data. If a year of interest is not shown below, adjust the Entry Quarter filter to include fewer quarters.

Cohort ?
All First-Time Students

Entry Quarter
All

Select College
Lake Washington

Education Intent
Multiple values

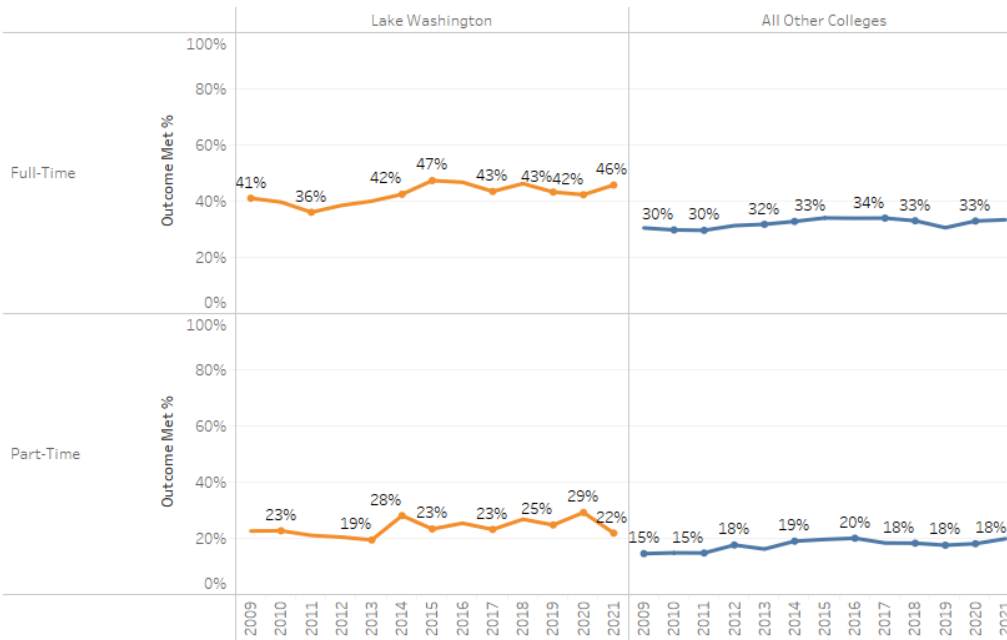
Completion Year
Completion Year 3

Disaggregation
Full/Part Time

Race/Ethnicity
(Alone or 2+ Races)
(All)

Reporting Year
All

Reporting Level
Lake Washington
All Other Colleges
Non-International



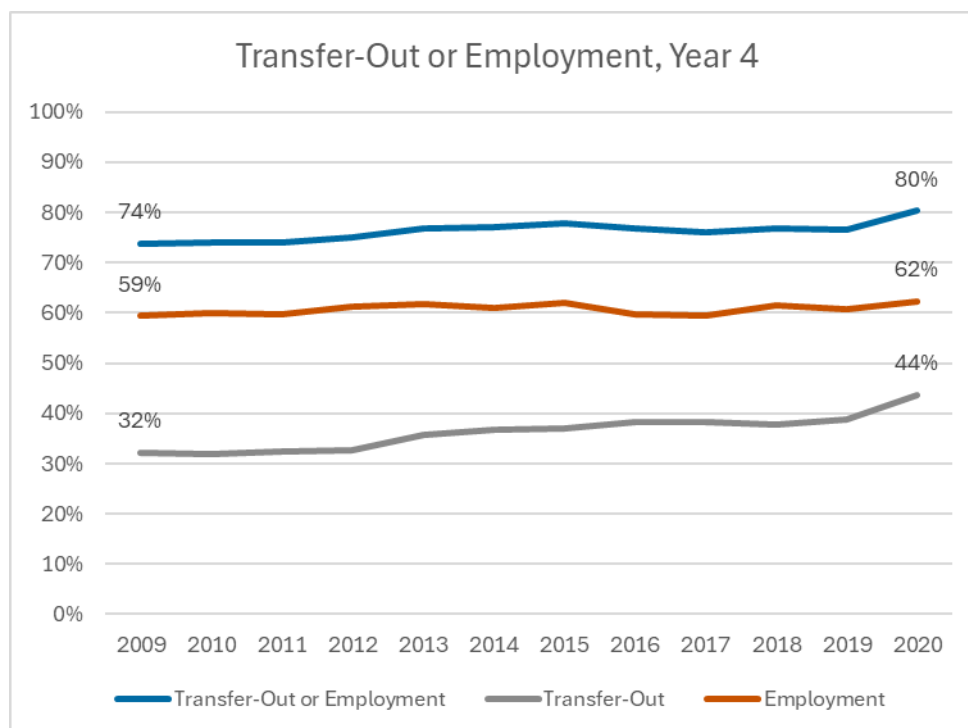
Colleges included: Bates, Bellevue, Bellingham, Big Bend, Cascadia, Centralia, Clark, Clover Park, Columbia Basin, Edmonds, Everett, Grays Harbor, Green River, Highline, Lake Washington, Lower Columbia, Olympic, Peninsula, Pierce, Renton, Seattle Central, Seattle North, Seattle South, Shoreline, Skagit Valley, South Puget Sound, Spokane, Spokane Falls, Tacoma, Walla Walla, Wenatchee Valley, Whatcom, and Yakima Valley

Note: Groups with a total of less than 10 students are suppressed to protect the release of potentially identifiable student information.



Objective 2.2 Strengthen and expand transfer pathways with four-year institutions

The percentage of students in transfer pathways that transfer to four-year institutions or find employment has steadily increased, even for cohorts that started during the height of the pandemic. The chart below shows the percentage of transfer pathway students that either transferred to a four-year institution or found employment, as well as the combined rate. The chart shows students by the year they first enrolled in a Washington CTC.



Students that enter into employment after graduation often represent students that are choosing to earn and save for a few years before returning to complete a bachelor's degree. However, this population also includes transfer pathway degrees that effectively prepare students for direct employment, such as the Registered Nurse programs.

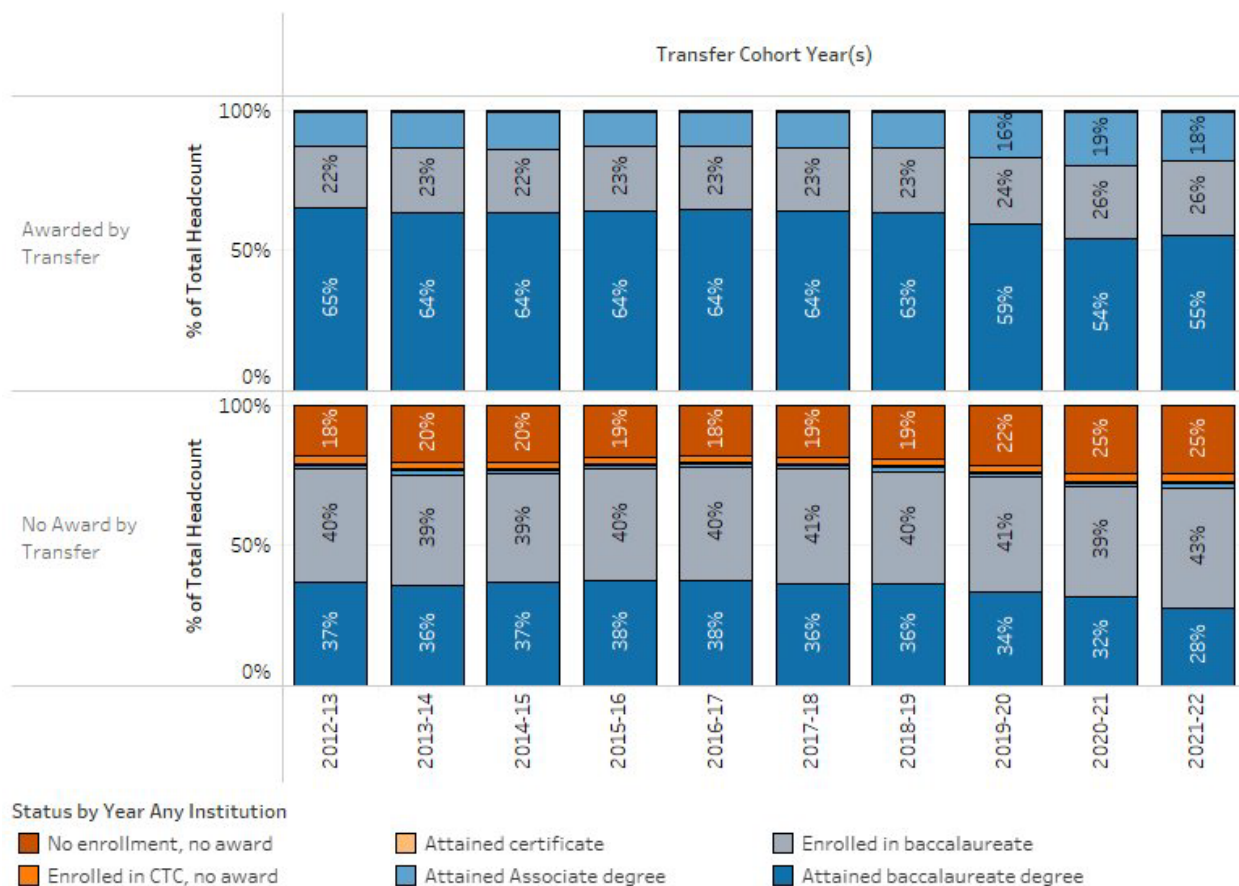
For the students that transfer to four-year institutions, Washington public universities remain the most popular choice, attracting around half of the transferring population. Out of state public institutions attract around 20%, as do the combined percentage of in-state and out of state private institutions. Overall, including transfers to online universities and re-enrollment from transfer pathways into CTC baccalaureates,¹ approximately 70% of the students that transferred remained in Washington for their baccalaureates. This highlights the important role of CTC transfer pathways in the knowledge economy of Washington.

Aligning the Direct Transfer Agreement (DTA) to Guided Pathways

The DTA is the statewide transfer agreement between community and technical colleges and public and private colleges and universities. The DTA is proven to be an effective preparation for transfer, and completion of the DTA has a significant impact on post-transfer success. The table below

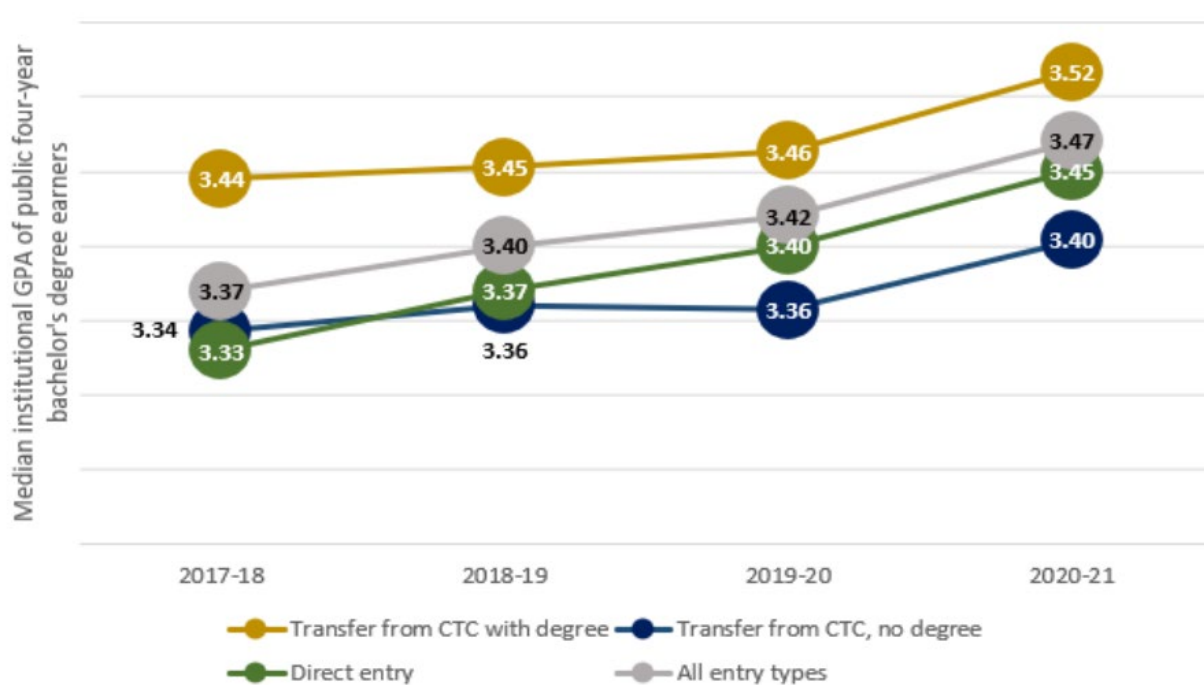
¹ Approximately one third of CTC baccalaureate enrollments come from transfer pathway degrees in Washington CTCs.

illustrates that students that complete a transfer pathway degree prior to transfer have significantly better outcomes in the three years post transfer.



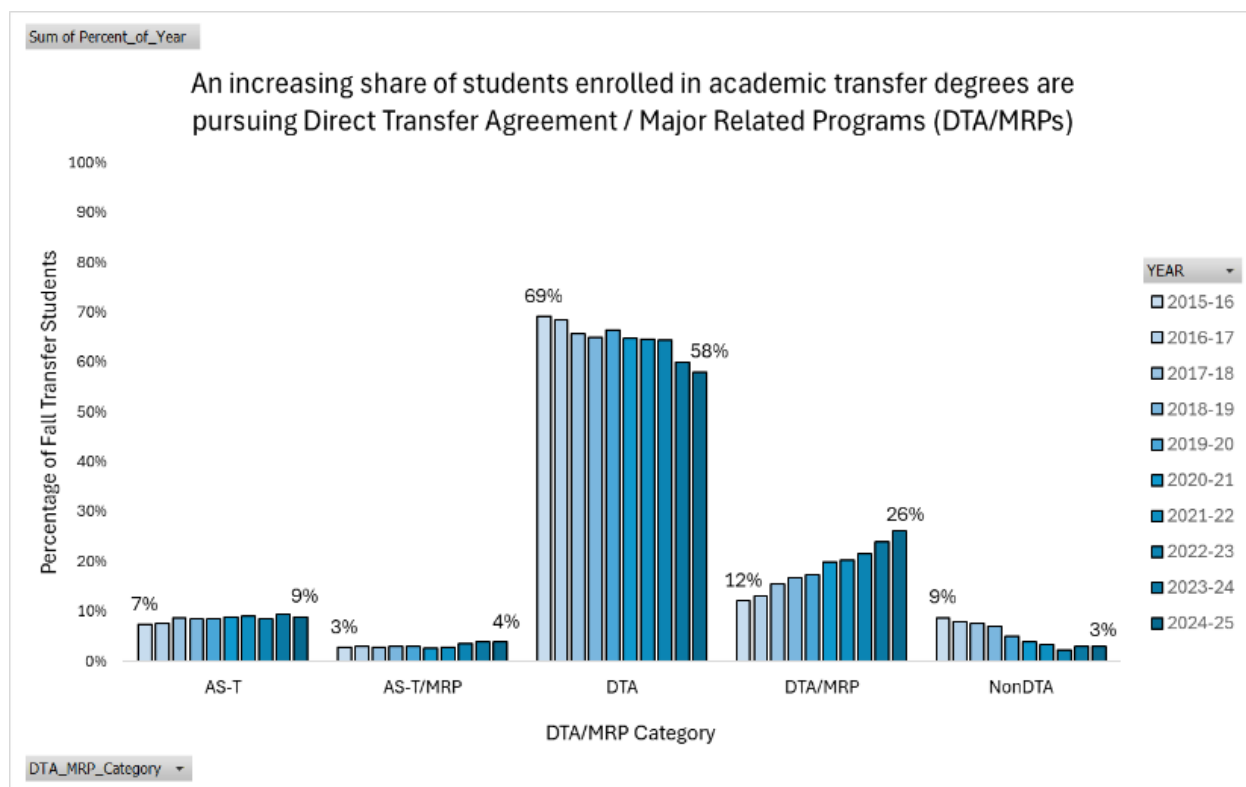
A study by the Washington Student Achievement Council² also found that students who complete a CTC degree prior to transfer had significantly higher post-transfer grade point averages (GPA) than either students who transferred without a degree or students that entered the four-year institution directly from high school. The table below illustrates their findings and again highlights the importance of completing a transfer degree prior to transfer.

² [WSAC TransferReport_FinalReport_2023.pdf](#)



The DTA is being revised to further adapt to the changing landscape of transfer as informed by Guided Pathways, where students choose and take classes in their majors earlier in their academic journeys. The current DTA emphasizes ensuring that students are “transfer ready;” proposed changes would allow students to become more “major ready.” Chief Academic Officers, working with their academic deans and faculty, crafted the initial proposal to the state Joint Transfer Council and continue to negotiate the revisions through the process established by the statewide Joint Transfer Council. The intent is for a successful proposal to be approved by the end of the academic year (June 2026). Colleges will have two years to implement the changes, effective when the agreement is signed, but may choose to implement them sooner.

This work builds on the existing developments within the DTAs, where colleges have developed Major-Related Programs (MRPs). The DTA/MRPs have a major-related focus and course progression that enables students who declare a major area interest early in their pathway to focus on courses directly relevant to their planned major, as well as meeting the overall requirements of the DTA. These DTA/MRPs have grown significantly in popularity with transfer pathway students. The chart below shows how the percentage of transfer-pathway students has shifted from the general DTA to DTA/MRPs over time, and also compares to the Associate of Science-Transfer (AS-T) degrees. The AS-T degrees are designed to prepare students for bachelor's degrees in science, technology, engineering, and mathematics (STEM) or other majors by focusing on core science and mathematics courses, and similarly allows students to take additional courses in their intended majors.



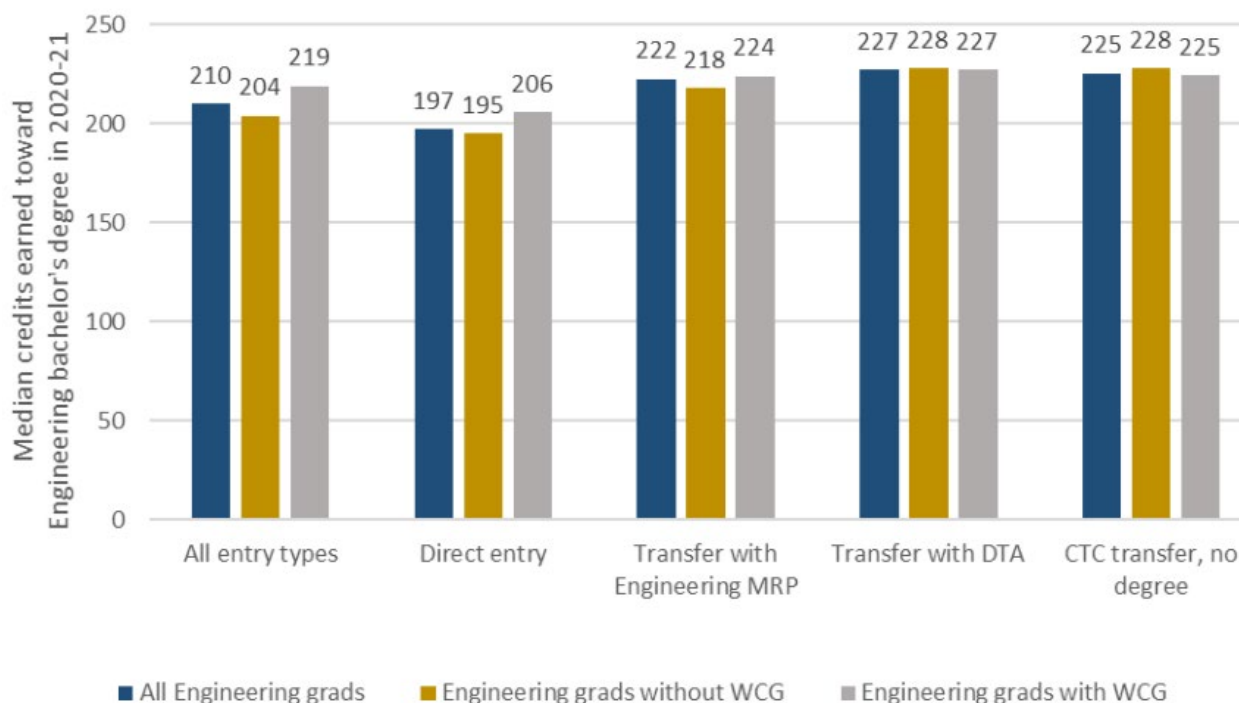
Enhancing ‘major readiness’ with a revised DTA would help to align post-transfer outcomes with DTA/MRPs in terms of credit efficiency post-transfer. A study by the Washington Student Achievement Council³ investigated the total credits earned at completion by bachelor's degree graduates and compared transfer pathways to students who first enrolled in a four-year institution. The table below is from that report and shows that DTA/MRP transfers can outperform first-time enrollments in terms of credit efficiency (Washington bachelor's degrees typically equate to 180 credits), using Business graduates as an example.

³ [WSAC TransferReport_FinalReport_2023.pdf](#)



These data also reiterate the importance of completing a transfer pathway degree prior to transfer for CTC students to ensure maximum credit efficiency. Enhancing the DTA to support major readiness would encourage more students to complete the DTA prior to transfer and improve the credit efficiency of the DTA in line with the DTA/MRP.

One area where all students – transfer and direct entry freshmen alike – face challenges with on-time bachelor's degree completion is in specialized science, technology, engineering and math (STEM) pathways. The programs often include complex math course sequences, and highly technical upper-level courses with complex prerequisites. As a result, students who change majors, and particularly students who are in CTC transfer pathways and unsure of which four-year institution they will attend, can find that they need to retake one or more math and major-related technical courses to meet the bachelor's degree graduation requirements. In some cases, this reflects very individual and specific degree requirements in STEM majors that vary across four-year institutions. Another challenge is that once a student identifies where these gaps exist, for many upper-level courses and pathways, scheduling challenges mean it can be even more difficult for students to recover the courses they need in a timely manner. As an example, the chart below from the WSAC report cited above shows the difference in credit efficiency for Business degree students and Engineering students.

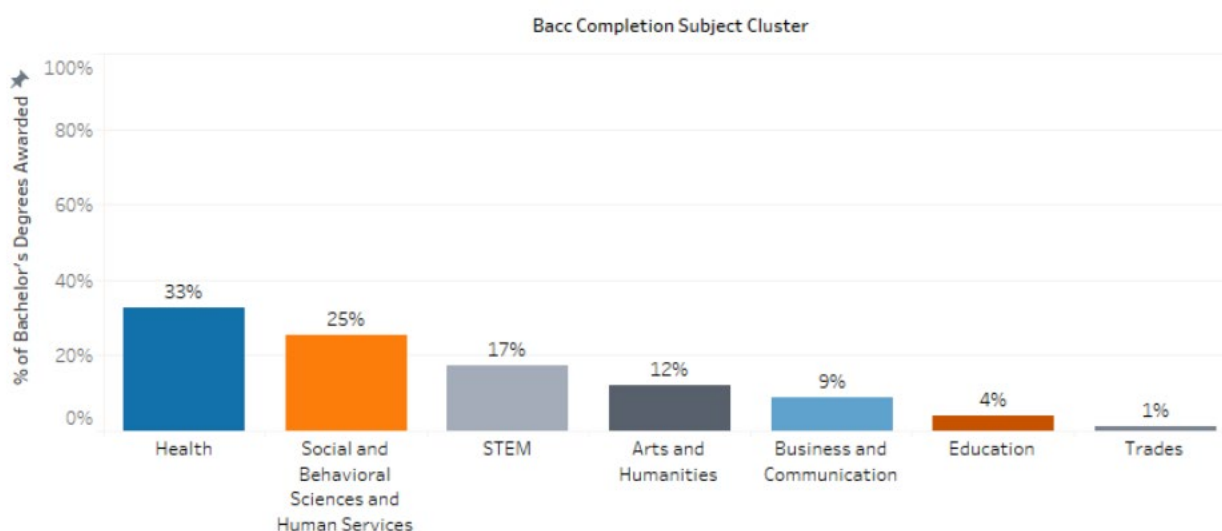


This chart shows that even direct entry students may struggle to complete Engineering bachelor's degrees without additional credits, and while the Engineering DTA/MRP is more efficient than transferring with a non-MRP DTA or transferring without a degree, transfer students are disadvantaged when it comes to completing Engineering bachelor's degrees without requiring additional time and tuition. To address this discrepancy, SBCTC is supporting colleges to develop STEM-pathway transfer partnerships with Washington's four-year institutions to streamline course pathways. The STEM Transfer Partnerships initiative, led by the University of Washington's Community College Research Initiative (CCRI), focuses on formalizing critical drivers of successful transfer partnerships. Inputs include incorporating mentorship and student voice into the process. The intention is to tailor pathways to reduce the time and expense resulting from courses that do not apply to the STEM major and enhance cross-sector advising to help students planning to transfer prepare for the specific degree requirements of their receiving institution. Innovations in course scheduling will also improve the availability of in-demand STEM pathways courses, helping students graduate from their transfer degree with full junior-level readiness for their major at their receiving institution.

Improve Transfer Pathway in a Key Sector

The Pre-Nursing degree is a popular transfer degree that functions informally as a tool for transfer into four-year health profession programs other than nursing. Unfortunately, there are not nearly enough spaces in nursing programs to accept all the students who graduate with a pre-nursing degree. Colleges have adapted their advising practices so that students take the pre-Nursing degree when the intent is really another health profession. However, many pre-Nursing students who are unable to gain admission into a Nursing program post-transfer choose other fields outside of Health. In many cases, these major fields do not align well with the courses the students complete in the Pre-Nursing degree. The table below shows the bachelor's degrees awarded to Pre-Nursing students who transferred to a field other than Nursing from 2010-11 to 2018-19.

Excluding nursing and invalid CIP Codes, what bachelor's degrees were students who transferred with an Associate in Pre-Nursing DTA/MRP awarded?



Since 2018-19, trends show pre-Nursing students who are unable to transfer into a Nursing program have preferred to transfer into other health fields, with non-Nursing bachelor's degree completion in Health fields rising from 30 percent between 2017-18 to 2019-20 to 51 percent among CTC pre-nursing graduates in 2019-20. This transfer degree revision will rename and modernize the pre-nursing degree to a health professions degree that more intentionally prepares students for four-year programs in a range of occupations. SBCTC is the designated sector lead for the project and has partnered with Drs. Michelle Andreas (South Puget Sound Community of College) and Mary A. Baroni (formerly of the University of Washington.) The goal is for a proposal to be moved to a vote by the end of the academic year (June 2026.)

Next Steps and Recommendations

Objective 2.1: Implement research-based strategies that are proven to improve completion rates for all students

Guided Pathways remains a cornerstone of our community and technical college system's strategy to advance equitable student success by moving deliberately from progress to scaled, sustainable implementation. Building on gains from the 2024–2026 reporting cycle, the next phase of work emphasizes strengthened planning, enhanced advising, technology-enabled student support, leadership development, and ongoing professional learning. These strategies will ensure the system remains aligned with legislative intent while accelerating improvements in equitable student success outcomes. Specific plans moving forward include: (a) adopting the new Guided Pathways Planning Guide and Action Planning Tool developed in partnership with the Jobs for the Future (JFF); (b) supporting technology-enhanced advising and student support including launching a statewide Advising Summit, adoption of a systemwide student success technology platform, and the expansion institutional data capacity to identify equity gaps and student needs; (c) expanding college leadership capacity through the Middle Leader Academy and targeted leadership training aligned with Guided Pathways priorities; (d) continuing to focus on teaching and learning with technology such as artificial intelligence (AI) tools aligned with Guided Pathways principles; and (e) providing professional development and technical assistance so colleges can meet legislative requirements and improve student success outcomes.

Objective 2.2 Strengthen and expand transfer pathways with four-year institutions

In March 2025, the Aspen Institute College Excellence Program and the Community College Research Center (CCRC) at Teachers College, Columbia University—working with grant funders and foundations—released [*The Transfer Playbook, 2nd Edition: A Practical Guide for Achieving Excellence in Transfer and Bachelor's Attainment for Community College Students*](#). Many of its recommendations reflect existing transfer policies and initiatives in Washington state. The playbook's three core strategies include: (a) prioritizing transfer at the executive level to achieve sustainable, systemwide impact; (b) aligning program pathways and high-quality instruction to support timely bachelor's completion within a major; and (c) tailoring transfer advising and nonacademic supports to build trust and engagement. These strategies inform policy discussions and actions among Washington's chief academic officers, deans, student services staff, and faculty.

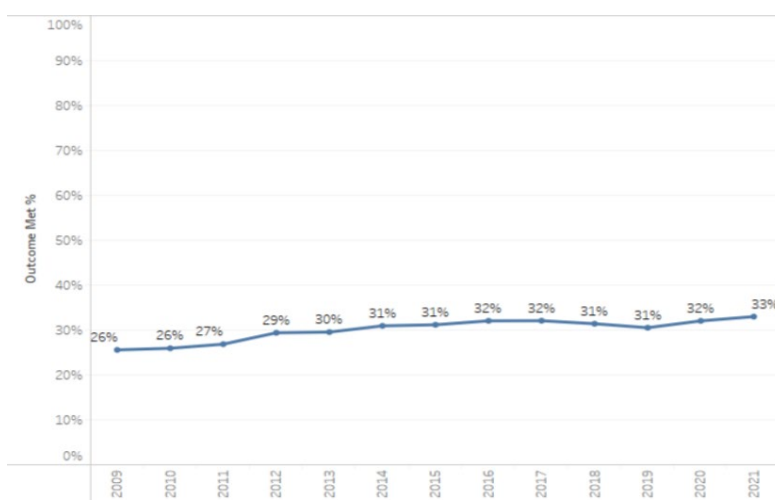
The [Joint Transfer Council](#), a multi-sector standing committee dedicated to advancing student transfer in Washington, serves as a central hub for cross-sector collaboration. The Council develops and recommends transfer credit policies and oversees the creation and refinement of new and existing transfer pathways. Next steps for community and technical colleges, in collaboration with the Joint Transfer Council, include implementing a revised Direct Transfer Agreement (DTA); aligning the DTA with Guided Pathways program plans; restructuring general education requirements to allow more coursework within the major; expanding advisor training to address the specific needs of

transfer students; and collaborating with baccalaureate institutions to ensure seamless transfer of major courses and preparation for students to be both “transfer-ready” and “major-ready.” Ongoing evaluation includes monitoring excess credits, grade point averages, and graduation rates of transfer students compared with students who begin at four-year institutions. Additional analysis will examine outcomes for Bachelor of Applied Science and Bachelor of Science in Computer Science degrees relative to more traditional baccalaureate degree pathways. State transfer leaders are also considering convening key stakeholders, building off prior transfer institutes, to identify effective strategies for mitigating barriers to transfer.

Additional Metrics

Annual Completion (Graduation) Rates

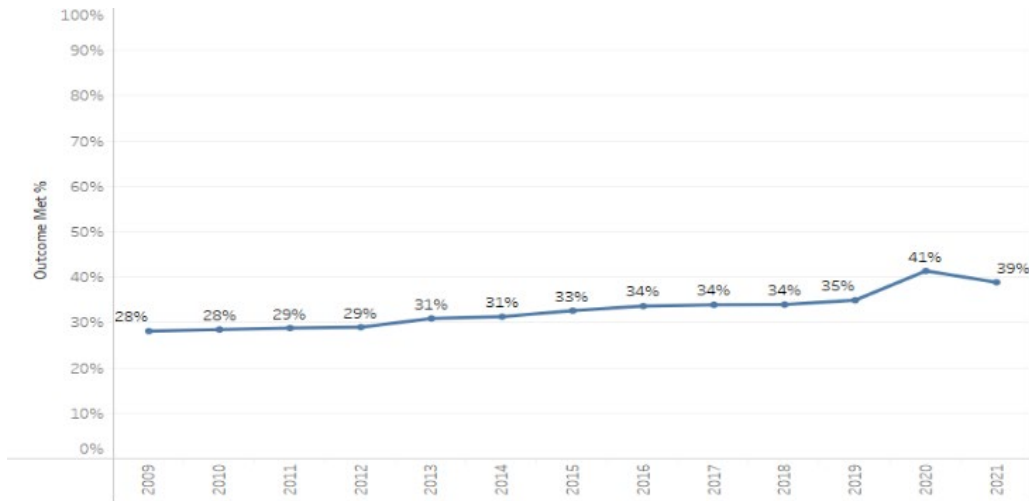
The chart below shows the three-year completion rate for credential-seeking students by year of starting cohort (for students starting in fall quarter to allow for more recent data).



The chart shows annual completion rates increasing from 26percent for the cohort of students starting in 2009 to 33percent for students starting in 2021.

Annual Transfer Rates

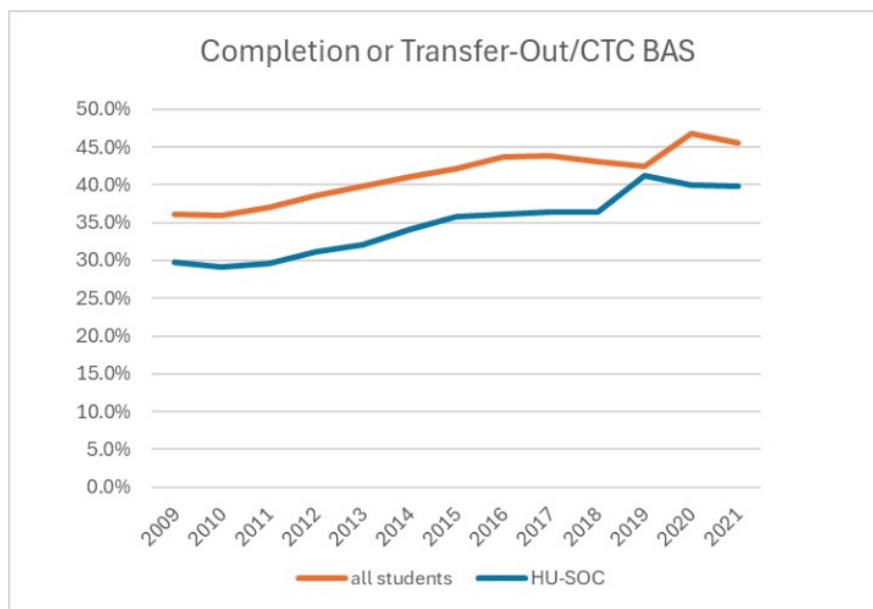
The chart below shows the rate of transferring to a four-year institution within three years, whether or not a student completed a credential, by starting cohort year, and for students on a transfer pathway only.



The chart shows annual transfer rates starting at 28percent for the cohort of students starting in 2009, increasing to 41% for students starting in 2020, and declining to 39 percent for students starting in 2021.

Annual Completion Plus Transfer Rates

The chart below shows the combined rate of completion, transfer out, or enrollment in a community or technical college baccalaureate program within three years of first enrollment for all students and for Historically Underserved- Students of Color (HU-SOC.)



Rates for both all students and HU-SOC increased between 2009 and 2019 from about 35percent and about 30percent respectively but have leveled off between 2019 and 2021 at about 45percent for all students and 40percent for HU-SOC.

Progress Toward Statewide Educational Attainment Goal

The state continues to fall short of meeting its goal of at least 70% of adults ages 25 to 44 who hold a postsecondary credential. Statewide postsecondary credential attainment rate is monitored and reported by the Washington Student Achievement Council. The most recent data available is for 2023:

- All adults: 62.0%

By race/ethnicity:

- Asian 81.6%
- White 55.4%
- 2+ Races 54.1%
- Unreported/Unknown 47.1%
- Black 41.9%
- Hispanic 32.0%
- Native Hawaiian/Pacific Islander 28.9%
- American Indian/Alaskan Native 25.5%

Conclusion

The accomplishments and outcomes outlined in this report demonstrate sustained, systemwide progress toward improving completion and transfer outcomes across Washington's community and technical colleges. Through the continued implementation of Guided Pathways, strengthened advising and instructional practices, expanded leadership capacity, and more intentional alignment of transfer pathways with four-year institutions, the system is building clearer, more equitable routes to credential attainment and bachelor's completion. While challenges remain, particularly in closing equity gaps and accelerating progress toward statewide attainment goals, the strategies underway position the system to translate recent gains into long-term, scalable improvements that advance racial equity, economic mobility, and student success for all learners.



STRATEGIC PLAN 2020-2030

Monitoring Report, Goal 2: Improve Completion and Transfer Rates

Ha Nguyen, Deputy Executive Director/Chief of Staff

Monica Wilson, Director, Student Success Center

Will Durden, Director, Transfer Education & Transitional Studies

MONITORING REPORT TIMELINE: 2025-2026



JUNE: GOAL 4

Institutional Financial Health

Secure resources and
support fiscal
sustainability



OCTOBER: GOAL 1

Equitable Student Success

Increase access and
retention



FEBRUARY: GOAL 2

Equitable Student Success

Improve completion
and transfer rates



APRIL: GOAL 3

Agile, Career-Relevant Learning

Provide flexible career-
training options

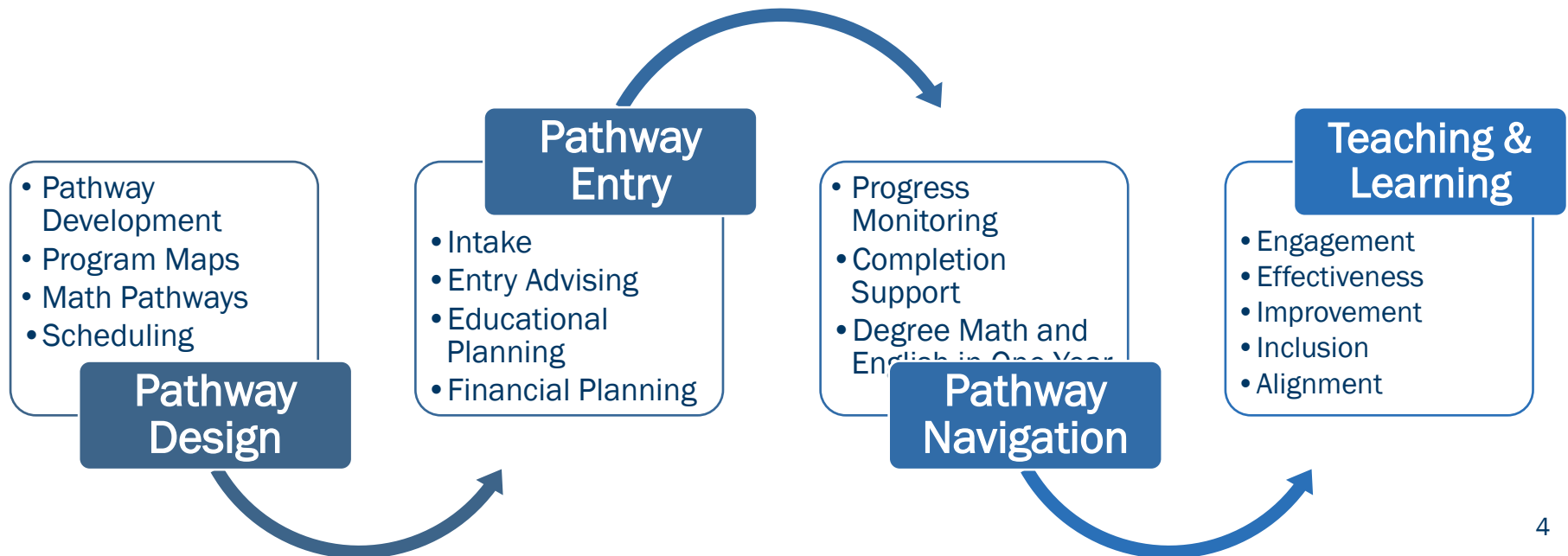
1 GOAL, 2 OBJECTIVES, 7 STRATEGIES

- Objective 2.1: Implement research-based strategies that are proven to improve completion rates for all students.
- Objective 2.2: Strengthen and expand transfer pathways with four-year institutions.

OBJECTIVE 2.1

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

The Guided Pathways Framework:



SYSTEM PROGRESSION: PATHWAY DESIGN

Practice	2022 Response	2024 Response
Meta-majors	26	31
CTC program maps	17	27
Transfer program maps	13	23
Math Pathways	20	33

- Current Initiatives:
 - STEM Transfer Partnership
 - Math pathway college visits
 - Joint Transfer Council
 - DTA/MRP Workgroup
 - Community of Practice for Calculus Pathway

SYSTEM PROGRESSION: PATHWAY ENTRY AND NAVIGATION

Practice	2022	2024
Mandatory orientation	17	29
Mandatory First Quarter Advising	22	25
Educational Plan within first quarter	10	12
Mandatory first-year experience course	11	12
Early program related course taking	17	20
Mandatory ongoing advising	8	15
Caseload advising by field	22	25
Scheduling for on-time completion based on educational plans	1	5*

- Current Initiatives:
 - First Year Experience Community of Practice
 - Placement Grid
 - Quarterly career convenings
 - Advising Technology Early Adopter Community of Practice
 - Advising Institute
 - Assessment Practices in Student Services

SYSTEM PROGRESSION: TEACHING AND LEARNING

- Corequisite Technical Assistance and Professional Development
- Corequisite and I-BEST in Guided Pathways
- Building Thinking Classrooms
- Faculty Developers Community of practice
- Assessment Teaching and Learning Conference
- New Faculty Institute
- AI in Teaching and Learning

Practice	2022 Response	2024 Response,
Math Corequisite	6	8*

Guided Pathways Metrics

Legislative Metrics

- Student retention and persistence
- College level English and math within the first year
- Graduation and transfer rates
- Degree completion
- Time to degree, transfer to four-year institutions
- Employment and earnings

Additional Considerations

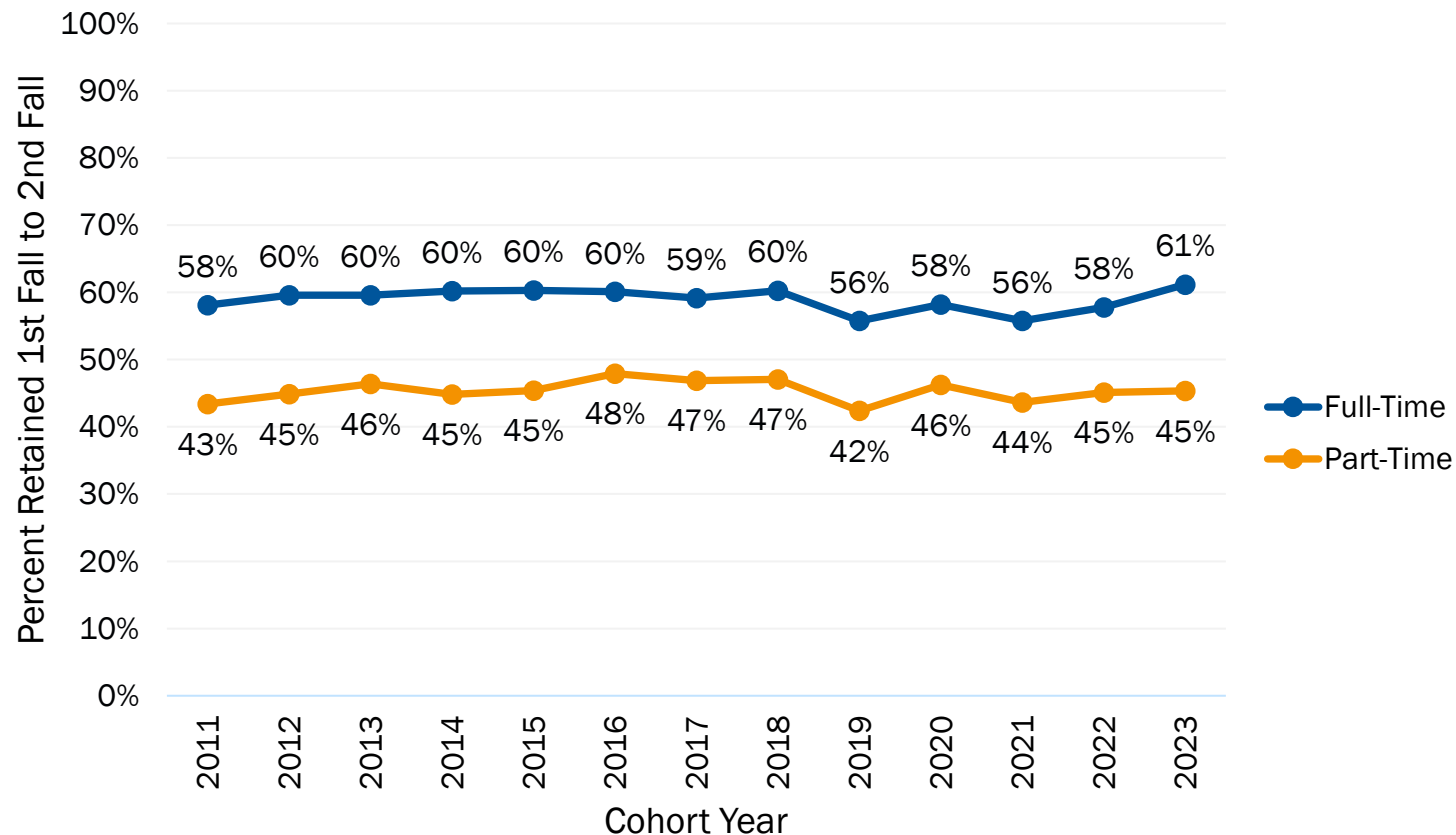
- Disaggregated by student groups
 - Race
 - Pell
 - Enrollment Status
- Change over time
- Final report due to legislature due 2029

ANNUAL RETENTION (2019-2023) - COLLEGES WITH MOST IMPROVEMENT

Colleges with most improvement:

- Edmonds College
 - (Full-Time): +10 points (60% → 70%).
 - (Part-Time): +11 points (43% → 54%).
- Bates Technical College
 - Part-Time: +12 percentage points (51% → 63%).
- Tacoma Community College
 - Part Time +12 points (39% → 51%).

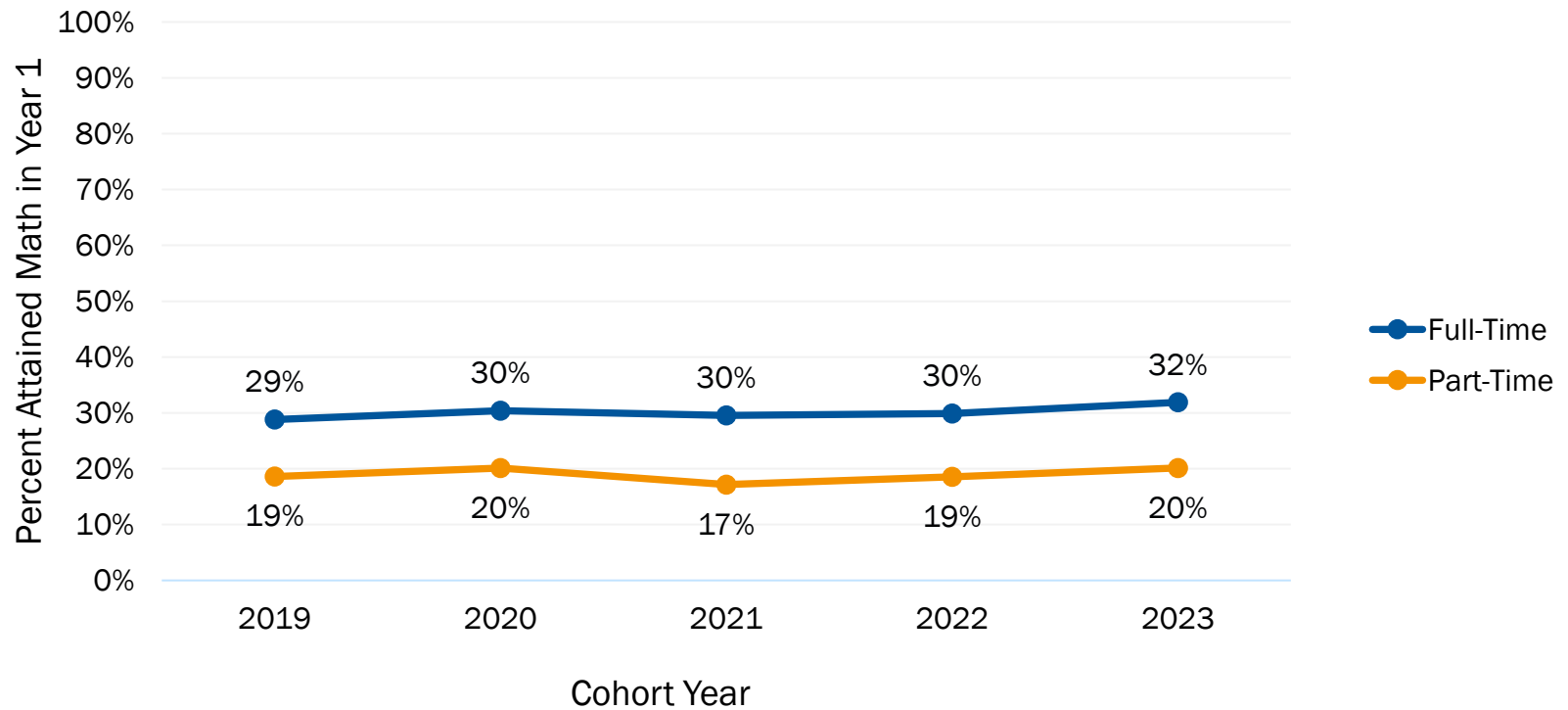
1ST FALL TO 2ND FALL RETENTION



MATH IN YEAR ONE (2019-2023) – COLLEGES WITH MOST IMPROVEMENT

- Yakima Valley Full-Time students
 - +16 percentage points (24% →40%).
- Tacoma Community College Part-Time students
 - +15 percentage points (20%→35%).
- Whatcom Community College Full-Time students
 - +12 percentage points (34%→46%)
- Bellingham Technical College Part-Time students
 - (+13 pp from 29% to 42%).

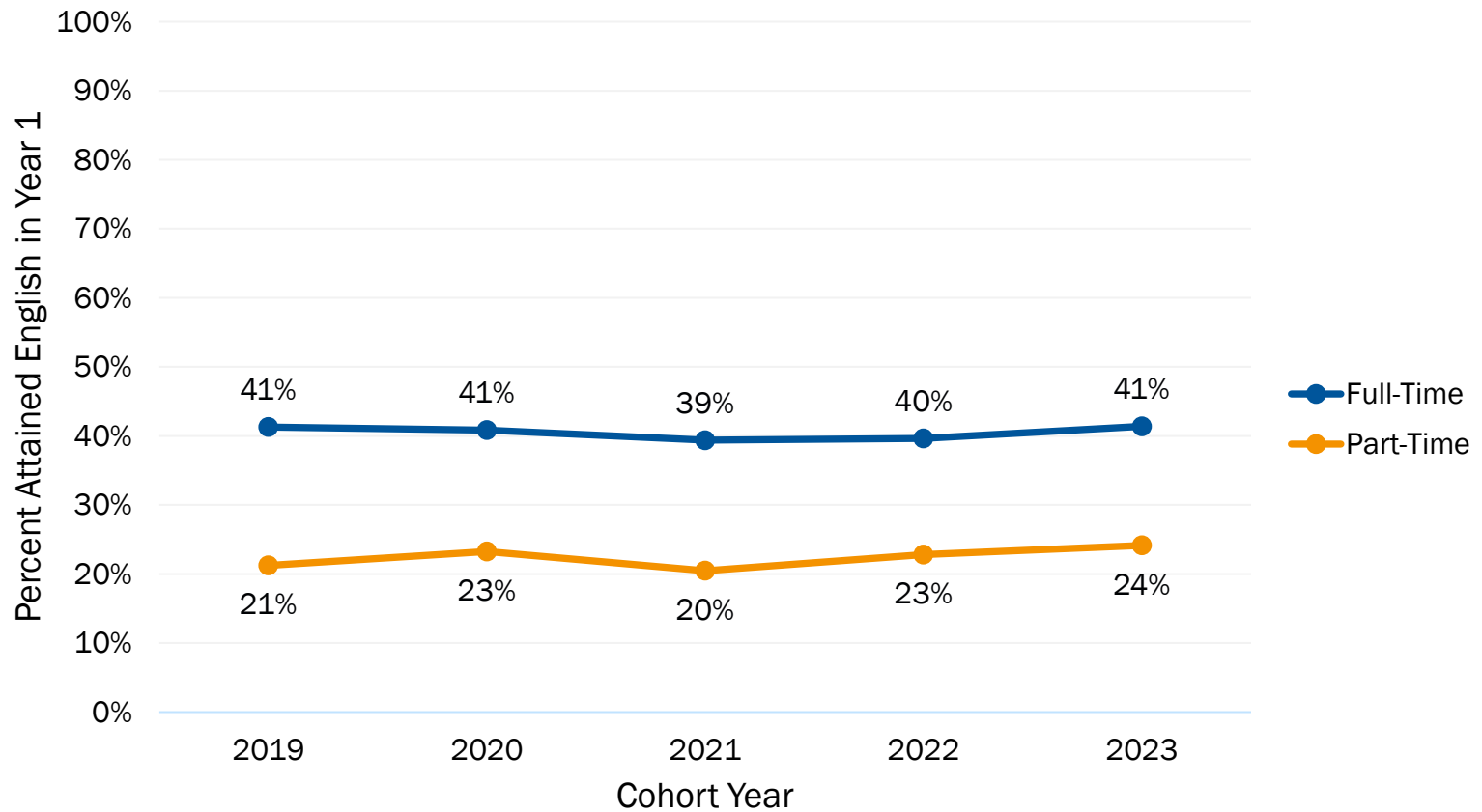
MATH IN YEAR ONE



ENGLISH IN YEAR ONE (2019-2023) - COLLEGES WITH MOST IMPROVEMENT

- Everett Community College
 - Full time +10 percentage points (38% → 48%).
 - Part time +12 points (18%→ 30%).
- Tacoma Community College
 - Part time +15 percentage points (31% → 46%).
- Bates & Whatcom increased 10 percentage points.

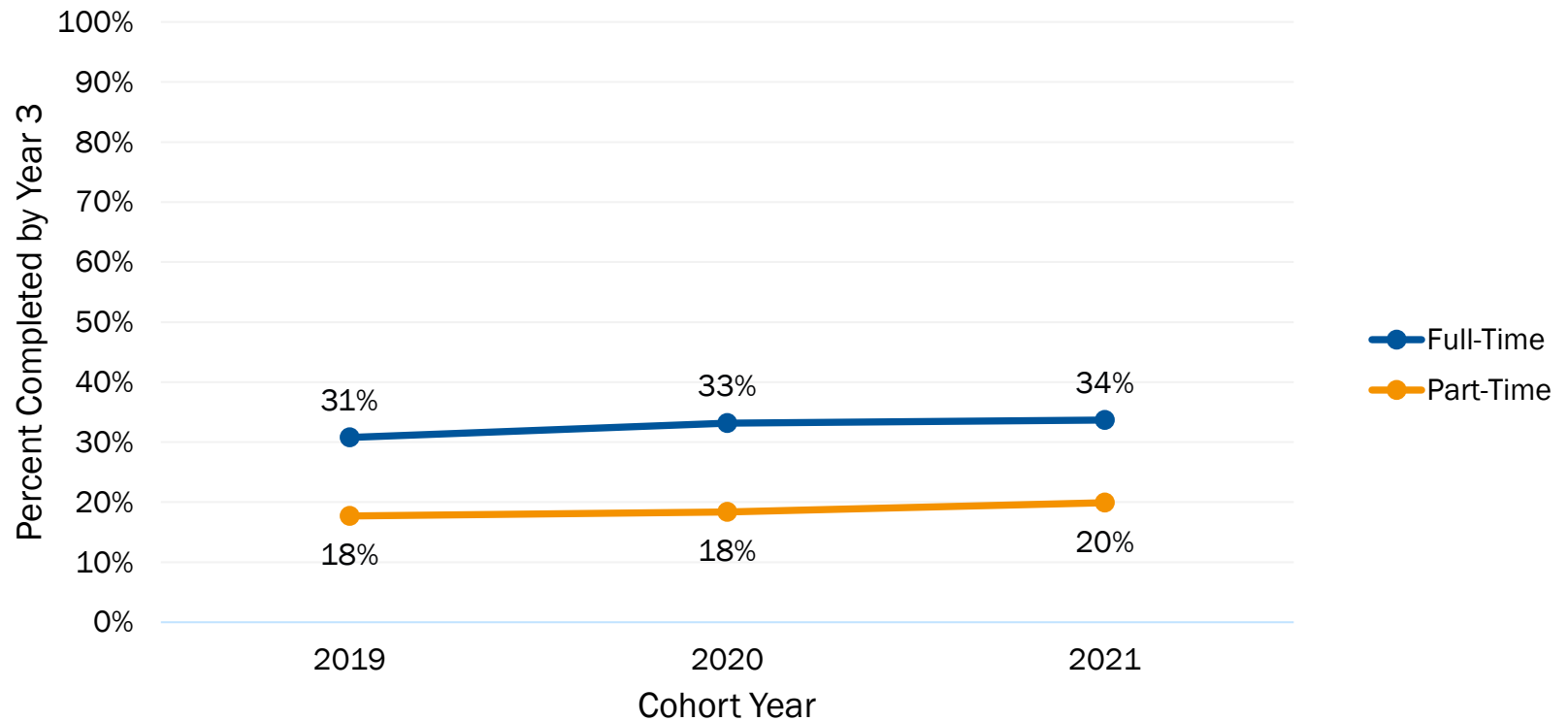
ENGLISH IN YEAR ONE



COMPLETION IN 3 YEARS (2019-2021) – COLLEGES WITH MOST IMPROVEMENT

- Peninsula College
 - Full time +15 percentage points (42% → 57%).
- Bellingham Technical College
 - Full time +8 percentage points (45%→53%)
- Big Bend Community College
 - Part time +7 percentage points (28%→35%).
- Tacoma Community College
 - Full time +7 percentage points (26%→33%).

COMPLETION IN THREE YEARS



OBJECTIVE 2.2

Strengthen and expand transfer pathways with four-year institutions.

- Aligning the Direct Transfer Agreement with Guided Pathways
- Revising the Pre-Nursing Transfer and Biology Degree
- Transfer Dashboard
- STEM Partnership
- WA CUREs
- Promising Practices: Northwest Indian College, Everett/WWU, SPSCC/TESC



WASHINGTON TRANSFER ENTITIES

Washington
Colleges &
Universities

Sector
Entities

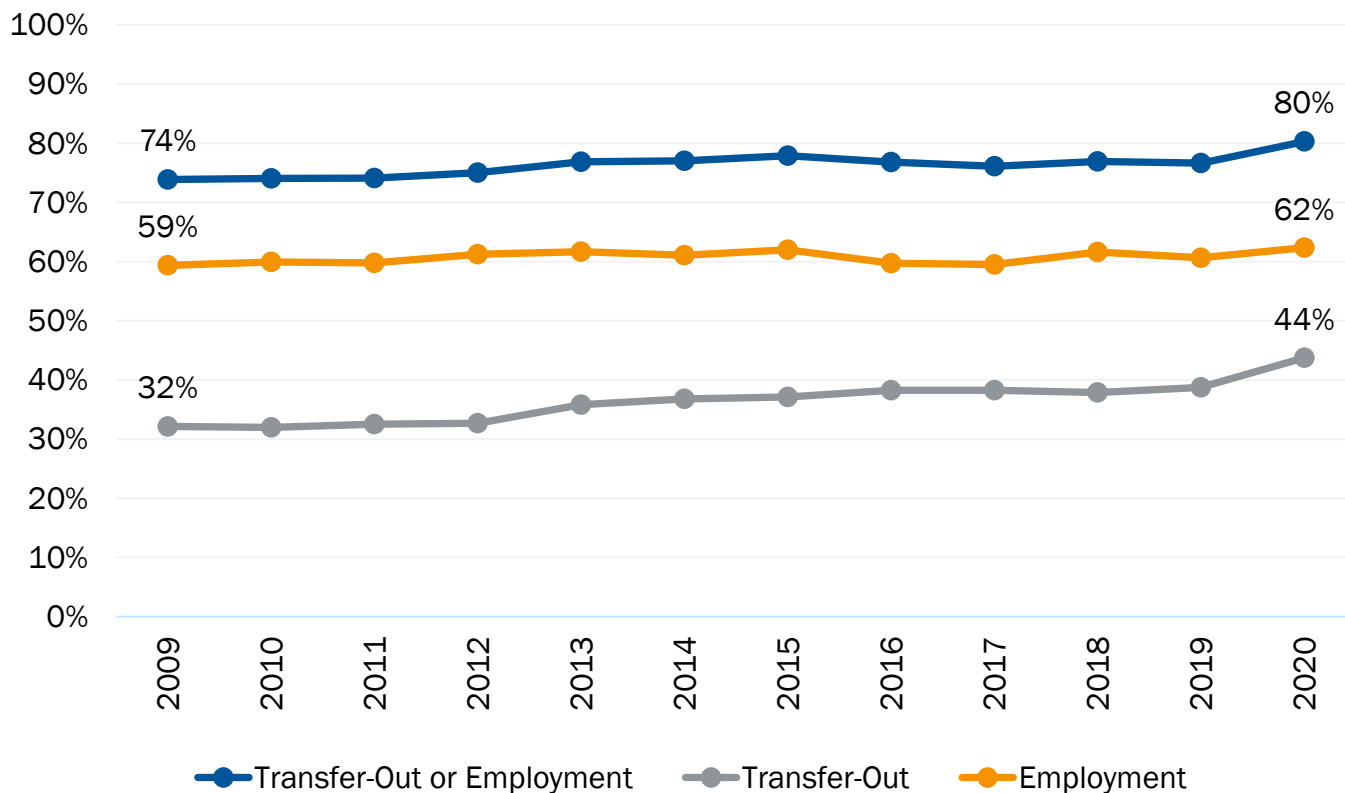
Councils &
Commissions

Transfer-
Related
Entities

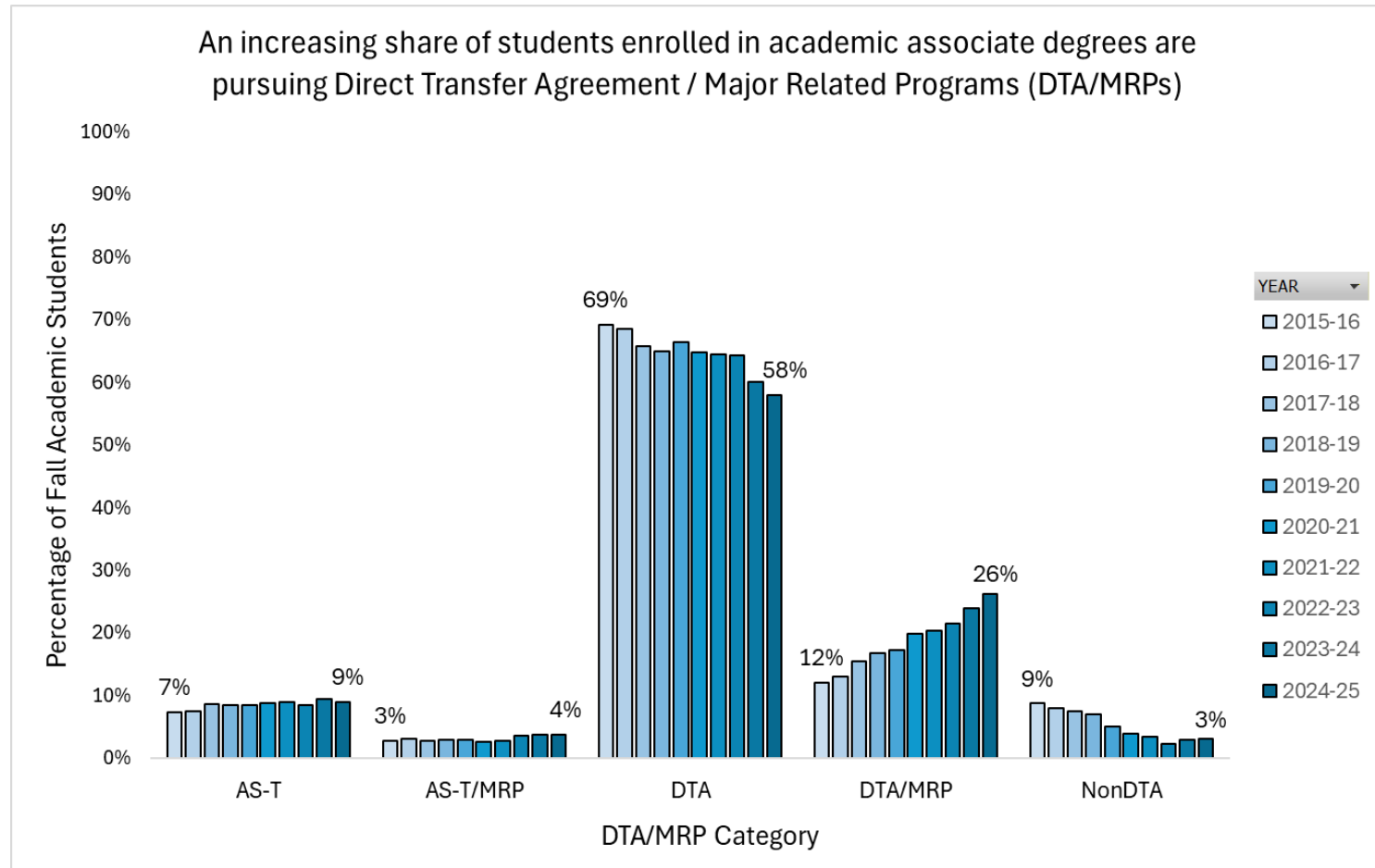
State
Agencies

TRANSFER & EMPLOYMENT RATES

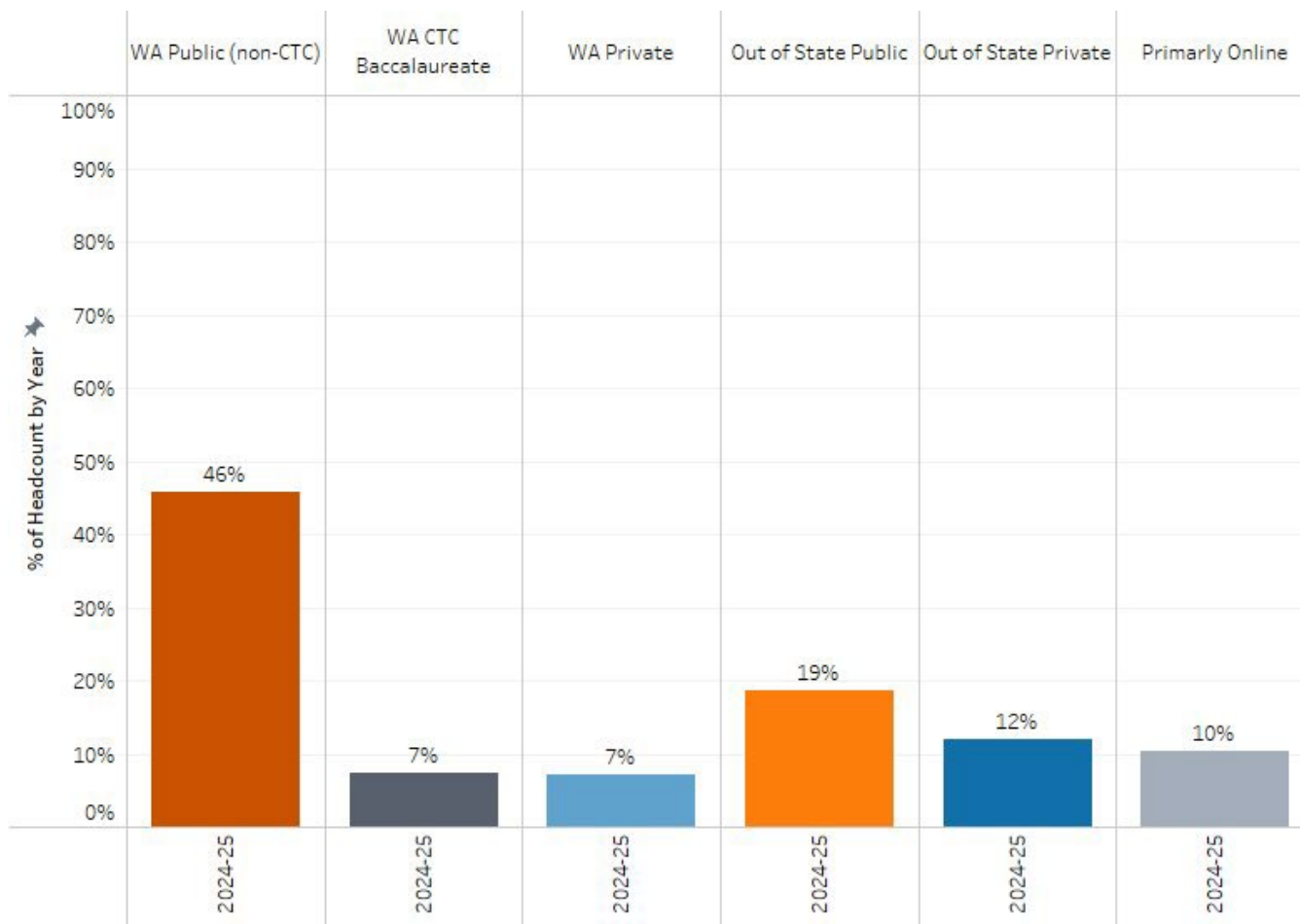
Transfer-Out or Employment, Year 4



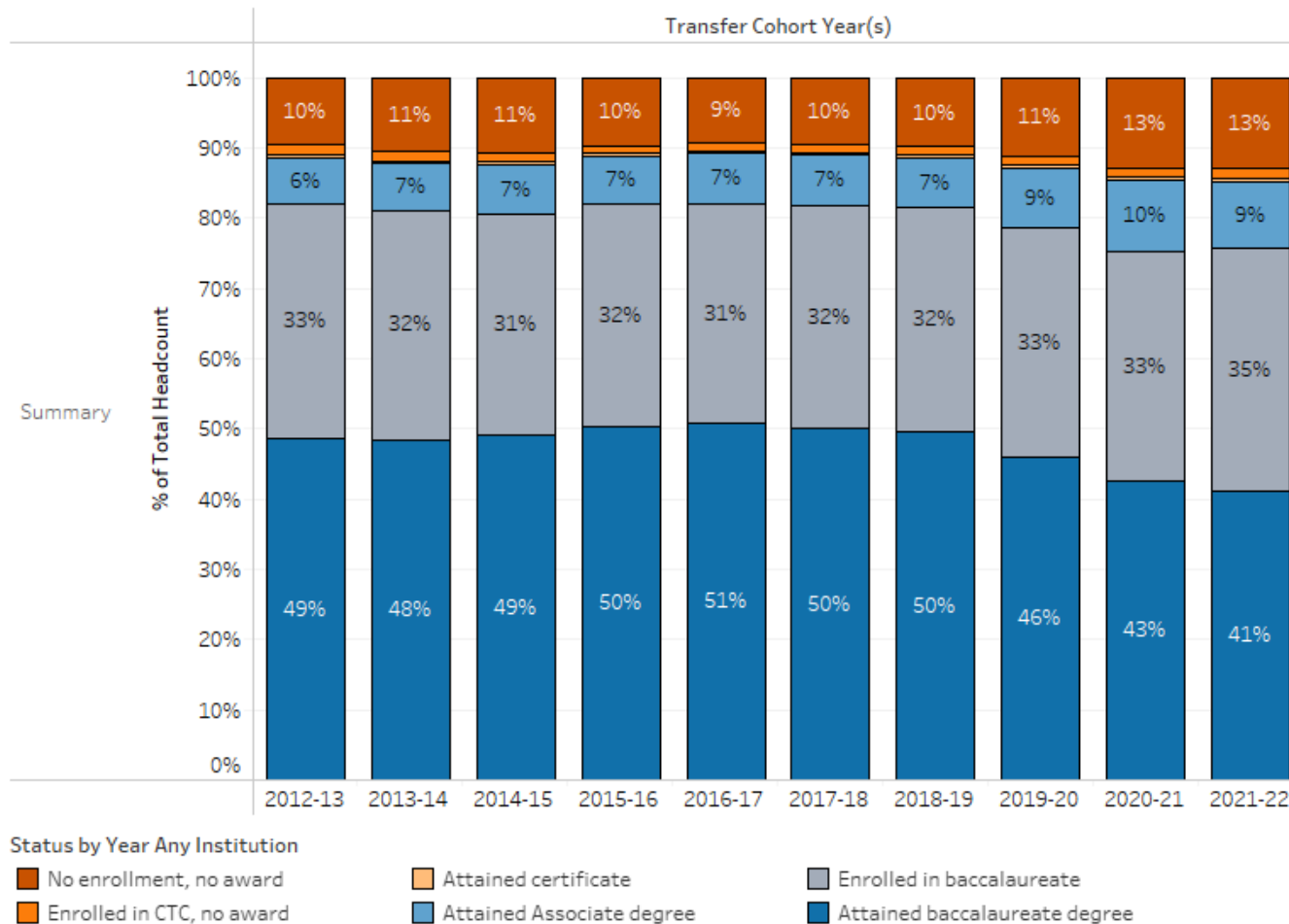
TYPE OF TRANSFER DEGREES



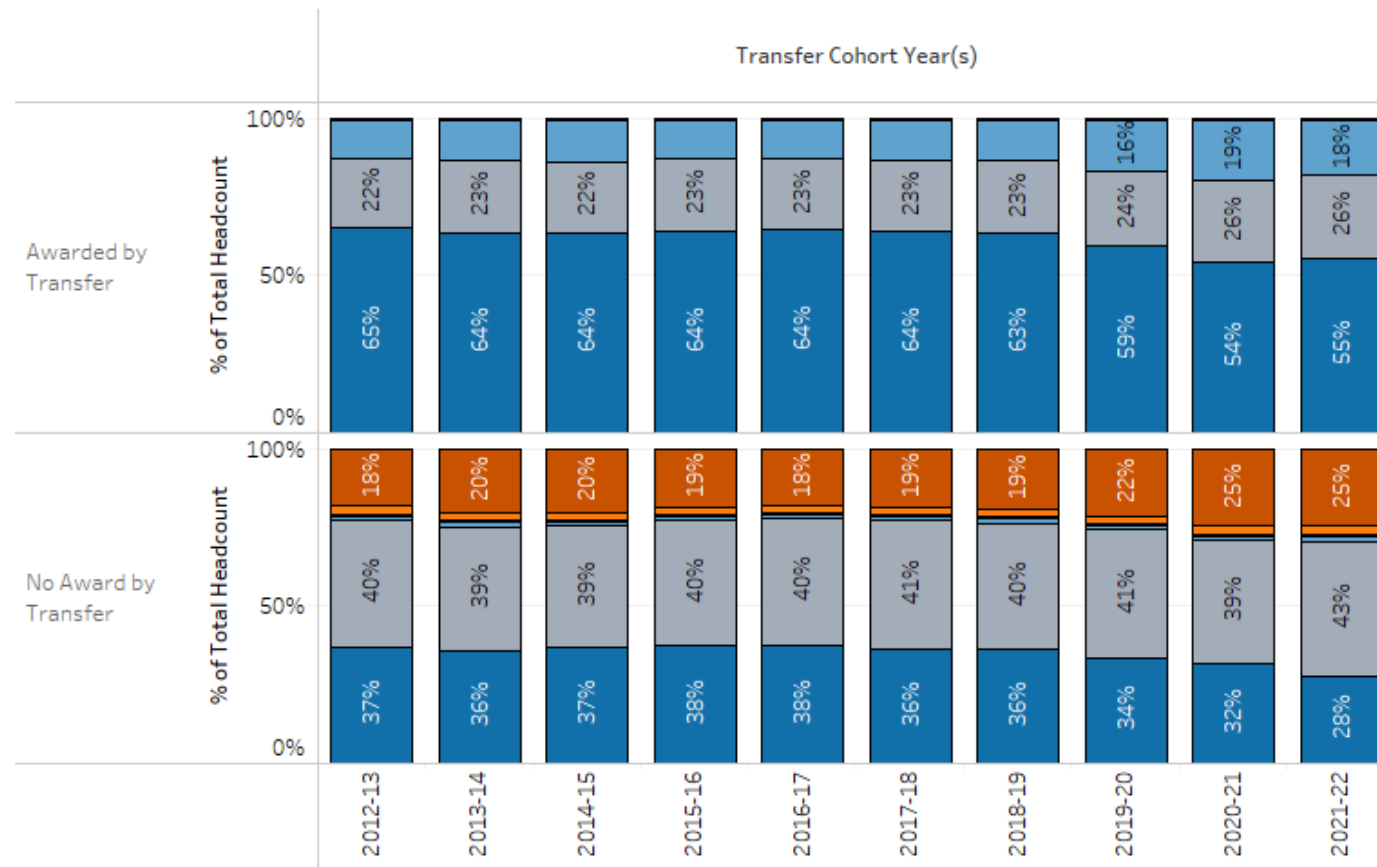
RECEIVING INSTITUTIONS



POST-TRANSFER STATUS BY YEAR 3



TRANSFER RATES BY DEGREE COMPLETION



Status by Year Any Institution

- No enrollment, no award
- Attained certificate
- Enrolled in baccalaureate
- Enrolled in CTC, no award
- Attained Associate degree
- Attained baccalaureate degree

THANK YOU & QUESTIONS



REGULAR ITEM

February 18, 2026

Tab 3

International Students Update

Washington's public community and technical colleges offer a wide range of programs and services specifically for international students, helping them pursue academic goals, develop language skills, and prepare for careers or further study. Across the 34-college system, many colleges admit international students (typically on an F-1 visa) into associate degrees, professional and technical certificate programs, and intensive English language instruction to help students succeed in college-level coursework. International offices at colleges also provide admissions support, orientation, housing assistance (including homestays or campus housing) and cultural adjustment resources. Tuition for international students is charged at non-resident rates, and students receive guidance on finding housing and maintaining visa status through campus international student services.

International programs not only support academic achievement and English proficiency but also enable many international students to transfer to four-year universities in the United States after completing their first two years at a community or technical college. In addition to studying on campus, students can participate in study abroad programs through the Washington Community College Consortium for Study Abroad (WCCCSA), which organizes affordable, credit-bearing opportunities to study in diverse global destinations, further enriching learning experiences.

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

Washington's State Board for Community and Technical Colleges (SBCTC) 2020-2030 Strategic Plan sets a vision and goals that help guide how the 34 community and technical colleges serve all students, including international students, and improve equity and educational outcomes across the state. The plan's vision emphasizes "leading with racial equity... advancing racial, social, and economic justice in service to our diverse communities," calling for intentional efforts to serve diverse populations and help them succeed in college and careers. International education connects to the strategic framework in the following ways:

- **Equity and access for diverse learners:** One of the plan's core goals is to increase access and retention for populations who can benefit most from college, which explicitly lists immigrants and refugees alongside other underrepresented groups. While the plan does not single out international students by visa status, this inclusion shows that expanding access and supporting diverse learners, including those coming from outside the U.S., aligns with SBCTC's equity goals. (Goal 1, Objective 1.1)
- **Supporting completion and transfer:** The strategic goals emphasize improving completion and transfer rates across all programs (associate degrees, certificates, workforce credentials, apprenticeships) and closing equity gaps. International student programs that help students earn credentials or transfer to four-year universities contribute to these state priorities by fostering credential attainment and educational mobility. (Goal 2, Objectives 2.1 and 2.2)
- **Global and culturally responsive campus environments:** Although the strategic plan centers

on equity for historically underserved groups, SBCTC's broader equity, diversity, and inclusion (EDI) work notes a global-minded approach that supports inclusive learning environments and culturally responsive services; this stance reinforces welcoming international students and integrating their needs into campus supports. (Goal 1, Objective 1.1, Strategic Plan Vision Statement)

- Policy foundation for international engagement: SBCTC's operational policies include provisions for enrolling international students, charting non-resident tuition, and related contractual requirements, meaning that international educational programming is formally recognized within the system's governance and linked to the strategic infrastructure that shapes access and quality while fostering community and international partnerships. (Goal 4, Objectives 4.1 and 4.3)

While the Strategic Plan does not focus solely on international student programs, those programs support SBCTC's broader goals, especially equitable access, academic success, credential completion, and fostering inclusive campuses, and are embedded within statewide priorities for serving a diverse and changing student population.

Background information and analysis

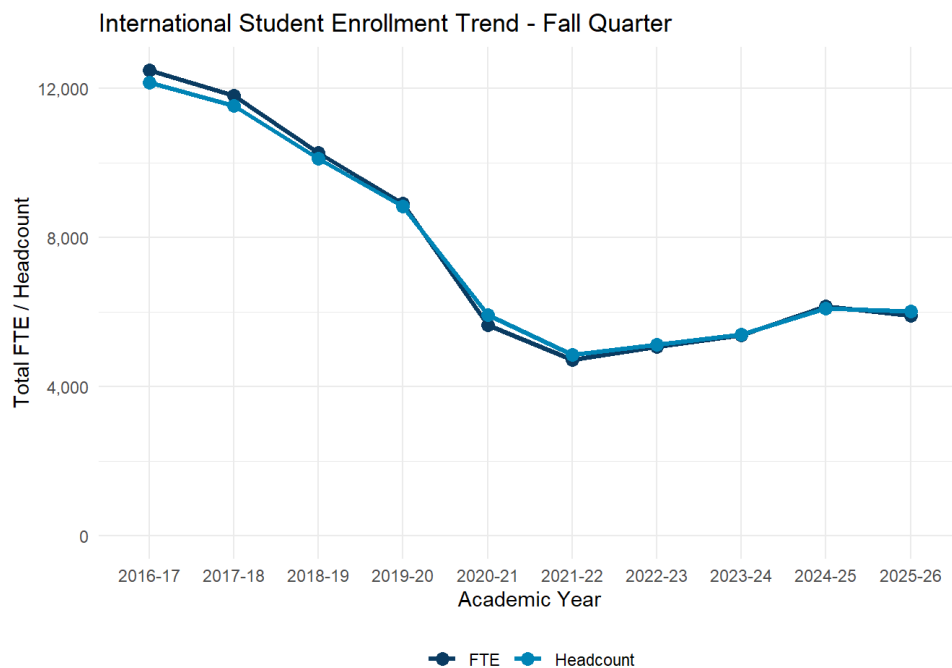
Washington's community and technical colleges have long offered international programs designed to support students coming from outside the United States. Over the course of the past decade, International Student enrollment has experienced a downward trend exacerbated by the Covid-19 pandemic and federal policy changes. Program areas seeing the greatest decline in international student enrollment are the Direct Transfer Agreement (DTA), business, computer science, and physical science. Despite these declines, fall-to-fall retention rates for international students have gradually improved, now surpassing pre-pandemic retention rates. However, early enrollment indicators for 2025–26 show another significant decrease in new international students, suggesting potential challenges for future enrollment trends.

Recommendation/preferred result

The State Board is asked to provide feedback on International Program issues.

Policy Manual Change Yes ☐ No ☒

Prepared by: Joyce Hammer, Deputy Executive Director, Education



Fall of Year	Headcount	% change
2016-17	2,636	NA
2017-18	2,367	-10.2
2018-19	1,926	-18.6
2019-20	1,809	-6.1
2020-21	551	-69.5
2021-22	1,211	119.8
2022-23	1,526	26.0
2023-24	1,490	-2.4
2024-25	1,818	22.0
2025-26	1,094	-39.8



BACCALAUREATE DEGREE QUARTERLY UPDATE

Kendrick Hang
Policy Associate, Baccalaureate Programs

February 18, 2026

BACHELOR'S DEGREE LEGISLATION

- HB 1744 (2005): The State Board was given authority to pilot programs at designated community and technical colleges to offer Bachelor of Applied Science (BAS) programs.
- SB 6355 (2009-2010): Legislation passed allowing for community and technical colleges to offer BAS degree programs. Changed status of BAS degrees from pilot programs to regular programs.
- SB 2483 (2012): The State Board is authorized to approve all BAS degree programs offered in the system.
- SB 5928 (2016): Subject to approval by the State Board, Bellevue College was permitted to develop and confer the Bachelor of Science in Computer Science degree.
- SB 5401 (2021): Expanded opportunity for community and technical colleges in Washington to confer Bachelor of Science in Computer Science degrees, upon approval by the State Board.

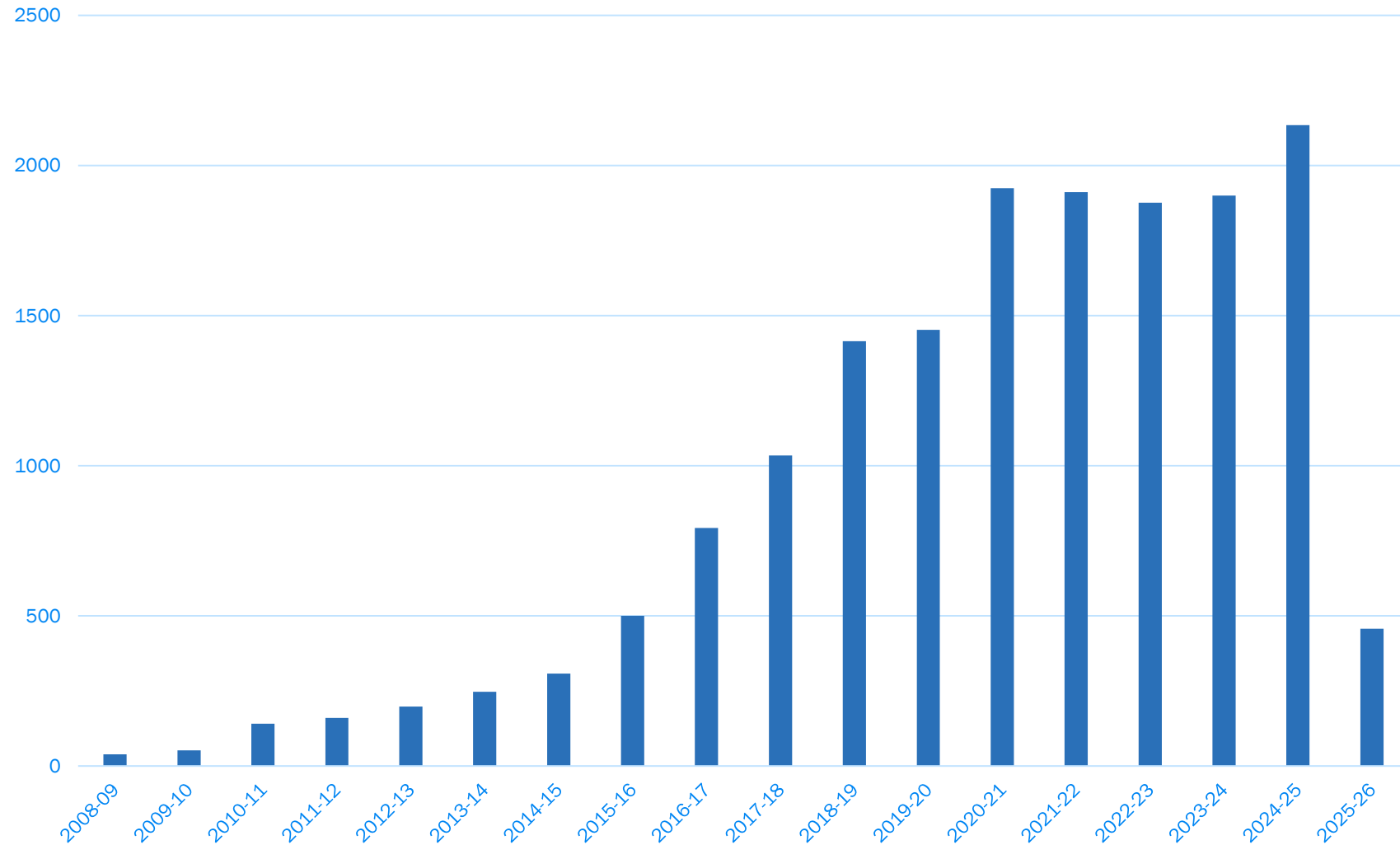
HIGHLIGHTS

- The State Board has approved over 170 bachelor's degree programs.
 - Located at all 34 community and technical colleges.
 - Includes seven approved Bachelor of Science in Nursing (BSN) and 15 approved Bachelor of Science in Computer Science (BSCS) programs.
- There were 5,308 FTES in baccalaureate-level courses in Fall 2025.
 - Represents 5.1% of state support FTES in the college system.
 - +234 FTES (+5%) increase compared to Fall 2024.

BACHELOR'S DEGREE GRADUATES

- **16,542** bachelor's degrees have been awarded by our colleges from Fall 2008 (initial pilot) through Fall 2025 (last quarter).
 - Academic Year 2022-2023: 1,876 graduates
 - Academic Year 2023-2024: 1,900 graduates
 - Academic Year 2024-2025: 1,876 graduates

Bachelor's Degree Graduates, Fall 2008 through Fall 2025



NEW BACCALAUREATE PROGRAM PROPOSALS

- Tacoma Community College (2 proposals)
 - Bachelor of Science in Nursing (RN to BSN)
 - Bachelor of Science in Computer Science (BSCS)
- These will be Tacoma's seventh and eighth bachelor's degree programs
 - Tacoma's BSN will be the 9th approved BSN program in our system
 - Tacoma's BSCS will be the 16th approved BSCS program in our system

QUESTIONS?

Kendrick Hang

Policy Associate for Baccalaureate Programs

khang@sbctc.edu

STATE BOARD SPECIAL MEETING MINUTES

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

Nate Humphrey, Executive Director // Marianna Watson, Executive Assistant

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

Wednesday, Dec. 17, 2025

SBCTC Agency Office: 1500 Jefferson St SE, Olympia, WA 98501

Hybrid option via Zoom

State Board Members Present: Martin Valadez, Kady Titus, Ben Bagherpour, Crystal Donner, Mack Hogans, Chelsea Mason-Placek, Jay Reich

State Board Members Absent: Emily Yim

Special meeting

The State Board held a special meeting on Dec. 17, 2025, from 8:30 a.m. to 11:30 a.m.

Welcome and board member introductions

Chair Martin Valadez called the meeting to order at 8:32 a.m., welcomed those present, and asked the board members to introduce themselves.

Land and labor acknowledgement

Board Member Chelsea Mason-Placek read the Land and Labor Acknowledgement.

Establish a quorum and adopt meeting agenda

Chair Valadez noted that a quorum was present and requested a vote to adopt the meeting agenda without change.

Motion: Moved by Board Member Jay Reich, seconded by Board Member Mack Hogans, and unanimously approved by the board, the adoption of the special meeting agenda.

Consent agenda

Chair Valadez requested a vote to approve the consent agenda without change.

Motion: Moved by Board Member Mason-Placek, seconded by Board Member Hogans, and unanimously approved by the board, the adoption of the December 2025 special meeting consent agenda.

Public comment

There were no public comments.

System unions report

Jacqui Cain, president of the American Federation of Teachers (AFT), gave a report that highlighted issues with professional staff representation and speaking rights at college trustee meetings. She also expressed looking forward to working more closely with State Board staff during the upcoming legislative session.

Suzanne Southerland, coordinating chair for the Washington Education Association (WEA), introduced herself to board members whom she has not met previously and gave more information about her background in the community and technical colleges (CTC) system. Additionally, she discussed upcoming lobby days in January and February, concerns about AI's impact on teaching, and the need for new revenue to support community and technical colleges as economic pillars.

Honoring the life and service of board member Dr. Bernal Baca

Nate Humphrey, executive director, honored the life and legacy of board member Dr. Bernal Baca, who passed away on Nov. 28, 2025. Dr. Baca dedicated 40 years to the CTC system including 30 years with Yakima Valley College and 10 years with the AFT. Other members of the group remembered Dr. Baca's contributions to the colleges, including his unwavering commitment to racial equity and social justice.

Arlen Harris, legislative director, remembered Dr. Baca as a close friend. Dr. Joyce Loveday, president of Clover Park Technical College and WACTC, offered condolences and stated she had a great relationship with Dr. Baca.

Chair Valadez requested a vote to approve Resolution 25-12-54, which formally recognizes and honors the life of Dr. Baca and his contributions to the CTC system.

Motion: Moved by Board Member Reich, seconded by Board Member Hogans, and unanimously approved by the board, the approval of Resolution 25-12-54.

Presentation of AY26-27 tuition rates proposal

Stephanie Winner, operating budget director, presented the board with a proposal for the next academic year's tuition rates. This included a 3.3% operating fee increase in addition to a 2.3% building fee increase, both based on state-mandated formulas.

Chair Valadez requested a vote to approve Resolution 25-12-55, which would approve the tuition rates increase for academic year 26-27.

Motion: Moved by Board Member Reich, seconded by Board Member Hogans, and unanimously approved by the board, the approval of Resolution 25-12-55.

Evaluation of executive director's annual priorities progress

Mr. Humphrey presented this topic with Board Members Reich and Mason-Placek. He recounted the work done during the August state board retreat, where the need for clear priorities, working agreements between the executive director and members of the board, and practical methods for tracking the executive director's progress were established. The evaluation will mainly focus on the

executive director's progress in establishing agency culture, strategic opportunities, fiscal health transparency, and strategic planning. It also includes quarterly progress updates from Mr. Humphrey and will culminate in an annual evaluation at the Aug. 2026 board retreat.

Board Member Reich emphasized the importance of flexibility in the evaluation process for Mr. Humphrey, noting that the board was expecting up to four new board members in the upcoming year and priorities may have to shift depending on the course of those new additions. He also stated that clear and open communication is paramount to the overall process.

Board Member Mason-Placek echoed Board Member Reich's statements. She added that it is important to ensure clarity when the board discusses measurements for progress. Creating tangible metrics is important for the evaluation process and making sure the stated goals and objectives are being met.

Chair Valadez requested a vote to approve Resolution 25-12-56, relating to the evaluation of the executive director's progress toward annual priorities.

Motion: Moved by Board Member Reich, seconded by Board Member Hogans, and unanimously approved by the board, the approval of Resolution 25-12-56.

2025-2026 state board self-evaluation framework

Mr. Humphrey discussed the importance of alignment between the evaluation of the executive director's annual priorities and the annual self-evaluation of the board. He highlighted the need for efficient onboarding for the executive director and new board members as they join the group. There will also be a thorough review of the board's bylaws and operating policies and that should be ready for an initial review in the new year. Mr. Humphrey also reaffirmed the need for clear and consistent communication between the executive director and board members.

Chair Valadez stated that Board Member Emily Yim is a former college trustee and former ACCT chair, and that organization already has a productive onboarding process in place for new members. He has tasked her with adapting a similar method for the board and its unique needs and responsibilities.

Chair Valadez requested a vote to approve Resolution 25-12-57, relating to the State Board's self-evaluation.

Motion: Moved by Board Member Hogans, seconded by Board Member Reich, and unanimously approved by the board, the approval of Resolution 25-12-57.

Legislative session update

Arlen Harris provided the board a preview of the upcoming legislative session. The system is currently anticipating a projected 4-year budget shortfall (approximately \$9 million), further heightened by the recent flooding disasters throughout the state. Given this, the primary focus in entering the 2026 legislative session is to return to full funding of staff and faculty compensation. Mr. Harris stated that while the agency is thankful to the Legislature for providing much-needed general wage increases in fiscal years 2026 and 2027 for classified and non-represented staff, only partial funding of the general wage increase is contained in the enacted budget. Consequently, the

colleges must backfill the unfunded portion of these increases with tuition and local funds. With about 80% of college operating budgets tied to personnel costs, colleges are severely constrained where they can find funds for the mandated increases. Advocacy efforts are focused on urging the Legislature to return to providing full funding for compensation in the 2026 operating budget.

Mr. Harris also proposed two new policies to the board: one relating to the credentials for nursing programs in the CTC system, and the other about adding workforce certificate programs and continuing education to eligibility for the Washington College Grant.

WACTC report

Joyce Loveday announced that Dr. Jamilyn Penn is now the interim president of Highline College and expressed excitement in being able to work with her. Dr. Loveday thanked Dr. John Mosby for his years of tremendous service and dedication to Highline and the community and technical colleges system overall.

ACT report

Wendy Bohkle, ACT president, was absent but provided a written copy of her report, which was read by Marianna Watson, executive assistant. The report recounted the success of recent events, such as the ACCT Leadership Congress held in New Orleans and the ACT Fall Conference at the SeaTac Airport Hilton. It also discussed the upcoming National Legislative Summit, which will take place in Washington, D.C. in February of next year.

The ACT Spring Conference will be held in May at Semiahmoo Resort and is co-hosted by Bellingham Technical College and Whatcom Community College.

Financials update

Choi Halladay, deputy executive director for business operations, provided updates on system financial initiatives, including the creation of a temporary employee pool to support colleges with staffing gaps in their business offices. It received unanimous support from chief financial officers.

Work is ongoing on fiscal sustainability standards and protocols, with a draft model expected by the end of this fiscal year. More formal presentations on these efforts will be given to WACTC and then the board sometime in late spring. Mr. Halladay also noted completion of fiscal health measures data analysis and upcoming communications to colleges about their results.

Executive director's report

Mr. Humphrey reported on the ongoing weather emergency throughout the state, sharing steps that different colleges throughout the CTC system have been taking to respond to the disaster. Skagit Valley College was specifically mentioned, with their Mt. Vernon campus being utilized as a hub for emergency response operations.

Mr. Humphrey also provided the board with agency staffing updates. Maya Esquivido-Strom will now serve as the permanent director of tribal government affairs. Julie Huss, human resources director, has been moved to the executive division and will now report directly to Mr. Humphrey. Lastly, Mr. Halladay will retire from his position as deputy executive director for business operations in December 2026. This comes after approximately 30 years of service in the CTC system.

There was also discussion of ongoing engagement with Microsoft through the Elevate Washington initiative, which will provide 10 grants and training opportunities for colleges early next year. The training will be paid for by Microsoft. Three colleges within the CTC system had their buildings awarded architectural design awards, so time was taken to celebrate those accomplishments.

Board discussion and chair's report

Chair Valadez discussed ongoing communications with the governor's office to continue filling vacancies on the board, as several members have exceeded their term expiry dates already. He expressed the importance of the board being able to make quorum for future meetings. Ben Bagherpour announced his resignation from the board, effective Dec. 31, 2026. The board expressed gratitude for his years of service to the group.

Chair Valadez announced that the next board meeting will take place Feb 18-19 at the SBCTC agency office in Olympia.

Adjournment

There being no further business, Chair Valadez adjourned the meeting at 11:07 a.m.

Nate Humphrey, secretary

Martin Valadez, chair

CONSENT ITEM (RESOLUTION 26-02-01)

February 19, 2026

Tab 5

Bellevue College – Increase in Local Capital Expenditure Authority for C-Building Student Activities Areas and Restroom Renovations

Brief Description

Bellevue College requests approval to spend up to an additional \$400,000 in local funds to complete renovations of student activities areas and restrooms in the C-Building (UFI A02990), increasing the total project cost to \$2,738,460.

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

This project supports student success by providing modern and relevant facilities and increasing access and retention to populations who can benefit most from college.

Background information and analysis

In October 2023, the State Board approved Resolution 23-10-35, authorizing Bellevue College to spend up to \$2,338,460 in local funds to renovate the C-Building. The scope included improvements to Associated Student Government spaces, affinity group areas, staff offices, reception zones, and construction of an all-gender restroom.

As project planning continued, construction costs escalated the estimated project cost. The college now seeks approval for an additional \$400,000, bringing the total project authority to \$2,738,460.

The Bellevue College president approved the use of the additional \$400,000 in local funds on January 6, 2026.

Recommendation/preferred result

Staff recommends approval of Resolution 26-02-01, granting Bellevue College the authority to spend up to an additional \$400,000 in local funds to complete C-Building renovations, for a total authorized amount of \$2,738,460.

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 26-02-01

A resolution authorizing Bellevue College to increase local capital expenditures for renovations of the C-Building student activities areas and restrooms.

WHEREAS, pursuant to RCW 28B.50 and State Board policy, 6.20 the State Board must approve any expenditure of capital funds, any expenditure of local funds for a capital purpose, and each capital improvement project affecting educational facilities; and

WHEREAS, on October 19, 2023, via Resolution 23-10-35, the State Board authorized Bellevue College to spend up to \$2,338,460 in local funds to renovate the Associated Student Government and affinity group spaces, staff offices and reception areas, and modify existing restrooms to construct an all-gender restroom in the C-Building (UFI A02990); and

WHEREAS, subsequent project planning and cost escalation have increased the estimated total project cost, requiring additional local expenditure authority; and

WHEREAS, Bellevue College requires an additional \$400,000 in local funds to complete the renovation project, bringing the new total project cost to \$2,738,460; and

WHEREAS, the Bellevue College president approved the use of the additional \$400,000 in local funds on January 6, 2026;

THEREFORE, BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Bellevue College to spend up to an additional \$400,000 in local funds for a revised total project authority of \$2,738,460 for C-Building renovations; 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 (02/19/2026)

Attest

Nate Humphrey, secretary

Martin Valadez, chair

CONSENT ITEM (RESOLUTION 26-02-02)

February 19, 2026

Tab 5

Bellevue College – Increase in Local Capital Expenditure Authority for D Building HVAC

Brief Description

Bellevue College requests approval to spend up to an additional \$272,000 in local funds to complete HVAC repair and replacement work in the D Building (UFI# A09171), increasing the total project cost to \$1,472,000.

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

This project supports student success by providing modern and relevant facilities and increasing access and retention to populations who can benefit most from college.

Background information and analysis

In August 2025, the State Board approved Resolution 26-08-33, authorizing Bellevue College to spend up to \$1,200,000 in local funds to repair and replace HVAC units in the D Building (UFI# A09171). The project scope included mechanical upgrades and replacement of aging HVAC units, improving the reliability of the building's heating and cooling systems.

As project development continued, updated cost estimates and inflationary factors increased the anticipated project budget. Bellevue College now seeks approval for an additional \$272,000, bringing the total project cost to \$1,472,000.

The Bellevue College president approved the use of the additional \$272,000 in local funds on January 6, 2026.

Recommendation/preferred result

Staff recommends approval of Resolution 26-02-02, granting Bellevue College the authority to spend up to an additional \$272,000 in local funds for D Building HVAC repair and replacement work, for a total authorized project amount of \$1,472,000

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 26-02-02

A resolution authorizing Bellevue College to increase local capital expenditures for repair and replacement of HVAC units in the D Building (UFI# A09171)

WHEREAS, pursuant to RCW 28B.50 and State Board policy, 6.20 the State Board must approve any expenditure of capital funds, any expenditure of local funds for a capital purpose, and each capital improvement project affecting educational facilities; and

WHEREAS, on August 21, 2025, via Resolution 26-08-33, the State Board authorized Bellevue College to spend up to \$1,200,000 in local funds to complete HVAC repair and replacement work in the D Building (UFI# A09171); and

WHEREAS, subsequent project planning and updated construction cost estimates have increased the estimated total project cost, requiring additional authority for expenditure of local funds; and

WHEREAS, Bellevue College requires an additional \$272,000 in local funds to complete the HVAC replacement project, bringing the new total project cost to \$1,472,000;; and

WHEREAS, the Bellevue College president approved the use of the additional \$272,000 in local funds on January 6, 2026;;

THEREFORE, BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Bellevue College to spend up to an additional \$272,000 in local funds for a revised total project authority of \$1,472,000 for D Building HVAC repair and replacement; 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 (02/19/2026)

Attest

Nate Humphrey, secretary

Martin Valadez, chair

CONSENT ITEM (RESOLUTION 26-02-03)

February 19, 2026

Tab 5

Olympic College – Increase in Local Capital Expenditure Authority for Building 9 Locker Room Improvements

Brief Description

Olympic College requests approval to spend up to an additional \$1,300,000 in local funds to complete locker room improvements in Building 9 (UFI # A03439), bringing the total project cost to \$1,800,000.

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

This project supports student success by providing modern and relevant facilities and increasing access and retention to populations who can benefit most from college.

Background information and analysis

In April 2023, the State Board Executive Director approved Olympic College to spend up to \$500,000 in local funds for locker room improvements in Building 9. The original intent was to phase the project into two \$500,000 increments. However, phasing proved impractical, and the project scope expanded based on Student Government requests for additional amenities, including laundry facilities, private shower stalls, and gender-neutral restrooms.

Further, cost escalation since 2023 and the inclusion of ADA compliance upgrades have increased the total project cost to \$1,800,000. The Olympic College Board of Trustees approved the additional \$1,300,000 in local funds on April 15, 2025.

Recommendation/preferred result

Staff recommends approval of Resolution 26-02-03 granting Olympic College the authority to spend up to an additional \$1,300,000 in local funds for Building 9 locker room improvements.

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 26-02-03

A resolution authorizing Olympic College to increase local capital expenditures for locker room improvements in Building 9 (UFI # A03439).

WHEREAS, pursuant to RCW 28B.50 and State Board policy, 6.20 the State Board must approve any expenditure of capital funds, any expenditure of local funds for a capital purpose, and each capital improvement project affecting educational facilities; and

WHEREAS, Olympic College was previously authorized via State Board Executive Director approval April 2023 to spend up to \$500,000, and now requires additional authority due to increased project costs; and

WHEREAS, the project scope has expanded to include ADA compliance upgrades, laundry facilities, private shower stalls, and gender-neutral restrooms, and cost escalation since 2023 has increased the total project cost to \$1,800,000; and

WHEREAS, the Olympic College Board of Trustees approved the use of up to \$1,300,000 in additional local funds on April 15, 2025, as presented by the sponsor for Student Government; and

WHEREAS, the locker room improvement project supports operational continuity, inclusivity, and access, aligning with Olympic College's mission to provide state-of-the-art, lifelong education that is relevant, convenient, and efficient;

THEREFORE, BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Olympic College to spend up to an additional \$1,300,000 in local funds for locker room improvements in Building 9, bringing the total project cost to \$1,800,000.

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 (02/19/2026)

Attest

Nate Humphrey, secretary

Martin Valadez, chair

CONSENT ITEM (RESOLUTION 26-02-04)

February 19, 2026

Tab 5

Tacoma Community College - Proposed Bachelor of Science in Computer Science

Brief Description

In October 2025, the State Board adopted a revised approval process, selection criteria, and application materials for community and technical colleges seeking to offer an applied baccalaureate program. The final step in the approval process requires State Board action on the college's application to offer the proposed bachelor's degree.

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

In June 2023, the State Board adopted an updated strategic plan, which focuses on four goals: increase access and retention among populations who can benefit the most from college; improve completion and transfer rates for students across all program types; provide flexible career-training options that are responsive to the needs of businesses and industries; and secure resources and develop systemwide strategies to support colleges' financial sustainability and resiliency. Colleges offering baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest demand. Through bachelor level degrees, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults, and ensure community and technical colleges are affordable and accessible for students. Community and technical college bachelor's degree programs provide access for students who have been historically underserved by and had limited access to bachelor's-level education. They also meet the local workforce needs and allow students to remain in their home communities.

Background information and analysis

Tacoma Community College (TCC) is proposing to offer a Bachelor of Science in Computer Science (BSCS) degree, an expansion that builds directly upon their Associate of Arts in Computer Science Direct Transfer Agreement (AA in CS DTA) degree, which was established in 2016 and has both consistent enrollment and successful student outcomes. The proposed program is designed to create a seamless pathway to a baccalaureate degree for TCC's current students and those throughout the broader South Puget Sound region, addressing a critical need for accessible, local higher education in computer science.

The program learning outcomes for computer science were developed to align with the guidelines from the Computing Accreditation Commission of the American Board for Engineering and Technology (ABET). The curriculum includes coursework in both theoretical computer science (discrete mathematics, data structures, and algorithms) and applied computer science (cloud computing, information security, software engineering) as well as courses in Artificial Intelligence and

Machine Learning, Ethical Decision Making, and Professional and Organizational Communication.

The program design features robust support systems for students in partnership with both on-campus and industry partners. The program is offered in a cohort model, leveraging evidence that indicates peer/community support helps students' persistence and likelihood of successful program completion. The Math, Engineering, and Science Achievement (MESA) program on campus provides a layer of academic and personal support, with a goal of increasing diversity in STEM fields including computer science. In addition, Tacoma Community College is establishing partnerships with workforce intermediaries Mentors in Tech (MinT) and CodeDay that provides students with tech industry-specific career mentoring and coaching, opportunities for accessible micro-internships and industry-mentored capstone projects, and connections to the professional community. These collaborations are intended to support student success as they progress through the academic program and transition into employment.

The Statement of Need for the Bachelor of Science in Computer Science was presented by Tacoma Community College at the October 2025 board meeting. If approved, this program will be Tacoma Community College's eighth bachelor's degree offering and Tacoma Community College will be the 16th college in our system to be authorized to offer a BS Computer Science program.

Recommendation/preferred result

This proposal meets criteria established by statute and Board policy based on staff review and feedback from peer reviewers from the community and technical college system. Staff recommends State Board action on the following:

- Resolution 26-02-04 approving Tacoma Community College's Bachelor of Science in Computer Science

Policy Manual Change Yes ☐ No ☒

Prepared by: Kendrick Hang, Policy Associate for Baccalaureate Programs

360-704-3917, khang@sbctc.edu

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 26-02-04

A resolution to approve Tacoma Community College's application to offer a Bachelor of Science in Computer Science upon recommendation of the State Board for Community and Technical College staff.

WHEREAS, Substitute Senate Bill 5401, passed by the 2021 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve bachelor of science degree programs in computer science offered by community and technical colleges; and

WHEREAS, consistent with the Washington State Legislature's requirement, the State Board for Community and Technical Colleges developed objective criteria for the approval of community and technical college applied baccalaureate degrees; and

WHEREAS, the State Board for Community and Technical Colleges staff found that Tacoma Community College's application provided evidence that met or exceeded all objective selection criteria and will expand baccalaureate degree capacity in the state;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the recommendation to authorize Tacoma Community College's Bachelor of Science in Computer Science;

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 February 19, 2026

Attest

Nate Humphrey, secretary

Martin Valadez, chair

CONSENT ITEM (RESOLUTION 26-02-05)

February 19, 2026

Tab 5

Tacoma Community College - Proposed Bachelor of Science in Nursing (RN-BSN)

Brief Description

In October 2025, the State Board adopted a revised approval process, selection criteria, and application materials for community and technical colleges seeking to offer an applied baccalaureate program. The final step in the approval process requires State Board action on the college's application to offer the proposed bachelor's degree.

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

In June 2023, the State Board adopted an updated strategic plan, which focuses on four goals: increase access and retention among populations who can benefit the most from college; improve completion and transfer rates for students across all program types; provide flexible career-training options that are responsive to the needs of businesses and industries; and secure resources and develop systemwide strategies to support colleges' financial sustainability and resiliency. Colleges offering baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest demand. Through bachelor level degrees, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults, and ensure community and technical colleges are affordable and accessible for students. Community and technical college bachelor's degree programs provide access for students who have been historically underserved by and had limited access to bachelor's-level education. They also meet the local workforce needs and allow students to remain in their home communities.

Background information and analysis

The proposed Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) program at Tacoma Community College (TCC) intends to provide an additional pathway to a BSN degree, expand and increase capacity to grow the local BSN-prepared nurse workforce in a high-demand field, attract a more inclusive workforce that reflects the diversity of the surrounding population, and remove barriers to admitting potential diverse nursing students. The RN-to-BSN program will build upon a solid foundation of existing programs, including the Nursing Assistant Certification (NAC), Licensed Practical Nurse (LPN) to RN, and Associate Degree in Nursing (ADN) program, which has been offered at TCC since 1965, and with National Council Licensure Examination (NCLEX) pass rates exceeding the national average for the past seven years.

The end-to-end program design, from admissions to coursework to clinical practice experiences, is structured with flexible options for students. Hybrid flexible (HyFlex) is an instructional modality that combines face-to-face and online learning, allowing students to choose how they participate in each

class session: either in-person, remotely via live video, or online asynchronously. Information sessions and application workshops will be offered via HyFlex and fully online formats, making them accessible to applicants who live outside of Tacoma, work full time, or have caregiving responsibilities. The RN to BSN curriculum itself is designed as HyFlex and largely online, with practice experiences arranged in the student's local community wherever possible, which allows students to remain employed, fulfill family obligations, and avoid relocation costs.

Students will have two options for BSN program entry: (1) as a Registered Nurse (RN) or (2) through conditional early enrollment as an ADN Nursing student in their second year of full-time RN study. The application process to the program has been developed to reduce barriers to admission by aligning with the American Association of Colleges of Nursing's (AACN) holistic admissions guidelines. To reduce structural barriers for place-bound, rural, and working nurses, all application steps can be completed online. If the number of qualified applicants exceeds the available capacity, the program will use a two-step selection process that maintains principles of open access that avoids overreliance on GPA ranking and high stakes testing that disproportionately disadvantages students from historically underrepresented groups: all qualified applicants who meet the published criteria will have an equal chance of selection.

The proposed BSN program curriculum was developed to meet requirements specified by the Accreditation Commission for Education in Nursing (ACEN) and Washington Administrative Code (WAC) for BSN-prepared nurses. Prior to implementation of the program, Tacoma Community College will seek program approval from the Washington Board of Nursing (WABON). The RN-to-BSN program also aligns with Tacoma Community College's existing Bachelor of Applied Science (BAS), Community Health Professional program, where selected courses in population and global health, health equity, and health promotion are co-taught and shared between the BAS and BSN programs. In this environment, nursing students and community health students are exposed to the roles that each profession serves in case management, care coordination, local health department work, community outreach, social services, and community health organizing and provides students with experience working in interprofessional teams that share a goal of improving health outcomes for patients.

Tacoma Community College's Associate Dean of Nursing has initiated conversations to develop a formal collaboration with the University of Washington Tacoma (UWT) School of Nursing and Healthcare Leadership to create an ADN to Master of Nursing (MN) enrollment pathway. This pathway allows students who have completed the first year of the ADN program to begin upper-division RN-to-BSN coursework at either TCC or UWT during summer quarters, with full reciprocal acceptance of BSN coursework between the two institutions. After completing the BSN, students can transition directly into UWT's Master of Nursing (MN) program designed for working nurses. This partnership is especially beneficial for place-bound nurses in South Puget Sound, who will be able to progress from ADN to BSN to MN in approximately five to six years without relocating or stepping away from the workforce.

The Statement of Need for this proposed program was presented at the October 2024 State Board meeting. If approved, this program will be Tacoma Community College's seventh bachelor's degree offering and would be the ninth college in our system to offer a Bachelor of Science in Nursing program.

Recommendation/preferred result

This proposal meets criteria established by statute and Board policy based on staff review and feedback from peer reviewers from the community and technical college system. Staff recommends State Board action on the following:

- Resolution 26-02-05 approving Tacoma Community College's Bachelor of Science in Nursing

Policy Manual Change Yes ☐ No ☒

Prepared by: Kendrick Hang, Policy Associate for Baccalaureate Programs

360-704-3917, khang@sbctc.edu

STATE OF WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 26-02-05

A resolution to approve Tacoma Community College's application to offer a Bachelor of Science in Nursing upon recommendation of State Board for Community and Technical College staff.

WHEREAS, Engrossed Second Substitute House Bill 2483, passed by the 2012 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve all applied baccalaureate degree programs offered by community and technical colleges; and

WHEREAS, consistent with the Washington State Legislature's requirement, the State Board for Community and Technical Colleges developed objective criteria for the approval of community and technical college applied baccalaureate degrees; and

WHEREAS, the State Board for Community and Technical Colleges staff found that Tacoma Community College's application provided evidence that met or exceeded all objective selection criteria and will expand baccalaureate degree capacity in the state;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the recommendation to authorize Tacoma Community College's Bachelor of Science in Nursing;

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 (February 19, 2026)

Attest

Nate Humphrey, secretary

Martin Valadez, chair

CONSENT ITEM (F 9GC@ HCB' & 6-02-06)

February 19, 2026

Tab 5

Policy Manual Revision

Brief Description

At the October 2025 board meeting, the State Board adopted Resolution 25-10-43: Proposed Revision to the Baccalaureate Program Approval Process. That change has necessitated an update to the State Board's Policy Manual. The approval of the Policy Manual is not a delegated authority under 1.30.20 *Delegation of authority to the executive director*.

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

In June 2023, the State Board adopted an updated strategic plan, which focuses on four goals: increase access and retention among populations who can benefit the most from college; improve completion and transfer rates for students across all program types; provide flexible career-training options that are responsive to the needs of businesses and industries; and secure resources and develop systemwide strategies to support colleges' financial sustainability and resiliency. Updates to the State Board's Policy Manual support the strategic plan by providing policy guidance to the system as they conduct their college decision-making efforts.

Background information and analysis

An accurate and up-to-date Policy Manual provides college staff and SBCTC staff with guidance for college operations, making fiscal decisions, and supporting student access and inclusion initiatives.

At the October 2025 board meeting, the State Board adopted Resolution 25-10-43: Proposed Revision to the Baccalaureate Program Approval Process, which superseded Resolution 14-09-59 (adopted in September 2014) and necessitates an update to the Policy Manual.

The proposed changes to the Policy Manual are shown in Attachment A (with additions in underline and removals in strikethrough).

Recommendation/preferred result

Adoption of the updated section 4 of the Policy Manual as proposed.

Policy Manual Change Yes ☒ No ☐

Prepared by: Kendrick Hang, Policy Associate for Baccalaureate Programs

360-704-3917, khang@sbctc.edu

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 25-02-06**

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 operation of the colleges,

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

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the proposed revisions to the Policy Manual detailed in Attachment A;

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 February 19, 2026

Attest

Nate Humphrey, secretary

Martin Valadez, chair

PROPOSED POLICY MANUAL REVISIONS

4.20.30 Baccalaureate degree approval process

The Board retains sole approval authority for applied baccalaureate degrees Bachelor of Applied Science (BAS) and Bachelor of Science in Computer Science (BS) degrees submitted by the community and technical colleges. The Board may make future revisions to the selection process and criteria as needed (see [RCW 28B.50.810](#); [RCW 28B.50.825](#); Baccalaureate Degree Program Approval Process under Policy Resources below).

A. Applied Baccalaureate Degrees

The State Board approves all proposals for applied baccalaureate degrees, often referred to as Bachelor of Applied Science (BAS) and Bachelor of Science in Nursing (BSN) programs, and are intended to:

- Serve professional and technical degree-holding students who have limited access to bachelor's degree programs after completing their associate of applied science degree or its equivalent
- Provide opportunities for working adults who are place-bound to a specific geographic region and want to earn a baccalaureate degree
- Fill skills and credentials gaps and needs in specific occupations, particularly specific professional and technical fields requiring applied knowledge and skills.

B. Bachelor of Science in Computer Science Degrees

The State Board approves all proposals for Bachelor of Science in Computer Science (BSCS) programs and are intended to:

- Fills a gap in options available for students because it is not offered by a public four-year institution of higher education in the college's geographic area, or
- Satisfy a shortage of programs demanded by industry and workforce.

Policy resources

- [Transfer Policies and Resources](#)
- [Direct Transfer Agreement](#)
- [Applied Baccalaureate Degrees](#)
- [Baccalaureate Degree Program Approval Process](#)
- [Second Baccalaureate Degree](#)
- [Upper Division Certificate Resources](#)
- [Professional-Technical Programs](#)
- [Data Reporting: Coding](#)

Policy history

Action	Description	Revision Date
<u>SBCTC Resolution 25-10-43</u>	<u>Revision to the baccalaureate program approval process</u>	<u>10/16/2025</u>
Passage of <u>SSB 5401</u>	Bachelor of Science degrees in computer science	07/25/2021
Instruction Commission approval	<u>Second baccalaureate degree general education requirements</u>	05/05/2021
Instruction Commission approval	Upper division certificates	11/18/2020
<u>SBCTC Resolution 14-09-59</u>	BAS Program Approval Process	09/10/2014
Passage of <u>E2SHB 2483</u>	State Board authorized to approve applied baccalaureate degrees	07/1/2012
Passage of <u>SSB 6355</u>	Applied baccalaureate degree program made permanent	07/1/2010
Passage of <u>SHB 1328</u>	Allows technical colleges to award certain transfer degrees	07/26/2009
Passage of <u>SSB 5104</u>	Applied Baccalaureate Degree pilot program	08/15/2008

CONSENT ITEM (RESOLUTION 26-02-07)

February 19, 2026

Tab 6

Recognition of Jay Reich's Years of Service to the State Board

Brief Description

This item aims to formally recognize Jay Reich's nearly 13 years of service and dedication to the State Board for Community and Technical Colleges as a board member.

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 continued engagement between Jay Reich and State Board staff, chancellors and presidents, college faculty and staff, and student leaders.

Background information and analysis

Jay Reich was first appointed as a board member for the State Board for Community and Technical Colleges in June 2013. Throughout his time with the board, Mr. Reich acted as an advocate for the agency and system. His wealth of knowledge comes from an extensive legal career, where he spent 28 years career with his private practice in Seattle, focusing on affordable housing, education, nonprofit, and government finance. He also served in the King County Prosecuting Attorney's Office, first as a Deputy Prosecuting Attorney and later as the Assistant Chief Criminal Deputy in charge of the Juvenile Section, and as a White House Fellow in Washington, D.C. in the office of the US Secretary of Agriculture.

Mr. Reich served the State Board with distinction, providing leadership and guidance to the Washington community and technical college system. He was a champion for student success, equity, and access to education, providing invaluable legal and financial expertise, personal dedication, and engaged service during his tenure.

The State Board expresses its gratitude and appreciation for Mr. Reich's years of service and wishes him well in his next adventures.

Recommendation/preferred result

Staff recommends approval of Resolution 26-02-07 to formally recognize Jay Reich for his years of service and dedication to the State Board for 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 25-02-07

A resolution to formally recognize Jay Riech's nearly 13 years of service and dedication to the State Board for Community and Technical Colleges as a board member.

WHEREAS, Jay Reich was first appointed as a board member to the State Board in June 2013; and

WHEREAS, Mr. Reich spent 28 years working for his private practice in Seattle, focusing on affordable housing, education, nonprofit, and government finance; and

WHEREAS, Mr. Reich also served in the King County Prosecuting Attorney's Office, first as a Deputy Prosecuting Attorney and later as the Assistant Chief Criminal Deputy in charge of the Juvenile Section, and as a White House Fellow in Washington, D.C. in the office of the US Secretary of Agriculture; and

WHEREAS, Mr. Reich served with distinction, providing leadership and guidance to the Washington community and technical college system; and

WHEREAS, Mr. Reich was a champion for student success, equity, and access to education; and

WHEREAS, Mr. Reich provided invaluable legal and financial expertise, personal dedication, and engaged service during his tenure, stemming from a wealth of knowledge attained throughout his extensive legal career; and

THEREFORE BE IT RESOLVED, the State Board expresses its gratitude and appreciation for Mr. Reich's years of service and wishes him well in his next adventures; and

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges hereby celebrates Jay Reich for his years of service to thousands of students across Washington state's many communities. The State Board offers its congratulations and best wishes.

APPROVED AND ADOPTED on (02/19/2026)

Attest

Nate Humphrey, secretary

Martin Valadez, chair

REGULAR ITEM

February 19, 2026

Tab 7

2026 Legislative Update

Brief Description

The board will receive an update from the current legislative session and will be briefed on plans to begin the process for developing the 2027 legislative agenda.

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

2026 Legislative Session

The 2026 legislative session convened on January 12 for a 60-day supplemental cycle focused on refining the state's operating, capital, and transportation budgets. The November 2025 revenue forecast anticipates a roughly \$900 million shortfall over the next four years. In response to a multibillion-dollar deficit last session, lawmakers raised revenue and reduced agency spending. For the community and technical college system, this resulted in operational reductions and a partial reversal of previously approved COLA funding for faculty and staff. Many colleges are now facing difficult choices about programs and day-to-day operations.

System Operating Budget Priorities

A central goal for the 2026 session is restoring full state funding for employee compensation. We appreciate the Legislature's action to provide general wage increases in FY 2026 and FY 2027 for classified and non-represented employees. However, because the enacted budget funded only part of these increases, colleges must cover the remaining costs with tuition revenue and local dollars. With personnel expenses making up about 80% of college operating budgets, institutions have very limited flexibility to absorb unfunded salary obligations. To ease this strain, we urge lawmakers to reinstate full state support for compensation in the 2026 operating budget.

I-732 COLA Correction

RCW 28B.50.465 and RCW 28B.50.468 — reinforced by SB 5790 (2025) — require the state to fully fund I-732 cost-of-living adjustments for academic employees and for classified staff at technical colleges. The 2025–27 budget, however, provided only partial state funding and shifted the

remaining obligation to local tuition operating fees, creating an unfunded mandate. We respectfully request that the Legislature fix this technical issue and restore full state responsibility for these COLAs.

Utility Rate Adjustments

Utility expenses cover essential services such as heating, cooling, lighting, water, sewer, stormwater, surface water, wastewater treatment, and solid-waste removal – all necessary to keep college facilities safe and functional. These costs are largely outside institutional control and are driven by utility providers and local jurisdictions. In recent years, rates for electricity, water/sewer, and garbage services have steadily risen. As a result, utility spending across the community and technical college system has increased significantly. Without additional state support, colleges must absorb these rising costs, reducing the resources available for instruction and student support. Funding these increases will help maintain institutional capacity and ensure colleges can continue serving students and their communities effectively.

Governor Budget Reality

The state faces a 4-year ~ \$2 Billion shortfall

- Governor Ferguson – all cuts budget
 - 5% Executive State Agencies
 - 3% WSU & UW
 - 1.5% Regional Universities and CTCs
 - Status Quo – K-12
- **CTC Proposed impacts**
 - 1.5% cuts (non-specific) (\$18.5 mil)
 - Change in Running Start funding from 1.4 to 1.2 FTE (\$14 mil)
 - 10 fewer college credits per RS student annually
 - Reflected in SB and HB

System capital budget priorities:

The community and technical college system has a \$1.2 billion backlog in capital investments to maintain and modernize our aging campuses.

\$150 million ask includes

- Two major construction projects
 - Cascadia College: CC5 Gateway Building
 - Edmonds College: Triton Learning Commons
- **Neither in Gov proposal**
 - Focus on Housing - \$250m plus
- CTC investments
 - Building and building system tune-up program grants for community and technical colleges (\$2 million, CCA)
 - Building HVAC control-to-schedule grants for community and technical colleges (\$2 million, CCA)

Policy Proposals

Concerning adding workforce certificate programs and continuing education to eligibility for the Washington College Grant – HB 2458 (Entenman), SB 6217 (Boehnke)

- Many colleges offer workforce certificate programs that are fewer than 10 weeks or may require taking just one or two classes in an academic quarter. Currently, students enrolled in those programs are ineligible for the grant. This proposal would open the grant to those pathways for students.

- o 6217 voted out of policy committee on Feb. 3

Concerning Nurse Education Programs – HB 2498 (Entenman), SB 6267 (Bateman)

- This bill addresses concerns around additional accreditation requirements by the Washington Board of Nursing.
 - o A hearing was scheduled in the House Postsecondary Education & Workforce Committee on February 4 but did not move out of policy committee.

*** A full bill status report is attached

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 ☒

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SBCTC Bill Status Report

High Priority Bills

Bill #	Abbrev. Title	Short Description	Status	Sponsor	Position
HB 2007 (SB 5859)	Competency-based assessments	Expanding opportunities for competency-based assessments in graduation pathway options.	H Rules R	Stonier	Support
SHB 2257 (SSB 6113)	Tax administration	Concerning taxes administered by the department of revenue.	H Rules R	Berg	
HB 2295 (SB 6003)	Capital budget, supplemental	Concerning the capital budget.	H Cap Budget	Tharinger	Support
SHB 2420	Small works roster limits	Increasing small works roster contract limits.	H Rules R	Zahn	Support
2SHB 2438	Early education scholarship	Establishing the supporting our early education degree seekers scholarship.	H Rules R	Bergquist	Concerns
HB 2676 (SB 6260)	Public education funding	Implementing efficiencies and programming changes in public education.	H Approps	Gregerson	Oppose
SB 6003 (HB 2295)	Capital budget, supplemental	Concerning the capital budget.	S Ways & Means	Trudeau	Support
SSB 6113 (SHB 2257)	Tax administration	Concerning taxes administered by the department of revenue.	S Rules 2	Frame	
SB 6260 (HB 2676)	Public education funding	Implementing efficiencies and programming changes in public education.	S Ways & Means	Wellman	Oppose

Medium Priority Bills

Bill #	Abbrev. Title	Short Description	Status	Sponsor	Position
HB 2353	Capital predesign thresholds	Concerning predesign thresholds.	H Rules R	Keaton	Support
SHB 2597	Immigration enforcement	Concerning remedies for violations of federal constitutional rights occurring during immigration enforcement.	H Rules R	Thai	Neutral
HB 2727	Educational transit access	Creating the educational transit access grant program to reduce the cost of public transportation for community and technical college students.	H Rules R	Taylor	Support
SSB 5828 (HB 2567)	College scholarships/private	Concerning the Washington college grant and college bound scholarship program for students attending private four-year not-for-profit institutions of higher education in Washington.	S Rules 2	Nobles	Neutral
SSB 5841	Financial aid applications	Concerning the completion of postsecondary financial aid applications.	S Passed 3rd	Boehnke	Concerns
SSB 5906	Data and personal safety	Establishing data and personal safety protections within areas of public accommodation for all Washington residents.	S 2nd Reading	Hansen	Neutral

SSB 5931 (HB 2311)	Workforce board admin.	Concerning workforce education investment accountability and oversight board administrative changes.	S Passed 3rd	Warnick	Neutral
SB 5954	Vet. survivor tuition waiver	Concerning veteran survivor tuition waiver eligibility.	S 2nd Reading	Wagoner	Neutral
SSB 6047	State capital projects	Concerning statutory guidelines for the administration of state capital projects.	S Rules 2	Trudeau	Support
SB 6052 (HB 2570)	Digital school transcripts	Establishing a statewide digital transcript data-sharing environment.	S Rules 2	Boehnke	Support
SSB 6089	Education data/P20W system	Increasing coordination and alignment throughout the P20W system.	S 2nd Reading	Slatter	Concerns
SSB 6227	Parenting student data	Formalizing data collection protocols to support parenting students.	S 2nd Reading	Wilson	Support

Low Priority Bills

Bill #	Abbrev. Title	Short Description	Status	Sponsor	Position
2SHB 2281	State-tribal relationship	Concerning the state and tribal government-to-government relationship.	H Rules R	Stearns	Support
SHB 2410	Commercial truck council	Establishing a commercial truck safety and education council.	H Rules R	Fey	Neutral
SHB 2472	Fire sprinkler work	Ensuring that work on fire protection sprinkler systems is performed by licensed contractors and certified fitters.	H Passed 3rd	Bronoske	Neutral
SHB 2474	Postsecondary closures	Concerning postsecondary education consumer protections in the event of school or program closures.	H Rules R	Pollet	Neutral
SHB 2475	Language access	Concerning language accessible public programs, activities, and services conducted, operated, or administered by state agencies.	H Rules R	Ortiz-Self	Support
SHB 2492 (SSB 6282)	Apprenticeships/wellness	Requiring state registered apprenticeships in the building and construction trades to provide behavioral health and wellness training.	H Passed 3rd	Nance	Neutral
SSB 6282 (SHB 2492)	Apprenticeships/wellness	Requiring state registered apprenticeships in the building and construction trades to provide behavioral health and wellness training.	S 2nd Reading	Nobles	Neutral

Monitoring Bills

Bill #	Abbrev. Title	Short Description	Status	Sponsor	Position
SHB 1570 (SB 5119)	Academic employee bargaining	Concerning collective bargaining for certain employees who are enrolled in academic programs at public institutions of higher education.	H Rules C	Timmons	Neutral
HB 2091	Bargaining/employee info.	Requiring public employers under chapter 41.80 RCW to provide employee	H Passed 3rd	Reed	Neutral

		information to exclusive bargaining representatives.			
2SHB 2215	Fuels/climate commitment act	Concerning climate commitment act compliance obligations for fuels supplied or otherwise sold into Washington.	H Rules R	Fitzgibbon	Neutral
SHB 2244	Public records exemptions	Adopting the recommendations of the public records exemptions accountability committee in its 2025 annual report.	H Rules R	Mena	Neutral
2SHB 2251	Climate commit. act accounts	Concerning climate commitment act accounts.	H Rules R	Fitzgibbon	Neutral
HB 2264	Unemployment ins./layoffs	Concerning unemployment insurance benefits for workers separated from employment as a result of employer-initiated layoffs or workforce reductions.	H Passed 3rd	Berry	Neutral
SHB 2339	Nursing	Concerning the regulation of nursing.	H Rules R	Simmons	Neutral
HB 2352	Conflict of interest	Holding state officers and state employees to the same conflict of interest standard that is required of municipal officers.	H Rules R	Pollet	Concerns
HB 2364 (SB 6255)	Poverty reduction task force	Concerning the legislative-executive poverty reduction task force.	H Rules R	Gregerson	Support
SHB 2489	Public space/local use laws	Establishing statewide standards for when local governments may enforce laws regulating the use of public space for life-sustaining activities.	H Rules R	Gregerson	Oppose
HB 2520	Emergency meetings	Concerning emergency meetings of public agencies.	H Rules R	Lekanoff	Neutral
HB 2540	EMT recertification	Concerning emergency medical technician recertification.	H Rules R	Bronoske	Neutral
HB 2586 (SB 5963)	Passport to careers program	Modifying funding for the passport to careers program and eligibility for the Washington college grant.	H Rules R	Timmons	Neutral
2SHB 2637	PRA/personal information	Safeguarding personal information entrusted to agencies that is of no legitimate concern to the public.	H Rules R	Gregerson	Neutral
SB 5909	Undergraduate programs	Reviewing and discontinuing low-enrollment undergraduate programs at public baccalaureate institutions.	S 2nd Reading	Boehnke	Neutral
SB 5963 (HB 2586)	Passport to careers program	Modifying funding for the passport to careers program and eligibility for the Washington college grant.	S Rules 2	Nobles	Neutral
SSB 6049	PRA/students & employees	Protecting student and employee information from public disclosure.	S Rules 2	Wilson	Support
SB 6082	Student financial aid fraud	Safeguarding student financial aid from fraud.	S Rules 2	Boehnke	Neutral
SB 6255 (HB 2364)	Poverty reduction task force	Concerning the legislative-executive poverty reduction task force.	S Rules 2	Lovelett	Support
SB 6278	Teacher & principal programs	Concerning the ongoing review of approved teacher and principal preparation programs.	S 2nd Reading	Wellman	Neutral

Dead Bills

Bill #	Abbrev. Title	Short Description	Status	Sponsor	Position
HB 1463	Cash assistance time limits	Expanding time limit exemptions applicable to cash assistance programs.	H EL & Human Svc	Cortes	Neutral
HB 1649	Child care/community pathway	Redesigning the community-based training pathway for licensed child care providers.	H EL & Human Svc	Dent	Concerns
HB 2098	Higher education funding	Adjusting higher education funding.	H Postsec Ed & W	Reed	Oppose
HB 2100 (SB 6093)	Payroll expense tax	Enacting an excise tax on large operating companies on the amount of payroll expenses above the minimum wage threshold of the additional medicare tax to fund services to benefit Washingtonians and establishing the Well Washington fund account.	H Finance	Scott	Concerns
HB 2101	Live presentations/sales tax	Exempting live presentations from retail sales and use tax.	H Finance	Dufault	Neutral
HB 2121	Nonprofits, schools/taxes	Exempting nonprofits and schools from certain sales and use taxes on services.	H Finance	Walsh	Support
SHB 2132	Financial aid applic./PRA	Concerning applications for state financial aid.	H Approps	Leavitt	Concerns
HB 2138	Student performance	Improving student performance and success.	H Education	Keaton	Neutral
SHB 2144	Employee monitoring notices	Requiring notices to employees when electronic monitoring is used to assist employers conducting performance evaluations.	H Approps	Parshley	Neutral
HB 2150	Climate policy/reporting	Making the implementation of climate policy contingent on the department of ecology reporting greenhouse gas emissions in a manner that allows for measuring the effectiveness of those policies.	H Env & Energy	Manjarrez	Concerns
HB 2180	Coaches of youth sports	Concerning coaches of youth sports organizations.	H EL & Human Svc	Ley	Neutral
HB 2208	Health continuing ed./tax	Exempting health care continuing education classes from retail sales and use tax.	H Finance	McClintock	Support
HB 2231	Felonies/postsecondary inst.	Enhancing penalties for felony offenses committed at a postsecondary institution.	H Community Safe	Leavitt	Neutral
HB 2234	School utility costs	Addressing increased school utility costs due to the climate commitment act.	H Approps	Walsh	Support

HB 2273	Embodied carbon/buildings	Reducing embodied carbon emissions of buildings and building materials.	H Cap Budget	Duerr	Neutral
HB 2324	Child of veteran/tuition	Concerning tuition waivers for children of eligible veterans.	H Approps	Paul	Neutral
HB 2330	State campus district energy	Establishing a prioritization process for capital funding for state campus district energy systems.	H Cap Budget	Ramel	Neutral
HB 2390	Fenestration certification	Establishing fenestration certification requirements for certain public works contracts.	H Cap Budget	Hall	Concerns
HB 2398	Maritime trade ed. assist.	Establishing business and occupation and public utility tax credits for small business employers providing maritime trade educational assistance.	H Finance	Richards	Neutral
HB 2435	Leg. Indian affairs office	Creating the legislative office on Indian affairs.	H Approps	Lekanoff	Support
HB 2443	Armed forces reserve grant	Creating the armed forces reserve postsecondary education grant.	H Postsec Ed & Wk	Dufault	Neutral
SHB 2458 (SB 6217)	College grant/credential prg	Expanding access to the Washington college grant to students enrolled in eligible postsecondary nondegree credential programs. This bill is request legislation from SBCTC	H Approps	Entenman	Support
HB 2498 (SB 6267)	Nursing education programs	Concerning nursing education program standards.	H Postsec Ed & W	Entenman	Support
HB 2519	Utilities/education entities	Requiring utilities to provide discounted rates to entities that provide a public education for elementary and secondary students.	H Env & Energy	Bergquist	Neutral
HB 2538	Part-time faculty pay	Increasing pay equity for part-time faculty.	H Postsec Ed & W	Pollet	Concerns
HB 2550 (SB 6252)	Free transit/CTC students	Adding certain students at certain community and technical colleges to the passengers that must be allowed to ride transit for free under the transit support grant program.	H Transportation	Taylor	Support
HB 2570 (SB 6052)	Digital school transcripts	Establishing a statewide digital transcript data-sharing environment.	H Education	Ybarra	Support
HB 2589	Higher ed. encampments	Addressing encampments at institutions of higher education.	H Postsec Ed & Wk	Leavitt	Concerns

HB 2611	32 hour workweek	Reducing the standard workweek from 40 hours to 32 hours.	H Labor & Workpl	Scott	Neutral
HB 2612 (SB 6276)	Workforce ed. inv. account	Protecting revenues devoted to the workforce education investment account.	H Approps	Scott	
HB 2617 (SSB 6325)	Higher education procedures	Enhancing higher education procedures.	H Postsec Ed & W	Pollet	
SSB 5725	Housing on college lands	Expanding affordable housing opportunities on community and technical college lands.	S Ways & Means	Slatter	Concerns
SSB 5784	Agency demographic data	Encouraging agency demographic data collection.	S Ways & Means	Hasegawa	Support
SB 5826 (HB 2535)	Postsecondary/med. abortion	Concerning access at public postsecondary educational institutions to medication abortion.	S Ways & Means	Nobles	Concerns
SB 5859 (HB 2007)	Competency-based assessments	Expanding opportunities for competency-based assessments in graduation pathway options.	S EL/K-12	Wellman	Neutral
SSB 5978	Guaranteed admissions prg.	Establishing the Washington guaranteed admissions program and requiring student notifications.	S Ways & Means	Hansen	Neutral
SB 5980	Live presentations/sales tax	Exempting live presentations from retail sales and use tax.	S Ways & Means	Torres	Neutral
SB 6083	Restitution/postsecondary	Discouraging violent protests at postsecondary institutions by amending a court's ability to waive restitution owed to postsecondary institutions.	S Law & Justice	Boehnke	Neutral
SB 6093 (HB 2100)	Payroll expense tax	Enacting an excise tax on large operating companies on the amount of payroll expenses above the minimum wage threshold of the additional medicare tax to fund services to benefit Washingtonians and establishing the Well Washington fund account.	S Ways & Means	Saldana	Concerns
SB 6168	CCA suspensions	Providing cost relief to Washingtonians by suspending certain requirements in the climate commitment act.	S Environment, E	Boehnke	Neutral
SB 6217 (SHB 2458)	College grant/credential prg	Expanding access to the Washington college grant to students enrolled in eligible postsecondary nondegree credential programs.	S Ways & Means	Boehnke	Support

SB 6252 (HB 2550)	Free transit/CTC students	Adding certain students at certain community and technical colleges to the passengers that must be allowed to ride transit for free under the transit support grant program.	S Transportation	Wilson	Support
SB 6272	Birds/buildings	Concerning the design and operation of buildings to protect birds.	S State Gov/Trib	Liias	Neutral
SB 6298 (HB 1256)	Public works/made in US	Concerning products manufactured in the United States for the purposes of public works projects.	S State Gov/Trib	Holy	Neutral
SB 6315	Disaggregated data	Concerning collection and publishing of disaggregated data to inform state-funded programs, services, and activities.	S State Gov/Trib	Shewmake	Support



State Board for the Community and Technical Colleges
Executive Director Approved Local Capital Expenditure Authorities
Under Delegation of Authority Policy 1.40.20.E.ii
 Tuesday, February 10, 2026

In accordance with RCW 28B.50 and State Board Policy 6.20, the State Board must approve all expenditures of capital funds, local funds used for capital purposes, and any capital improvement projects that affect educational facilities. Under Policy 1.40.20, the Board has delegated authority to the Executive Director to approve local capital expenditures of up to one million dollars (\$1,000,000).

At each Board meeting, the Executive Director shall provide a summary of projects approved under this delegated authority since the previous meeting. The list below identifies the projects authorized during the period from December 9, 2025 to February 10, 2026.

Date	College	Project Description	Amount	
2/5/2026	Grays Harbor College	Building 2000 Room 2315 Remodel	\$ 36,864	
2/5/2026	Bellevue College	Electric Vehicle (EV) Charging Install-Parking Lot 6 (total project \$700,000)	\$ 403,000	
2/5/2026	Bellevue College	Electric Vehicle (EV) Charging Install-Parking Lot 6 (total project \$700,000)	\$ 297,000	
2/5/2026	Everett Community College	Solar Array on Shuksan Hall (UFI #A10553)	\$ 503,134	
1/28/2026	Green River College	Cedar Hall (UFI #A08273) Phlebotomy Program Install	\$ 198,573	
1/21/2026	Lake Washington Institute of Tec	Building E (UFI# A02059) Lighting & Cabinet Removal	\$ 110,000	
1/20/2026	Renton Technical College	Building C Renovation Increase (total project \$226,000)	\$ 106,000	
1/12/2026	Tacoma Community College	Building 7 (UFI# A01540) Elevator and Access Improvements	\$ 228,000	
1/8/2026	Tacoma Community College	Pearl Wanamaker Library (UFI# A01540) Improvements	\$ 300,000	
12/17/2025	Lake Washington Institute of Tec	Exterior Painting & Signage	\$ 416,000	
12/17/2025	Lake Washington Institute of Tec	HV Unit Replacements	\$ 312,000	
12/17/2025	Lake Washington Institute of Tec	Walking Path & Outdoor Classroom	\$ 262,000	
12/17/2025	Everett Community College	Olympus Hall (UFI# A10814) Improvements	\$ 80,553	
12/2/2025	Renton Technical College	Building C Renovation Increase (total project \$120,000)	\$ 30,000	Previously reported
11/25/2025	Renton Technical College	Dept. of Commerce Grant for Clean Buildings Compliance	\$ 223,348	Previously reported
11/25/2025	Renton Technical College	Building A Renovation Study Increase (total project \$27,926)	\$ 17,926	Previously reported
11/20/2025	Columbia Basin College	D Building Renovation (UFI: A06457)	\$ 750,000	Previously reported
11/20/2025	Columbia Basin College	RA, RB, and RC Buildings (UFIs: A04630, A03055, & A01470)	\$ 1,000,000	Previously reported
10/28/2025	Renton Technical College	Building C Renovation	\$ 90,000	Previously reported
10/28/2025	Renton Technical College	Building L Subdivision	\$ 96,500	Previously reported
10/27/2025	Renton Technical College	Sound Dampening Study Increase (total project \$31,000)	\$ 26,000	Previously reported
10/24/2025	Columbia Basin College	Community STEM Center Renovation	\$ 800,000	Previously reported
10/10/2025	Tacoma Community College	Building 18 and surrounding site improvements	\$ 154,000	Previously reported
10/10/2025	Tacoma Community College	Parking Lot Lights Increase (total project \$235,000)	\$ 64,000	Previously reported
10/6/2025	Bellingham Technical College	Overhead bridge crane for diesel program	\$ 90,800	Previously reported
9/17/2025	Renton Technical College	Building A Renovation Study	\$ 10,000	Previously reported
9/9/2025	Bellevue College	Radio Station Relocation	\$ 258,264	Previously reported
9/9/2025	Bellevue College	Carlson and Stop Gap Theater lighting upgrades increase (total project \$834,629)	\$ 84,629	Previously reported
9/9/2025	Bellevue College	Upgrade D building elevator increase (total project \$725,008)	\$ 125,008	Previously reported
9/9/2025	Bellevue College	Upgrade exterior lighting and controls campus wide for safety and security increase (\$ 134,765	Previously reported
9/9/2025	Bellevue College	Install working platforms around air handler units Bldgs E and G increase (total project \$	\$ 300,000	Previously reported
8/7/2025	Bellevue College	Bridge Maintenance	\$ 500,000	Previously reported
8/6/2025	Bellevue College	Campus Medium Voltage Testing	\$ 400,000	Previously reported
7/30/2025	Skagit Valley College	Mount Vernon Campus Parking Lot Improvements	\$ 500,000	Previously reported
7/30/2025	Skagit Valley College	Whidbey Campus Parking Lot Improvements	\$ 120,000	Previously reported
7/30/2025	Skagit Valley College	Whidbey Campus Totem Pole Installation	\$ 25,000	Previously reported
Approved and reported for FY1 of 2025-27 biennium			\$ 9,053,364	



State Board for Community and Technical Colleges
College Presidents Status Report
 February 2026

College	President	Appointment
Bates Technical College	Lin Zhou	January 2018
Bellevue College	David May	July 2023
Bellingham Technical College	James Lemerond	January 2023
Big Bend Community College	Sara Thompson Tweedy	August 2020
Cascadia College	Eric Murray	July 2010
Centralia College	Bob Mohrbacher	July 2016
Clark College	Karin Edwards	June 2020
Clover Park Technical College	Joyce Loveday	January 2018
Columbia Basin College	Rebekah Woods	November 2017
Edmonds College	Amit Singh	June 2018
Everett Community College	Chemene Crawford	July 2023
Grays Harbor College	Carli Schiffner	July 2023
Green River College	George Frasier (INTERIM)	February 2026
Highline College	Jamilyn Penn (INTERIM)	November 2025
Lake Washington Institute of Technology	Amy Morrison	July 2013
Lower Columbia College	Kristen Finnel (INTERIM)	January 2026
North Seattle College	Rachel Solemsaas	July 2024
Olympic College	Joan Hanten (INTERIM)	June 2025
Peninsula College	Suzy Ames	July 2022
Pierce College District	Julie White	January 2023
Pierce College - Fort Steilacoom	Matthew Campbell	May 2023
Pierce College - Puyallup	Chio Flores	June 2023
Renton Technical College	Yoshiko Harden	July 2022
Seattle Central College	Chantae Recasner	April 2025
Seattle Colleges District	Rosie Rimando-Chareunsap	August 2023
Shoreline Community College	Jack Kahn	July 2022
Skagit Valley College	Mike Cogan (LEAD ADMINISTRATOR)	January 2026
South Puget Sound Community College	Tim Stokes	February 2013
South Seattle College	Monica Brown	August 2024
Spokane Colleges District	Kevin Brockbank	May 2023
Spokane Community College	Jenni Martin	May 2024
Spokane Falls Community College	Patrick McEachern (INTERIM)	July 2025
Tacoma Community College	Ivan Harrell	May 2018
Walla Walla Community College	Chad Hickox	March 2020
Wenatchee Valley College	Faimous Harrison	January 2023
Whatcom Community College	Justin Guillory	May 2025
Yakima Valley College	Teresa Rich	January 2026