

STATE BOARD MEETING MINUTES

Martin Valadez, Chair // Kady Titus, Vice Chair // Debra Entenman // Mack Hogans // Chelsea Mason-Placek // Naria Santa Lucia // Jay Schmidt // Jeff Wagnitz // Emily Yim

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

Statutory authority: Laws of 1991, Chapter 28B.50 Revised Code of Washington (RCW)

Study session: Wednesday, June 3, 2026

Regular meeting: Thursday, June 4, 2026

Peninsula College (1502 E Lauridsen Blvd, Port Angeles, WA 98362)

Hybrid option via Zoom

State board members present: Martin Valadez, Debra Entenman, Mack Hogans, Chelsea Mason-Placek, Naria Santa Lucia, Jay Schmidt, Jeff Wagnitz

State board members absent: Kady Titus, Emily Yim (June 3)

Study session

The State Board held a study session on June 3, 2026, from 1–5 p.m.

Welcome and board member introductions

Chair Martin Valadez called the meeting to order at 1:00 p.m., welcomed those present, and asked the board members to introduce themselves. He called on Suzy Ames, president of Peninsula College, to introduce herself and talk about institutional updates, legislative hurdles, and a history of her time with the college thus far.

Land and labor acknowledgement

Board Member Jay Schmidt read the Land and Labor Acknowledgement.

Legislative update

Arlen Harris, Legislative Director, provided the board with an update on advocacy efforts during the legislative interim and discussed plans to begin the process for developing the 2027 legislative agenda. He noted that many of his points would reflect what Dr. Ames had mentioned during her introduction. The 2027 legislative session and the 27-29 biennium look similar to the 2026 legislative session; the state may find itself once again facing a difficult budget scenario. To educate legislators about current budget impacts and gain support for the state board 2027 legislative asks, the SBCTC team has been meeting with several legislators since the end of the 2026 session.

Mr. Harris stated that many college presidents and boards of trustees are already making difficult decisions about program and course offerings. They have shared four points as part of the puzzle that bring local college administrations to making difficult budgetary decisions:

1. Tuition cap restrictions
2. Lack of full funding by the state for faculty and staff cost of living adjustments

3. Provisos

4. Inflation

Because the legislature did not fully fund faculty and staff compensation, Mr. Harris stated that is incumbent upon college presidents, trustees, members of the state board, and state board staff to educate legislators about the lack of full funding that continues across the college system and the impact on students. He highlighted that the SBCTC team will be presenting a legislative and media focused workshop at the summer WACTC retreat as well as working with ACT leadership to have an advocacy-focused fall trustees conference.

Consideration of Fiscal Year 2026-2027 Basic Education for Adults Federal Awards and Allocations

Troy Goracke, Policy Associate for Basic Education for Adults (BEaA), presented the board with its federal awards and allocations for Fiscal Year 2026-2027. The recommendation for the distribution of federal funds for these programs to thirty-two college districts and four community-based organizations is based on the fifth year of awards resulting from the 2022-27 open and competitive application process.

Mr. Goracke explained that the Washington State Board for Community and Technical Colleges serves as the passthrough agency for formula grant funding authorized by the Workforce Innovation and Opportunity Act (WIOA). This funding supports adult basic education (ABE) that leads to a high school credential (diploma or GED), English language classes (English language acquisition, or ELA), and transition into college programs through the innovative, evidence-based, and highly successful Integrated Basic Education and Skills Training (I-BEST) program.

SBCTC distributes funds to each approved program through subgrants of a pro-rata share among providers based on the following formula:

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

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

Mr. Goracke gave a walkthrough of how the BEaA team uses the state board's strategic plan to identify objectives relevant to our programs, then strategies are selected to employ across the policy, program, and professional development units that comprise the BEaA team. This included a breakdown of Goals 1-3, with BEaA actions formulated for each objective and strategy within those goals.

Mr. Goracke stated that the state plan for adult basic education is included in and aligns with the state Workforce Board Talent and Prosperity for All (TAP) Plan. The plan focuses on BEaA's

connection to workforce development and to the Guided Pathways work done on college campuses. BEdA emphasizes alignment and connection to these broader systems so that students can have a clear transition plan to college-level programs and other training that leads to living wage work and further educational opportunities.

2026-2027 Workforce Education Awards and Allocations

Marie Bruin, Workforce Director, provided the board with an overview of the 2026-2027 Workforce Education awards and allocations. Each June, the State Board approves the targeted funding for the next fiscal year. There are four different awards housed within Workforce:

1. Carl D. Perkins Federal Grant
 - a. \$13,944,200 (initial planning budget from Workforce Training and Education Coordinating Board)
 - b. Approval of the resolution will authorize FY2026-27 Carl D. Perkins awards to 34 community and technical colleges to improve outcomes for students by supporting and strengthening workforce education programs.
 - c. Perkins V sets aside one percent of State Leadership funds to serve individuals in state institutions, such as state correctional institutions or institutions that serve individuals with disabilities. Ten percent of the Basic Grant funds are set aside for rural colleges and colleges with a high percentage of professional/technical students.
2. Early Achievers Grant
 - a. \$6,632,864
 - b. The approval of the resolution will authorize Early Achievers Grant (EAG) awards for FY 2026-27 community and technical colleges. The EAG is a student financial aid program that helps employed childcare providers and early-learning professionals complete certificates and associate degrees in early childhood education.
 - c. All 27 colleges participating in the Early Achievers Grant program offer stackable certificates and degrees that meet licensing and staff qualification requirements.
3. Basic Food Employment and Training (BFET)
 - a. \$20,237,437
 - b. Approval of the resolution will authorize FY 2026-27 funding to be awarded to all 34 community and technical colleges for the Basic Food Employment and Training (BFET) program. Basic Food recipients are provided with access to a variety of educational options and support services through the BFET program to gain the skills necessary to compete for higher wages, better jobs, and further advancement. College BFET programs are designed around a 50/50 funding model that allows them to budget and invoice for a 50 percent reimbursement of allowable expenditures the college has made.
 - c. Basic Food programs ensure low-income students receive necessary wrap-around services and support to meet their basic needs and beyond, keeping students enrolled and supporting progression in professional/technical programs across the state, many of these programs integrate work-based learning opportunities that align with the objectives of Career Connect Washington.
4. WorkFirst
 - a. \$16,387,000
 - b. Approval of the resolution will authorize FY27 WorkFirst awards to 33 community and technical colleges to provide education and training, work-based learning, student

supports, and wrap-around case management to students receiving Temporary Assistance for Needy Families. We anticipate the estimated funding level, based on FY26 legislation, will be available per the state approved spending plan expected to be released in late June.

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

Strategic Plan Monitoring Report, Goal 3: Provide Flexible Career-Training Options

A monitoring report for Goal 3 of the SBCTC Strategic Plan was presented to the board by Anna Olson, Program Administrator for Workforce Education; Travis Dulany, Director of Policy Research; William Belden, Policy Associate for Workforce Education; Maya Esquivido-Strom, Director of Tribal-Government Affairs; and Ms. Bruin.

Goal 3 focuses on ensuring that Washington's community and technical colleges deliver flexible career-training options that respond rapidly to the evolving needs of students, businesses, and industries. This goal advances equitable access to well-paying jobs, supports career mobility, and strengthens a resilient and diverse workforce aligned with Washington's economic priorities.

The group explained that, to achieve this goal, colleges will work closely with employers, industry, labor organizations, K–12 partners, Tribal governments, and state agencies to anticipate workforce needs and align programs with high-demand, family-wage careers. Emphasis is placed on data-informed decision-making, strong employer partnerships, and improved transparency so students, families, and employers can easily identify workforce programs offered across the state.

Work-based learning is another cornerstone of this goal. Colleges are expanding internships, apprenticeships, employer-sponsored training, and other experiential learning opportunities, including partnerships with Washington's 29 federally recognized Tribes to support fast-growing Tribal industries. Technical assistance will help colleges integrate apprenticeship instruction into credit-bearing coursework and provide comprehensive support services for apprentices.

The group then discussed the subsequent objectives and strategies within Goal 3 and how their work being done ties into each component. For example, Objective 3.1 is to respond quickly to the changing needs of students, businesses, and the economy. The group highlighted the partnership with the State Employment Security Department to help design expanded access to labor market data through participation in a Data User Academy—an initiative designed to bridge the longstanding gap between labor market information providers and users, including community and technical colleges. By equipping these institutions with the tools, training, and shared infrastructure needed to interpret and apply real-time data, the state is moving toward a more coordinated and responsive system.

When discussing Objective 3.2 (collaborate with colleges to help expand Washingtonians' access to quick, fast-track credentials with value in the marketplace), the group outlined Strategy 3.2.1, which is about the Early Learning Program via the Early Achievers Grant. Some key highlights of this include:

- Record participation

- Statewide reach
- Retention and completion
- Direct course sharing
- Waitlist reduction
- Program feedback

Objective 3.3 focuses on supporting colleges in establishing work-based learning opportunities. The group discussed meeting the objective of supporting colleges in expanding work-based learning opportunities by strategically integrating simulation (SIM) into registered nursing education, ensuring continuity and capacity even as access to traditional clinical placements becomes increasingly limited.

The group then discussed next steps and recommendations, including:

- Partnering with the Washington State Department of Labor & Industries to identify strategies to increase completion of degree-granting coursework, enabling more apprentices to complete their training and earn the Apprenticeship AAS degree
- Working with DCYF to maintain awareness of the state's workforce demand for Early Learning careers. Jointly strategize on how best to meet those needs and continue a successful educational program
- Continuing to seek opportunities to implement recommendations in the 2024 CTC Nursing Program Capacity Expansion Plan

The group concluded that progress toward Goal 3 of the State Board's Strategic Plan demonstrates the system's growing capacity to deliver flexible, responsive, and equity-centered career training that meets Washington's evolving workforce needs. Through strong cross-agency collaboration, targeted legislative investments, and close partnership with colleges, employers, labor, Tribal governments, and state agencies, Washington's community and technical colleges are expanding access to high-value credentials, strengthening work-based learning, and improving alignment with labor market demand.

Adjournment

There being no further business, Chair Valadez adjourned the study session at 5:06 p.m.

Regular business meeting

The state board held its regular business meeting on June. 4, 2026 from 8:30 a.m. to 12:30 p.m.

Welcome and introductions

Chair Valadez called the meeting to order at 8:30 a.m. and welcomed those present.

Establish a quorum and adopt meeting agenda

Chair Valadez noted that a quorum was present and requested a vote to adopt the meeting agenda with one amendment: adding in Resolution 26-06-28.

Motion: Moved by Mack Hogans, seconded by Debra Entenman, and unanimously approved by the rest of the board to adopt the regular business meeting agenda.

Consent agenda

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

Motion: Moved by Mr. Hogans, seconded by Ms. Entenman, and approved by the rest of the board to adopt the consent agenda. The approval vote included all board members except for Ms. Entenman

Ms. Entenman abstained from the following consent agenda items:

- 2026-2027 Workforce Education and Student Services Awards and Allocations (Resolution 26-06-22)
- Consideration of Fiscal Year 2026-2027 Basic Education for Adults Federal Awards and Allocations (Resolution 26-06-23)

Public comment

- Bekki Lyon, Edmonda College
- Jen Giomi, North Seattle College
- Melanie McCaughan, Peninsula College
- Tania Hino, North Seattle College
- Shawn Gomez, Peninsula College

Consideration of Fiscal Year 2027 Operating Budget and Enrollment Allocations

This topic was presented by Stephanie Winner, Operating Budget Director. She explained that this year, the Legislature enacted a supplemental operating budget that modifies funding for the biennium. Fiscal year 2027 marks the first year of implementation of the new allocation model recommended by college presidents and chancellors and approved by the State Board in August 2025. The key components and funding drivers of the model include:

- A minimum operating allocation of \$3.7 million per college
- Enrollment funding calculated using the four-year rolling average based on actual full-time equivalent (FTE) and headcount enrollments, excluding international, corporate, and continuing education enrollments
- Distribution of five percent of state operating appropriations based on the Student Achievement Initiative academic momentum metrics
- Distribution of five percent of state operating appropriations based on enrollments in Basic Education for Adults and skills gap programs

Ms. Winner noted that, to achieve state general funds savings, the 2026 supplemental operating budget includes a one-time higher education adjustment that replaces \$71.2 million in state appropriations over the biennium with building fee revenue. This approach generates savings for the state while mitigating deeper reductions to higher education budgets.

Including this adjustment, total FY 2027 operating funding distributed to the system is \$1.243 billion, representing an increase of 1.75 percent (more than \$21 million) compared with FY 2026 funding levels in the enacted supplemental budget.

Overall, there is a near net zero change for fiscal year 2027. This stems from several different factors:

- Elimination of all industry-specific Centers of Excellence
- \$2.2 million administrative reduction
- Maintenance adjustments for a lower than originally budgeted I-732 cost of living increase and insurance premium rate

These are also combined with funding changes for central services funding and the state-funded portion of the WPEA and Highline recently ratified collective bargaining agreements.

With no new investments, Ms. Winner noted that the slight increase from FY 2026 to FY 2027 largely reflects previously budgeted adjustments to ongoing funding and does not represent new money for the system.

Chair Valadez then requested a vote to approve Resolution 26-06-26, formally approving the fiscal year 2027 Operating Budget and Enrollment Allocations.

Motion: Moved by Mr. Hogans, seconded by Naria Santa Lucia. Ms. Mason-Placek requested an amendment to the resolution for allocating funds in accordance with Amendment A in the agenda packet. Upon confirmation of the amendment, Resolution 26-06-26 was approved by the board.

Ms. Entenman abstained from voting on this resolution.

Policy update: Chapter 6.60 emergency reserve fund

This update was presented by Darrell Jennings, Capital Budget Director. He explained that the Emergency Reserve Fund was established to supplement local and state capital resources for unanticipated facility emergencies that pose risks to life-safety, property, or continuity of operations and cannot be deferred to a future biennial budget cycle.

The State Board has long supported colleges through both emergency funding and hazardous materials mitigation; however, these programs have not been clearly reflected in formal policy. While Hazardous Materials Mitigation is clearly articulated in the Policy Manual, the Emergency Reserve Fund has been administered primarily through policy resource documents and administrative practice.

The proposed revisions to Section 6.60 address these gaps by establishing a comprehensive and integrated policy framework that formally defines both the Emergency Reserve Fund and the Hazardous Materials Mitigation and Abatement Pool within the Policy Manual. The revisions clarify the purpose, eligibility, and limitations of each fund.

Chair Valadez requested a vote to approve Resolution 26-06-27, formally approving the policy update to Chapter 6.60 of the emergency reserve fund.

Motion: Moved by Mr. Hogans, seconded by Ms. Mason-Placek, and approved by the board: Resolution 26-06-27.

Ms. Entenman abstained from voting on this resolution.

Election of 2026-2027 state board chair and vice chair

Mr. Hogans, chair of the nominating committee, motioned for Chair Valadez and Emily Yim for the positions of chair and vice chair, respectively, for the board in 2026-2027.

Motion: Moved by Mr. Hogans, seconded by Jeff Wagnitz, unanimous passing by the board, the election of the 2026-2027 state board chair and vice chair.

ACT report

Paula Arno Martinez, ACT President, read the report. As the newly installed president, expressed gratitude for Wendy Bohlke's leadership and outlining priorities including governance and the allocation model. She also thanked other board members and SBCTC staff for the work put into the trustees conference in May at Semiahmoo Resort.

Ms. Arno Martinez introduced everyone on the new ACT board of directors and noted that the ACT fall conference is coming up this November in Seattle, WA.

WACTC report

Joyce Loveday, WACTC President, began her report by honoring the life and work of John Mosby, former president of Highline College, in the wake of his passing. Dr. Loveday is working closely with his family and will announce details for a celebration of life as they become available.

She also announced that Bob Mohrbacher, President of Centralia College, will succeed her as WACTC President effective July 1. She thanked the board for their partnership with her during her tenure.

System unions report

Jaqui Cain, American Federation of Teachers (AFT) president, spoke alongside Tim Williams, who is Faculty Union President at Peninsula College. They highlighted concerns about childcare access and Workforce Pell grant requirements. Mark Hamilton from the Washington Federation of State Employees joined their report and discussed ongoing challenges in negotiating wage increases for classified employees that are being eroded by furloughs and cost-saving measures.

Suzanne Southerland, WEA Coordinating Chair, gave her report with Craig Goodman. They introduced themselves and talked through the relationship between SBCTC and WEA.

Executive director's report

Nate Humphrey, Executive Director, began his report by celebrating various accomplishments and positive news within the SBCTC office. This included several promotions, staff participation in charity drives, the hard work of the Workforce team, and recently onboarded new employees.

Mr. Humphrey announced he would be traveling to Washington, D.C. later this month to take part in the Aspen Institute summit with other state leaders. He also noted that Felix Braffith, Director of Equity, Diversity, and Inclusion, would be hosting an equity convening later this summer in Vancouver, Washington.

Board discussion and chair's report

Mr. Hogans provide the board with an update on the System Efficiency, Access, and District Structure (SEDS) report, explaining that a work group composed of board members, college presidents, and other stakeholders is currently being formed to meet the legislative requirements of the report by December 1st. The group will meet several times throughout the rest of the year to discuss and compile the report. Mr. Hogans will serve as chair for the workgroup with Mr. Schmidt, Ms. Yim, Ms. Santa Lucia, and Mr. Wagnitz participating as members.

The board then formed the evaluation committee for the executive director's performance review ahead of the August retreat. It will comprise Ms. Mason-Placek, Mr. Schmidt, and Ms. Santa Lucia, who will report out at the retreat,

Chair Valadez requested a vote to formally approve the formation of the evaluation committee.

Motion: Moved by Mr. Wagnitz, seconded by Mr. Hogans, passed unanimously by the board.

Adjournment

Chair Valadez called for an executive session at 10:50 a.m. to begin and discuss the evaluation of a public employee, for 30 minutes. At 11:20 a.m., he called for an extension of the executive session to 11:50 a.m. No final action was taken during this time.

There being no further business, Chair Valadez adjourned the meeting at 11:56 a.m.



Nate Humphrey, Secretary



Martin Valadez, Chair