

STATE BOARD MEETING AGENDA

Peninsula College (1502 E Lauridsen Blvd, Port Angeles, WA 98362)
Building J, Room 47

Study Session: Wednesday, June 3, 2026 // 1 p.m. to 5 p.m.
Regular Business Meeting: June 4, 2026 // 8:30 a.m. to 12:30 p.m.

Board Members

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

Zoom link: <https://zoom.us/j/95610872151?pwd=0wJeNRM2cABm6cPpxgOptFatPyZdB1.1>

June 3 Study Session

Time	Item	Activity/Location
1:00 p.m.	Welcome/Introductions, Discussion of Day's Study Session <i>Hot lunch will be provided</i> Martin Valadez, Chair Suzy Ames, President, Peninsula College	
1:10 p.m.	Land and Labor Acknowledgment Jay Schmidt, Board Member	
1:15 p.m.	Strategic Plan Monitoring Report, Goal 3: Provide Flexible Career-Training Options Nate Humphrey, Executive Director Marie Bruin, Workforce Director	Tab 1 (Discussion)
2:15 p.m.	2026-2027 Workforce Education Awards and Allocations Nate Humphrey, Executive Director Marie Bruin, Workforce Director	Tab 2 (Discussion)
2:45 p.m.	Consideration of Fiscal Year 2026-2027 Basic Education for Adults Federal Awards and Allocations Nate Humphrey, Executive Director Troy Goracke, Policy Associate, BEdA	Tab 3 (Discussion)
3:15 p.m.	Break	
3:30 p.m.	Legislative Update Nate Humphrey, Executive Director Arlen Harris, Legislative Director	Tab 4 (Discussion)

June 4 Regular Business Meeting

Time	Item	Activity/Location
8:30 a.m.	Welcome/Introductions, Discussion of Day's Regular Business Meeting <i>Hot breakfast will be provided</i> Martin Valadez, Chair	
8:40 a.m.	Establish a Quorum and Adopt Meeting Agenda Martin Valadez, Chair	
8:42 a.m.	Consent Agenda Items	Tab 5 (Action)
	a. April Meeting Minutes	
	b. Spokane Community College and Spokane Public Schools Trades High School Ground Lease Resolution 26-06-20	
	c. Lower Columbia College – local capital expenditure authority increase for construction of Softball Batting Facility Resolution 26-06-21	
	d. 2026-2027 Workforce Education Awards and Allocations Resolution 26-06-22	[Tab 2]
	e. Consideration of Fiscal Year 2026-2027 Basic Education for Adults Federal Awards and Allocations Resolution 26-06-23	[Tab 3]
	f. Officer term limits change to State Board bylaws Resolution 26-06-24	
	g. Tacoma Community College –Increase Local Capital Expenditure Authority for Building 11 Student Center Improvements Resolution 26-06-25	
8:45 a.m.	Public Comment	
9:00 a.m.	Consideration of Fiscal Year 2027 Operating Budget and Enrollment Allocations Resolution 26-06-26 Nate Humphrey, Executive Director Stephanie Winner, Operating Budget Director	Tab 6 (Action)
9:25 a.m.	Policy Update: Chapter 6.60 Emergency Reserve Fund Resolution 26-06-27 Nate Humphrey, Executive Director Darrell Jennings, Capital Budget Director	Tab 7 (Action)
9:55 a.m.	Election of 2026-2027 State Board Chair and Vice Chair Mack Hogans, Nominating Committee Chair	Action
10:10 a.m.	ACT Report Paula Arno Martinez, ACT President	
10:20 a.m.	WACTC Report Joyce Loveday, WACTC President	
10:30 a.m.	System Unions Report Jacqui Cain, AFT President Suzanne Southerland, Coordinating Chair, WEA	
10:40 a.m.	Financial Health Measures Update Nate Humphrey, Executive Director Choi Halladay, Deputy Executive Director, Business Operations	

Time	Item	Activity/Location
10:55 a.m.	Executive Director's Report Nate Humphrey, Executive Director	Tab 8 (Discussion)
11:20 a.m.	Board Discussion and Chair's Report	
11:45 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 employee b. No action will be taken 	
12:30 p.m.	Adjournment Next meeting: State Board Retreat August 19-20, 2026 (Yakima Valley College) <i>Bagged lunch will be provided for those attending the Longhouse visit</i>	
1:00 p.m.	Peninsula College Longhouse Visit	Building LH Peninsula College

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

STRATEGIC PLAN PROGRESS: GOAL 3

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.

Objectives

- **Objective 3.1:** Respond quickly to the changing needs of students, businesses, and the economy.
- **Objective 3.2:** In collaboration with colleges, help expand Washingtonians' access to quick, fast-track credentials with value in the marketplace.
- **Objective 3.3:** Support colleges in establishing work-based learning opportunities.

Executive Summary

This monitoring report outlines progress towards Goal 3 of the State Board's strategic plan, which 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.

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.

Key strategies include expanding access to reskilling and upskilling opportunities for displaced and incumbent workers; increasing flexible learning options such as online, evening, weekend, workplace-based, and offsite instruction; and shortening time to credential through credit for prior learning and competency-based education. The plan also strengthens pathways from high school to college by expanding dual credit, career and technical education, and industry-recognized credentials that count toward both graduation and workforce certificates.

A central focus is the expansion of fast-track, short-term credentials that provide immediate labor market value while stacking toward higher-level certificates and degrees. Colleges will collaborate with employers to encourage continued education and skill progression, increasing long-term earning potential and workforce adaptability.

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.

Progress toward Goal 3 will be measured through a set of metrics, including participation in dual credit and work-based learning, employment and earnings outcomes, time to credential, enrollment by instructional modality, and the conversion of short-term credentials into higher awards. Together, these strategies and measures position Washington's colleges to respond nimbly to economic change while expanding opportunity and equity for learners statewide.

Accomplishments and Outcomes

Objective 3.1: Respond quickly to the changing needs of students, businesses, and the economy.

Responding quickly to the changing needs of students, businesses, and the economy requires timely, actionable insights and targeted resources that help remove known barriers. The system efforts led by Workforce Education have helped strengthen the workforce ecosystem by aligning education, funding, and labor market intelligence to better meet the needs of a rapidly evolving economy. Workforce Education has advanced this agency's intent through various strategies, ranging from comprehensive system work to revise the Skill Standards required of Professional Technical Faculty and incorporate equity and diversity competencies, to allocating legislative resources for private career schools and community colleges to expand high-demand Commercial Driver's Training programs.

Highlighted here are projects that exhibit significant promise. The first is a 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. Centralizing access to timely, relevant labor market insights ensures that educators, workforce professionals, and policymakers can make informed decisions that improve the alignment of programs with industry demand.

Our state took a strategic step toward strengthening its workforce pipeline by expanding access to education and opportunity by creating the Washington College Grant. Workforce Education furthered that effort when provided the opportunity by legislators to operationalize the awarding of the grant to eligible registered apprentices while also creating efficiencies for accessing an online application, course enrollment, and designated career pathways. Together, these efforts lower financial barriers, open pathways for more individuals to earn while they learn in high-demand fields, and create a centralized, data-informed ecosystem advancing the objective of responding quickly to the changing needs of students, businesses, and the broader economy by ensuring that education and training systems are both agile and informed.

Strategy 3.1.2: WA College Grant, registered apprenticeships

Following the passage of E2SSB 5764 in 2022, legislation required that students enrolled in state-registered apprenticeship programs and receiving related supplemental instruction (RSI) at a

community or technical college have access to the Washington College Grant through their college's financial aid office.

To implement this requirement, SBCTC collaborated with apprenticeship colleges to develop a validated inventory of all registered apprenticeship programs; introduced a new plan code structure in ctcLink; shifted the tuition waiver attribute from the student level to the plan code; and transitioned all apprenticeship programs from non-award-seeking to professional technical programs within ctcLink, thereby enabling financial aid eligibility.

SBCTC also contracted with the Washington Student Achievement Council (WSAC) to develop an online application for the Washington Grant-Apprenticeship (WGA). In partnership with six apprenticeship colleges—Bates Technical, Columbia Basin, Everett, Renton Technical, Spokane, and South Seattle—SBCTC established a standardized statewide business process for reviewing WGA applications, determining eligibility using quarterly data from Labor and Industries, and disbursing aid once during the first RSI term of the aid year.

Additional Outcomes

- Apprentices now use the Online Admission Application Portal to apply to the college using apprenticeship-specific plan codes, improving data accuracy and integrity.
- Student Financials configures tuition and waiver logic based on college-maintained course lists, ensuring accurate billing for apprentices enrolled in mixed course loads.
- RSI courses are transcribed upon completion, improving credit portability.
- All apprenticeship program changes route through the PAR process, triggering appropriate Student Financials configuration and preserving the accuracy of the apprenticeship inventory.
- Plan codes are aligned with Labor and Industries occupation codes, enhancing system-level insight into program offerings and student enrollment trends.

Landing Page for Apprenticeship to Degrees

The State Board for Community and Technical Colleges (SBCTC), in partnership with colleges across the system, has made significant progress in clarifying and strengthening pathways from apprenticeship completion to associate of applied science (AAS) and bachelor of applied science (BAS) degrees. SBCTC developed a centralized apprentice student landing page that connects apprentices to all colleges offering the Apprenticeship AAS degree. In parallel, colleges offering the Apprenticeship AAS have launched aligned landing pages that present consistent, student-focused information, including general education requirements, BAS pathway options, and clear next steps for enrollment. This coordinated approach ensures apprentices encounter the same essential information regardless of where they enter the system.

These efforts support the system's "Earn-Learn-Advance" framework by reinforcing how earning an academic degree alongside journey-level certification contributes to long-term wage growth, career mobility, and workforce advancement. SBCTC continues to identify and expand articulated pathways from the Apprenticeship AAS into the system's baccalaureate offerings, building clearer, more equitable routes for apprentices to progress from training completion to degree attainment and beyond.

3.1.1: Partnership with ESD; Labor Market Information Project Synopsis

SBCTC's Workforce Education Department, in partnership with the Employment Security Department and the Center for Regional Economic Competitiveness (CREC), was selected to participate in the Data User Insights Academy. This project is focused on bridging the gap between labor market information providers and users—Washington's community and technical colleges and their partners—ensuring a centralized system that delivers timely, locally accurate, clear, and accessible data. This system will support equitable access across Washington's diverse regions and user communities, enabling aligned, data-informed decision-making and sustainable workforce partnerships. Our partnership with CREC concludes in April 2026; however, Employment Security and SBCTC remain committed to continuing our partnership.

Project Goals:

1. Gain an understanding of the core Labor Market Information (LMI) needs of the community and technical college system.
2. Develop a plan to better meet the LMI needs of the community and technical college system.
3. Create a plan for continuous engagement and collaboration.

Project Next Steps:

1. Prioritize and implement Labor Market Information (LMI) enhancements
2. Continued CTC system engagement and feedback through strategic conversations
3. Expand conversations to include external agencies and stakeholders
4. Continuous review and improvement of LMI tools and resources
5. Provide training and resources to college faculty and staff
6. Align LMI resources in support of program approval and program modification

Objective 3.2: In collaboration with colleges, help expand Washingtonians' access to quick, fast-track credentials with value in the marketplace.

The Early Achievers Grant, provided through the Department of Children, Youth, and Families (DCYF), is an effective student support program that demonstrates strong outcomes in enrollment, retention, and completion—particularly among diverse student populations—which directly advances the objective of expanding Washingtonians' access to fast-track, high-value credentials. By removing barriers to entry and persistence through targeted advising, financial assistance, and culturally responsive services, the program ensures that more learners not only enroll but also progress successfully through clearly defined credential pathways, helping address the high demand for early learning professionals in Washington's labor market. Participating students are guided into programs that lead to meaningful employment opportunities and career advancement. Accelerated course structures and stackable credentials allow participants to quickly gain workforce-relevant skills while maintaining flexibility to continue their employment. As a result, the program not only increases equitable access to education but also produces qualified professionals who meet urgent workforce needs, reinforcing the value and relevance of these credentials in the marketplace.

Strategy 3.2.1: Early Learning Program via Early Achievers Grant

The Early Achievers Grant (EAG) program, administered in partnership with the Department of Children, Youth, and Families (DCYF), continues to play a critical role in strengthening Washington's early learning workforce. Since its inception in 2012, the program has provided scholarships for tuition, books, and wraparound support services, with additional funds to support college staff's work in recruiting, advising, and assisting students in meeting staff qualification requirements. The program stands out for its unique design that leads to strong academic outcomes for its participants. Coursework is delivered in English, Spanish, and Somali, and in a variety of formats: in-person, online asynchronous, online during scheduled class times, and hybrid.

Highlights

Record Participation: In the 2024-25 academic year, a record 2,706 students received EAG scholarships, earning 48,015 college credits, equivalent to 1,067 FTES, the highest enrollment since the program began.

Statewide Reach: 27 colleges participated, with FTES awards ranging from 6 to 76 per college, totaling 776 FTES systemwide. Colleges' ability to serve more students than they had been awarded funds for is attributed to the successful braiding of EAG scholarship funds with other sources of financial aid, such as Worker Retraining Program, Washington College Grant, Pell, and others.

Retention and Completion: EAG scholars persisted at an average rate of 77%, higher than the system average. Over 1,665 credentials were awarded, including certificates and degrees.

Direct Course Sharing: Every course in all three stackable certificates is offered to any ECE student across the system every term, including summer. Course Sharing provides access to courses not otherwise offered on a consistent basis or at the time that's right for the student at their home college. From Summer 2024 to Winter 2026, 2,757 students have been served.

Waitlist Reduction: Additional scholarship funding from DCYF and staffing proviso from the Workforce Education Investment Account (WEIA) increased staff availability and reduced systemwide waitlists. Currently, only 4 colleges report students on waitlists.

Program Feedback: Surveys show high satisfaction among scholars and program contacts, with recurring themes of financial relief, strong advising support, and improved classroom practice. Suggestions for improvement include expanded outreach, clearer guidelines, and enhanced language access.

Overall Impact

The Early Achievers Grant remains an impactful program for the Early Learning workforce. It removes financial barriers, consistently demonstrates high retention and completion rates, and promotes equity through targeted support for multilingual and underserved educators.

Objective 3.3: Support colleges in establishing work-based learning opportunities

We are 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. With updated Washington Board of Nursing (WABON) rules now permitting a greater use of simulation to replace a portion of direct clinical hours, programs can maintain compliance while innovating how competencies are achieved. As hospitals and healthcare sites face ongoing constraints that limit their ability to accommodate growing numbers of students, SIM offers a high-quality, controlled, and standardized learning environment where students can safely develop and demonstrate clinical skills. This approach not only enables programs to scale enrollment but also supports students who face challenges related to travel distance, scheduling, and competing responsibilities.

Strategy 3.3.1: Registered nursing; Simulation (SIM) sustaining work-based learning

Recent legislative investments and system advocacy have underscored the critical role of simulation labs in expanding nursing program capacity, particularly as clinical placement sites remain constrained across Washington. Skillful use of SIM technology has become an essential strategy for meeting clinical requirements.

Nursing programs quickly adopted simulation (SIM) to maintain capacity when the COVID-19 pandemic restricted student access to clinical settings at healthcare facilities. Updated Washington Board of Nursing (WABON) rules now allow one hour of simulation to count as two hours of direct clinical experience—effectively doubling its impact in addressing placement shortages. With hospitals and healthcare sites unable to accommodate sufficient students, SIM provides a high-quality, controlled alternative that allows programs to expand without being constrained by external capacity constraints. State funding for simulation equipment, mobile labs, and ongoing allocations for equipment operating costs has enabled colleges to maintain and grow enrollments despite persistent bottlenecks in clinical access, especially in rural areas.

Campus labs replicate hospital environments, improving consistency and equity. Every student can be guaranteed exposure to core competencies, regardless of variability in clinical sites, geography (especially rural areas), or timing. In a system trying to scale up quickly to meet workforce shortages, reliability is critical.

Investments in SIM over the last three years have improved access to up-to-date, high-quality equipment in college labs. However, the effectiveness of SIM depends on adequate instructor training and the availability of technicians who can program SIM equipment for various scenarios and maintain operations.

Next Steps and Recommendations

Objective 3.1: Respond quickly to the changing needs of students, businesses, and the economy.

Partner 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.

Identify Apprenticeship AAS-to-BAS pathways at each apprenticeship college.

Conduct post-implementation evaluations with colleges and apprentices to identify potential barriers and opportunities for enhancement.

Continue efforts to raise awareness and build new partnerships about our system's ability to award WG-A to apprentices.

Participate in the next phase of informing the labor market demand resource by focusing on putting the finishing touches on our findings and considering future roles and functions for the Washington team.

Foster ongoing engagement through strategic subcommittees and engage with system leaders to share findings.

Replicate the academy process with other audiences and stakeholders (e.g., launch a survey, analyze results, identify customer needs) to best inform our partners at the Employment Security Department about a revised labor market resource.

Objective 3.2: In collaboration with colleges, help expand Washingtonians' access to quick, fast-track credentials with value in the marketplace.

Workforce alignment: In partnership with DCYF, continue efforts to ensure EAG remains aligned with workforce needs and Early Learning staff qualification requirements.

Work 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.

Evaluate longer-term data to inform future policy, program impacts, research, and data analysis to better understand how educational attainment for providers influences the quality of childcare and opportunity for workforce advancement.

Objective 3.3: Support colleges in establishing work-based learning opportunities

We look forward to continuing our collaboration with leadership at the Washington Board of Nursing (WABON) to explore ways to increase our joint responsiveness in coordinating and administering nursing education programs offered through our community and technical colleges. We will continue to identify processes that best support our demonstrated success of graduating highly qualified Registered Nurses. Lastly, we will continue to engage to further refine state rules for simulated clinical training experiences, ensuring we keep pace with evolving technology and expanded, high-quality training capacity.

Continue to seek opportunities to implement recommendations in the 2024 CTC Nursing Program Capacity Expansion Plan.

Additional Metrics

- 77% employment rate among workforce students 9 months after graduation

- \$28.86 median wage among workforce program graduates
- 44% of workforce program participants are students of color
- 44% of workforce students are ages 30 and older
- 46% of workforce students are enrolled part-time
- At least 1 in 8 workforce students care for dependents
- 47% of workforce students receive need-based aid

Conclusion

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.

Across all three objectives, the system has made meaningful advances. Efforts to operationalize the Washington College Grant for registered apprentices, improve access to actionable labor market information, and clarify apprenticeship-to-degree pathways are reducing barriers and enabling faster, more informed responses to economic change. The Early Achievers Grant continues to deliver strong outcomes in enrollment, persistence, and completion while advancing equity and addressing urgent workforce shortages in early learning. Investments in simulation for registered nursing programs are sustaining and expanding work-based learning capacity, ensuring high-quality training even amid clinical placement constraints.

Together, these strategies reinforce the “Earn–Learn–Advance” framework and reflect a system that is increasingly agile, data-informed, and student-centered. Ongoing work will focus on deepening degree pathways, refining data systems, strengthening employer and industry engagement, and scaling proven models that support learners—particularly those historically underserved—in accessing family wage jobs and long-term career mobility. As this work continues, Washington’s community and technical colleges remain well-positioned to support a resilient, diverse workforce and to respond effectively to the state’s current and future workforce needs.

REGULAR ITEM (RESOLUTION 26-06-22)

June 3, 2026

Tab 2

2026-27 Workforce Education Awards and Allocations

Brief description

Colleges fund workforce education programs and student support programs in multiple ways, including the use of general enrollment funding, state, and federal targeted funding. Each June, the State Board approves the targeted funding for the next fiscal year. What follows is proposed targeted federal and state contracted funding for FY2026-27:

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

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

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

Background information and analysis

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

Carl D. Perkins Federal Grant – \$13,944,200 (initial planning budget from Workforce Training and Education Coordinating Board)

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.

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

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

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

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

Early Achievers Grant – \$6,632,864

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.

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

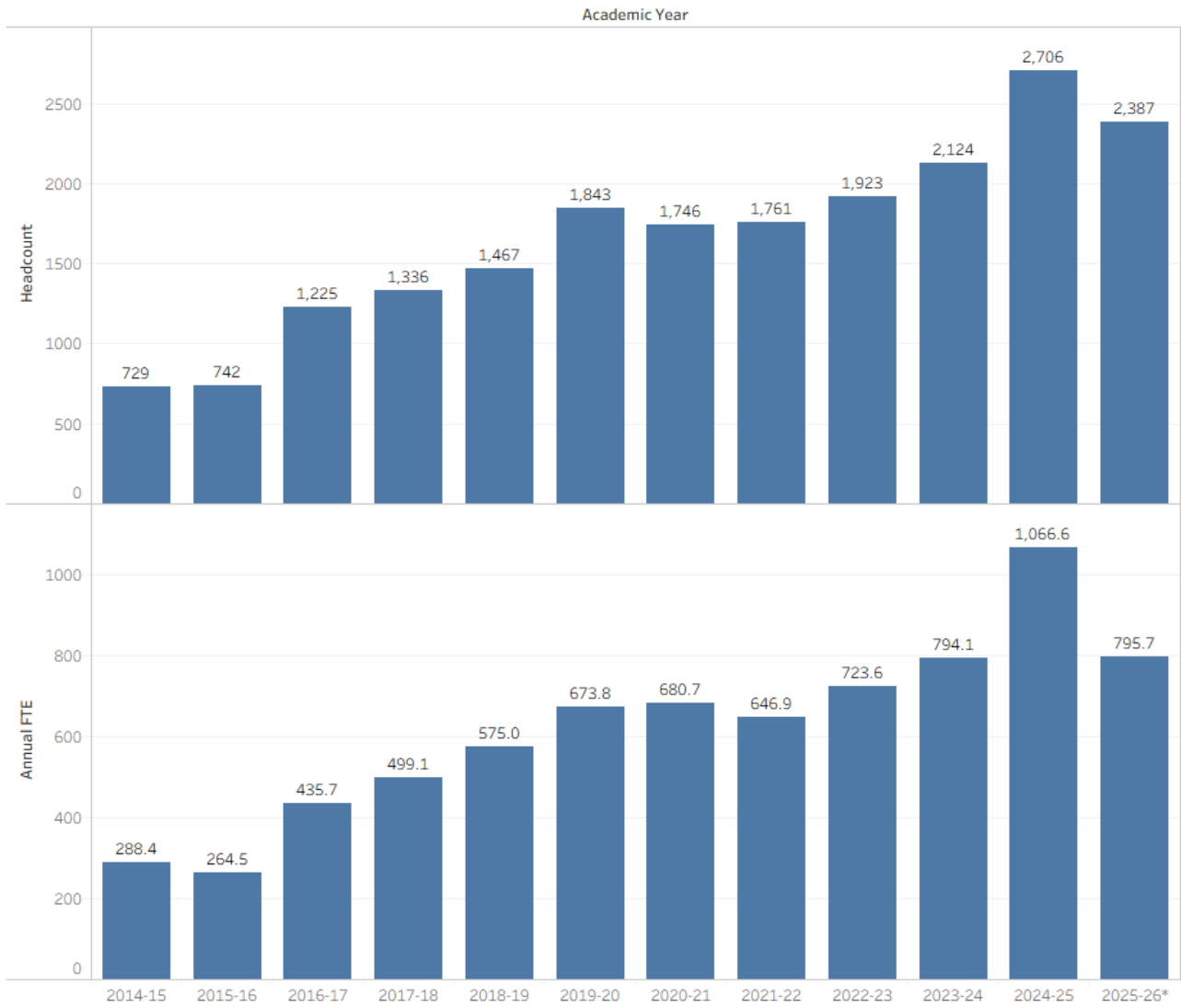
The Early Achievers Grant aligns with the three goals of the Board:

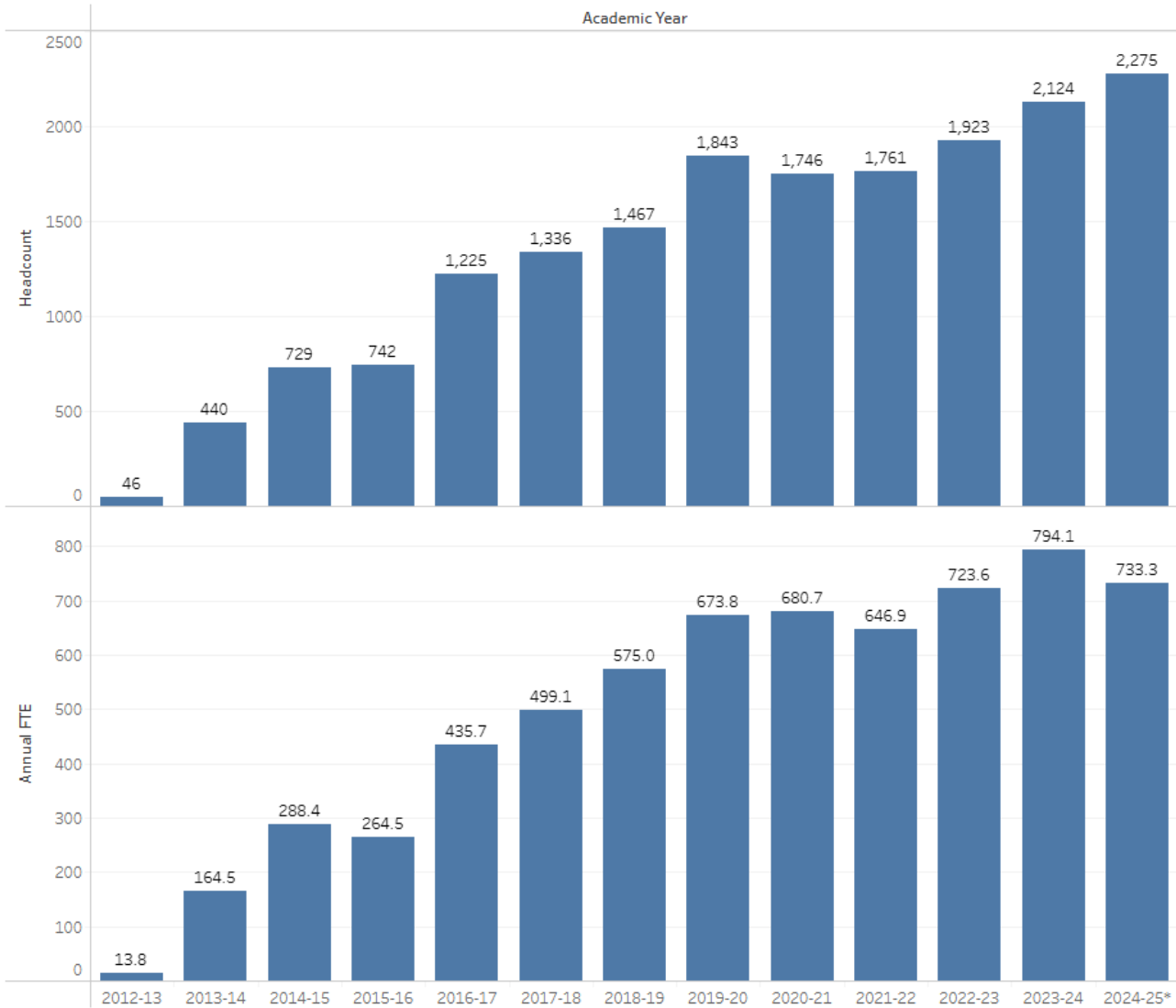
- Increase access and retention: Professionals in childcare and early education settings typically earn wages at or just above minimum wage, making typical student loan repayments difficult. Funds pay for tuition, fees, textbooks, and student wrap-around services necessary for participation in an ECE program, and in annual student surveys, scholars regularly cite this financial support as a key factor in their ability to complete their certificates and degrees. EAG scholars also receive intensive, relationship-based advising and wrap-around support services above and beyond what colleges typically offer students. These services help students who need additional assistance navigating college systems or might otherwise stop out due to emergent situations persist and complete their education goals. In FY25, an average of 77% of EAG students continued to pursue their certificate or degree program.
- Provide flexible career-training options: All colleges participating in EAG offer stackable certificates and AAS/AAS-T degrees in ECE. Students can complete the required coursework to maintain employment and gain confidence in their scholarly skills by adding additional certificates to help them obtain promotions and higher-paying wages.
- Secure resources and develop systemwide strategies: The grant also allocates funding to support college program contacts. These contacts serve as the main point of contact for our grant recipients, guiding students from intake to completion. They are responsible for outreach, recruitment, onboarding, advising, and grant administration.

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

In FY25, EAG supported 2,706 students (1,067 FTES) who earned 1,665 Early Childhood Education credentials. To date in FY26, excluding the spring quarter, EAG has served 2,387 students and achieved 795.7 FTES, which is 105% of the FTES awarded in FY26. Colleges can serve more FTES than are awarded to them by braiding EAG funding with other sources of financial aid, such as Pell, the Washington College Grant, and the Worker Retraining Program.

Annual Enrollment





Basic Food Employment and Training (BFET) – \$20,237,437

Approval of the resolution will authorize federal FFY27 funding to be awarded to all 34 community and technical colleges for the Basic Food Employment and Training (BFET) program. Basic Food recipients are provided access to a variety of educational options and support services through the BFET program to gain the skills necessary to compete for higher wages, better jobs, and further advancement. College BFET programs are designed around a 50/50 funding model that allows them to budget and invoice for a 50 percent reimbursement of allowable expenditures the college has made. This means that colleges must cover 100 percent of costs for BFET students and program expenses from non-federal sources prior to receiving a reimbursement. The reimbursed funds are then retained as BFET program operational funding. Expenses eligible for reimbursement include tuition, books, fees, and support services such as housing, transportation, childcare, supplies, etc. necessary for participation in an education and training program. Program funding levels are estimates per the state approved spending plan which is expected to be released in September.

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

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

- Funding supports the State Board's efforts to impact state and federal policy concerning access to community and technical colleges for low-income populations eligible for basic food assistance. The State Board partners with the Department of Social and Health Services (DSHS) to advocate for the community and technical college's role in statewide poverty reduction efforts and to prevent national policy that adds barriers to accessing education. Washington continues to be highlighted nationally as a model Supplemental and Nutrition Assistance Program (SNAP) Employment and Training program and the SBCTC's expertise is requested on a regular basis to assist the onboarding of other states implementing the program. The Farm Bill, which governs Supplemental and Nutrition Assistance Program Employment and Training, was last reauthorized in December 2018 and has been extended through the current FFY as part of the continuing resolution passed in November 2025. As congress works toward a full Farm Bill reauthorization, there is a strong focus from states in advocating for reducing barriers, continuing the recent exemptions put into place during the pandemic, providing targeted outreach, and expanding the allowable training options. The State Board has continued to participate in state focus groups and national forums to advocate for policies that increase access to community and technical colleges, work-based learning, and student supports.
- Basic Food students are low-income individuals and parents who are eligible for basic food assistance. The Basic Food program provides an opportunity for equitable access to education for our state's most disproportionate populations. In FY25, 54 percent of BFET students were students of color. Without enrollment in the BFET program, students receiving food benefits would not be able to enroll in college and continue to receive their food assistance.
- In FY25, the Basic Food program served 7,869 students (4,504 FTE). An overall increase of 1,039 students from FY24. To date in FY26, excluding spring, the BFET program has served 5,548 students (1,999 FTE), which indicates that enrollments in FY26 will significantly exceed FY25 enrollments. Our Basic Food model allows for reverse referrals, meaning program staff can recruit eligible students and assist them with their application for food assistance if they are not yet receiving this support. With the inclusion of the Benefits Navigators through the Basic Needs Act (SHB1559), colleges have been able to increase enrollments in BFET and support students in accessing resources including FAFSA. Colleges are also seeing increased enrollments with the passage of H.R. 1 and the implementation of work requirements for SNAP recipients without dependents. The State Board continues to be an active partner in the development and implementation of SNAP work requirements.

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

- Basic Food programs are accountable to successful completion of workforce education pathways and employment outcomes. Two years after exit, 70% of participants are employed with a median hourly wage of \$24.13. This is above the state's minimum wage of \$16.28.

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

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

WorkFirst – \$16,387,000

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.

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

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

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

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

Funding supports the State Board's efforts to impact state and federal policy concerning access to community and technical colleges for low-income parent populations. The State Board partners with the Department of Social and Health Services to advocate for the community and technical college's role in two-generational strategies to reduce poverty, and to highlight the community and technical college system through other state-wide and national efforts.

WorkFirst students are low-income parents. WorkFirst staff provides wrap-around support to ensure equitable access and retention, including referrals to external service providers to address childcare, healthcare, food insecurity, housing, and transportation needs. WorkFirst staff strive to transition WorkFirst students to additional resources to aid their advancement off TANF and out of poverty.

In 2026, the State Board and DSHS announced the inclusion of bachelor's programming as allowable educational activities for WorkFirst; further supporting strong efforts to increase access and support retention of students.

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

In FY25, WorkFirst served 3,484 students (1,843 FTE), which was an increase to the FY24 student enrollments. To date in FY26, excluding spring quarter, WorkFirst has served 2,397 students (878 FTE), putting colleges on a trajectory of serving more students in FY26 than FY25. WorkFirst program staff work directly with their Local Planning Area partners to promote referrals to education and training programs at community and technical colleges that meet local needs.

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

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

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

Recommendation/preferred result

Staff recommends approval of Resolution 26-06-22, awarding federal workforce education targeted funds to community and technical colleges for fiscal year 2026-27 as described in Attachment A.

Policy Manual Change Yes No

Prepared by: Marie Bruin, director, workforce education
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STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 26-06-22

A resolution relating to allocating and awarding \$57,201,501 of federal and state contracted workforce training funds to the community and technical college. (See Attachment A)

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

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

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

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges awards a total of \$57,201,501 for FY 2026-27 as detailed in Attachment A, consisting of:

1. \$13,944,200 for Carl D, Perkins Grant
2. \$6,632,864 for Early Achievers Grants
3. \$20,237,437 for Basic Food Employment and Training
4. \$16,387,000 for WorkFirst

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

APPROVED AND ADOPTED on June 4, 2026

Attest

Nate Humphrey, secretary

Martin Valadez, chair

WORKFORCE EDUCATION – FY27 GRANTS DISTRIBUTIONS

College	FY26 Carl Perkins	FY27 Carl Perkins	FY26 Early Achievers	FY27 Early Achievers	FY26 TOTAL	FY27 TOTAL
Bates	\$503,772	\$504,804	\$498,000	\$498,000	\$1,001,772	\$1,002,804
Bellevue	\$276,792	\$269,526	\$141,100	\$141,100	\$417,892	\$410,626
Bellingham	\$426,783	\$448,992	\$0	\$0	\$426,783	\$448,992
Big Bend	\$265,585	\$241,271	\$83,000	\$83,000	\$348,585	\$324,271
Cascadia	\$0	\$0	\$0	\$0	\$0	\$0
Centralia	\$252,271	\$261,254	\$66,400	\$66,400	\$318,671	\$327,654
Clark	\$429,431	\$406,129	\$91,300	\$91,300	\$520,731	\$497,429
Clover Park	\$518,840	\$551,221	\$58,100	\$58,100	\$576,940	\$609,321
Columbia Basin	\$438,281	\$431,538	\$157,700	\$157,700	\$595,981	\$589,238
Edmonds	\$334,458	\$339,954	\$166,000	\$166,000	\$500,458	\$505,954
Everett	\$336,675	\$326,249	\$141,100	\$141,100	\$477,775	\$467,349
Grays Harbor	\$214,263	\$210,871	\$83,000	\$83,000	\$297,263	\$293,871
Green River	\$462,651	\$445,023	\$282,200	\$282,200	\$744,851	\$727,223
Highline	\$406,761	\$426,750	\$547,800	\$547,800	\$954,561	\$974,550
Lake Washington	\$325,142	\$315,970	\$539,500	\$539,500	\$864,642	\$855,470
Lower Columbia	\$320,104	\$284,163	\$149,400	\$149,400	\$469,504	\$433,563
Olympic	\$420,782	\$421,816	\$456,500	\$456,500	\$877,282	\$878,316
Peninsula	\$304,939	\$330,270	\$41,500	\$58,100	\$363,039	\$388,370
Pierce	\$367,726	\$382,591	\$282,200	\$282,200	\$649,926	\$664,791
Renton	\$474,312	\$471,671	\$199,200	\$199,200	\$673,512	\$670,871

Seattle District	\$925,747	\$865,682	\$622,500	\$622,500	\$1,548,247	\$1,488,182
Shoreline	\$268,364	\$244,020	\$0	\$0	\$268,364	\$244,020
Skagit Valley	\$479,029	\$498,807	\$141,100	\$141,100	\$620,129	\$639,907
South Puget Sound	\$256,388	\$248,208	\$265,600	\$265,600	\$521,988	\$513,808
Spokane District	\$1,378,719	\$1,385,173	\$332,000	\$332,000	\$1,710,719	\$1,717,173
Tacoma	\$634,316	\$660,492	\$190,900	\$190,900	\$825,216	\$851,392
Walla Walla	\$546,111	\$616,963	\$116,200	\$116,200	\$662,311	\$733,163
Wenatchee Valley	\$255,620	\$256,110	\$224,100	\$224,100	\$479,720	\$480,210
Whatcom	\$169,890	\$166,741	\$149,400	\$132,800	\$302,690	\$299,541
Yakima Valley	\$373,192	\$376,146	\$249,000	\$249,000	\$622,192	\$625,146
SBCTC	\$1,552,524	\$1,555,795	\$358,064	\$358,064	\$1,910,588	\$1,913,859
Total	\$13,919,468	\$13,944,200	\$6,632,864	\$6,632,864	\$20,552,332	\$20,577,064

Notes:

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

SBCTC line

Admin	456,230	457,493	268,064	268,064	724,294	\$725,557
Grants	<u>1,096,294</u>	<u>1,098,302</u>	<u>90,000</u>	<u>90,000</u>	<u>1,186,294</u>	<u>1,188,302</u>
Total	1,552,524	1,555,795	358,064	358,064	1,910,588	1,913,859

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

STUDENT SUPPORT PROGRAMS – FY27 GRANTS DISTRIBUTIONS

College	FY26 WorkFirst	FY27 WorkFirst	FY26 Basic Food Employment & Training	FY27 Basic Food Employment & Training	FY26 TOTAL	FY27 TOTAL
Bates	\$397,401	\$394,423	\$371,824	\$436,523	\$769,225	\$830,946
Bellevue	\$416,708	\$424,094	\$641,444	\$1,010,630	\$1,058,152	\$1,434,724
Bellingham	\$240,235	\$248,776	\$597,252	\$656,920	\$837,487	\$905,696
Big Bend	\$257,489	\$270,902	\$498,576	\$501,419	\$756,065	\$772,321
Cascadia	\$0	\$0	\$37,362	\$91,806	\$37,362	\$91,806
Centralia	\$514,948	\$410,262	\$538,792	\$754,963	\$1,053,740	\$1,165,225
Clark	\$545,747	\$621,947	\$981,069	\$942,251	\$1,526,816	\$1,564,198
Clover Park	\$503,322	\$465,126	\$701,616	\$657,124	\$1,204,938	\$1,122,250
Columbia Basin	\$433,443	\$546,761	\$453,574	\$521,568	\$887,017	\$1,068,329
Edmonds	\$564,151	\$561,028	\$654,686	\$662,042	\$1,218,837	\$1,223,070
Everett	\$460,039	\$449,163	\$638,133	\$700,193	\$1,098,172	\$1,149,356
Grays Harbor	\$342,055	\$374,943	\$254,834	\$404,765	\$596,889	\$779,708
Green River	\$904,312	\$847,148	\$946,812	\$656,043	\$1,851,124	\$1,503,191
Highline	\$664,277	\$704,489	\$368,508	\$439,595	\$1,032,785	\$1,144,084
Lake Washington	\$427,447	\$379,677	\$636,575	\$730,825	\$1,064,022	\$1,110,502
Lower Columbia	\$557,120	\$519,605	\$436,995	\$523,370	\$994,115	\$1,042,975
Olympic	\$931,632	\$917,843	\$571,949	\$336,127	\$1,503,581	\$1,253,970

Peninsula	\$413,680	\$440,240	\$323,126	\$389,657	\$736,806	\$829,897
Pierce	\$443,175	\$469,653	\$330,000	\$458,000	\$773,175	\$927,653
Renton	\$819,226	\$671,127	\$419,823	\$520,833	\$1,239,049	\$1,191,960
Seattle District	\$1,123,058	\$1,085,490	\$1,606,970	\$2,250,345	\$2,730,028	\$3,335,835
Shoreline	\$412,384	\$447,174	\$529,163	\$567,865	\$941,547	\$1,015,039
Skagit Valley	\$408,939	\$361,762	\$381,165	\$417,643	\$790,104	\$779,405
South Puget Sound	\$520,330	\$578,849	\$242,220	\$301,399	\$762,550	\$880,248
Spokane District	\$1,053,847	\$1,193,069	\$765,084	\$1,802,397	\$1,818,931	\$2,995,466
Tacoma	\$920,723	\$887,377	\$447,551	\$500,095	\$1,368,274	\$1,387,472
Walla Walla	\$308,033	\$299,845	\$533,537	\$613,425	\$841,570	\$913,270
Wenatchee Valley	\$347,588	\$386,939	\$335,559	\$416,244	\$683,147	\$803,183
Whatcom	\$333,066	\$248,504	\$625,652	\$572,856	\$958,718	\$821,360
Yakima Valley	\$564,555	\$528,434	\$98,095	\$97,973	\$662,650	\$626,407
SBCTC	\$589,070	\$579,062	\$692,646	\$644,046	\$1,281,716	\$1,223,108
Total	\$16,418,000	\$16,313,712	\$16,660,592	\$19,578,942	\$33,078,592	\$35,892,654

Notes:

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

SBCTC line

Admin	579,062	579,062	692,646	644,046	1,271,708	\$1,223,108
Grants	<u>10,000</u>	<u>0</u>	<u>0</u>	<u>0</u>	10,000	<u>-</u>
Total	589,062	579,062	692,646	644,046	1,281,708	1,223,108

REGULAR ITEM (RESOLUTION 26-06-23)

June 3, 2026

Tab 3

Consideration of Fiscal Year 2027 Basic Education for Adults Federal Awards

Brief Description

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

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

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

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

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

Goal 1

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

Objective 1.1

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

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

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

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

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

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

Objective 1.2

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

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

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

Key offerings include:

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

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

BEdA Action: The Equity, Diversity, and Inclusion (EDI) team within BEdA worked closely with the agency's EDI office to create EDI training and opportunities for professional development for staff across the system. SBCTC's BEdA professional development offerings include sessions focused on anti-racist and EDI work, including:

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

Objective 1.4

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

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

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

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

Goal 2

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

Objective 2.1

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

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

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

BEdA Action: BEdA was approached by the Community College Research Center (CCRC) to jointly propose a study for funding to look at assessment and acceleration strategies in English language classes. The proposal acknowledges the shortcomings of the current standardized testing options and seeks to explore other ways of assessing and giving credit to English learners in a Guided Pathways model. Currently there is interest from a funder, and we hope to conduct the research in the 2025-26 Academic Year.

Goal 3

Provide flexible career-training options.

Objective 3.1

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

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

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

Objective 3.3

Support colleges in establishing work-based learning opportunities.

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

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

Background information and analysis

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

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

Recommendation/preferred result

Colleges offer BEEdA programs because their communities need them. However, because BEEdA classes are not financial aid eligible, colleges are not able to charge regular tuition. Thus, colleges operate BEEdA programs at a financial loss. The federal WIOA allocation provides base funding for

Washington state's community and technical college system to invest in a statewide adult basic education program that increases educational attainment and trains the workforce for the jobs of today and tomorrow.

Staff recommends approval of Resolution 26-06-23, awarding targeted funds to Basic Education for Adult providers for fiscal year 2027.

Policy Manual Change Yes No

Prepared by: Troy A. Goracke, interim director, basic education for adults

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STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 26-06-23

A resolution awarding \$13,490,152 of federal adult and family literacy funds.

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

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

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

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

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges awards a total of \$13,490,152 of federal funds as outlined in Attachment A; and

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

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

APPROVED AND ADOPTED on June 3, 2026.

Attest

Nate Humphrey, secretary

Martin Valadez, chair

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

Basic Education for Adults - FY 27 Grant Distributions

Provider	FY27 Basic	FY27 IELCE	FY27 Total
	Grant	Grant	
Bates Technical College	\$ 306,529	\$ -	\$ 306,529
Bellevue College	\$ 250,193	\$ 69,047	\$ 319,240
Bellingham Technical College	\$ 157,598	\$ 39,102	\$ 196,700
Big Bend Community College	\$ 180,197	\$ 47,466	\$ 227,663
Cascadia College	\$ 75,920	\$ -	\$ 75,920
Centralia College	\$ 90,550	\$ 24,173	\$ 114,723
Clark College	\$ 356,910	\$ 91,033	\$ 447,943
Clover Park Technical College	\$ 365,359	\$ 91,083	\$ 456,442
Columbia Basin College	\$ 286,396	\$ 72,135	\$ 358,531
Edmonds Community College	\$ 405,761	\$ 115,159	\$ 520,920
Everett Community College	\$ 269,550	\$ 67,869	\$ 337,419
Grays Harbor College	\$ 157,568	\$ -	\$ 157,568
Green River College	\$ 388,553	\$ 102,160	\$ 490,713
Highline College	\$ 740,328	\$ 227,213	\$ 967,541
Hopelink	\$ 38,378	\$ 10,503	\$ 48,881
Lake Washington Institute of Technology	\$ 314,367	\$ 82,947	\$ 397,314
Literacy Source	\$ 50,223	\$ -	\$ 50,223
Lower Columbia College	\$ 345,808	\$ 81,247	\$ 427,055
Olympic College	\$ 100,094	\$ -	\$ 100,094
Peninsula College	\$ 216,123	\$ -	\$ 216,123
Pierce College District	\$ 200,678	\$ 55,497	\$ 256,175
Renton Technical College	\$ 490,768	\$ 136,364	\$ 627,132
Seattle Central	\$ 297,688	\$ 82,313	\$ 380,001
Seattle North	\$ 286,202	\$ 85,689	\$ 371,891
Seattle South	\$ 299,684	\$ 86,987	\$ 386,671
Shoreline Community College	\$ 257,044	\$ 67,353	\$ 324,397
Skagit Valley College	\$ 375,489	\$ 91,201	\$ 466,690
Sound Learning	\$ 54,335	\$ -	\$ 54,335
South Puget Sound Community College	\$ 246,955	\$ 61,689	\$ 308,644
Spokane District	\$ 852,107	\$ 222,697	\$ 1,074,804
Tacoma Community College	\$ 256,327	\$ 66,225	\$ 322,552
Tacoma Community House	\$ 96,315	\$ -	\$ 96,315
Walla Walla Community College	\$ 91,872	\$ 22,732	\$ 114,604
Wenatchee Valley College	\$ 126,576	\$ 34,974	\$ 161,550
Whatcom Community College	\$ 113,782	\$ 30,290	\$ 144,072
Yakima Valley College	\$ 177,624	\$ 47,076	\$ 224,700
SUBTOTAL	\$ 9,319,851	\$ 2,212,224	\$ 11,532,075
SBCTC ¹	\$ 1,841,645	\$ 116,432	\$ 1,958,077
GRAND TOTAL	\$ 11,161,496	\$ 2,328,656	\$ 13,490,152

¹ These funds will be held at SBCTC and will be used for programs, leadership and administration.

Funds will be awarded based upon RFP, application, special projects and contracts.

REGULAR ITEM

June 3, 2026

Tab 4

2026 Legislative Interim Update

Brief Description

The board will receive an update on advocacy efforts during the legislative interim 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

Spring advocacy activity

The 2027 legislative session and the 27-29 biennium is looking similar to the 2026 legislative session; the state may find itself once again facing a difficult budget scenario. In an effort 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.

Core messaging

Many colleges presidents and boards of trustees are already making difficult decisions about program and course offerings. We are sharing the four points below as just part of the puzzle that brings local college administrations to making difficult budgetary decisions.

1. Tuition cap

In 2015 the Legislature starting basing tuition on "the average annual growth rate of the state's median hourly wage over the previous 14 years." This has eroded colleges' ability to fill gaps in state funding and adjust for inflation. During the Great Recession, when enrollment was booming and colleges were being cut by the state, they were still able to meet student demand because tuition filled the gap in state funding. Now, as colleges are rebounding in enrollment after the pandemic, the combination of the state funding erosion and low tuition is preventing us from meeting student demand.

2. State not fully funding Cost of Living Adjustments for college faculty and staff

This ongoing shortfall creates a permanent cut to CTC budgets. Financial margins are so slim, direct

cuts impacting students and services are often the only way to fill the gap.

3. Provisos

The percentage of each college's budget that is restricted with targeted funding as opposed to flexible funding keeps growing, while general costs (unfunded COLAs, inflation, etc.) keep growing. This has reached an untenable level. Provisos now make up about 15% of the college system budget (some we advocated for).

4. Inflation

The cost of colleges' daily bills – electricity, water, software licenses, etc. – have gone up exponentially while the ability to pay basic services becomes harder and harder.

Looking to 2027

- The legislature did not fully fund faculty and staff compensation. It 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.
- Telling the community college story to legislators and their staff is a top priority of the 2026 interim.
 - o As part of telling the story 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. (SBCTC board members are welcome to the ACT fall conference).

Recommendation/preferred result

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

Policy Manual Change Yes No

Prepared by: Arlen Harris, legislative director
aharris@sbctc.edu

STATE BOARD MEETING MINUTES

Martin Valadez, Chair // Kady Titus, Vice Chair // Crystal Donner // Debra Entenman // Mack Hogans // Chelsea Mason-Placek // Jay Reich // 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, Apr. 8, 2026

Regular meeting: Thursday, Apr. 9, 2026

South Seattle College (6000 16th Ave. SW, Seattle, WA 98106)

Hybrid option via Zoom

State board members present: Martin Valadez, Kady Titus (Apr. 8), Debra Entenman, Mack Hogans, Chelsea Mason-Placek, Naria Santa Lucia, Jay Schmidt, Jeff Wagnitz, Emily Yim

State board members absent: Kady Titus (Apr. 9)

Study session

The State Board held a study on Apr. 8, 2026, from 1–5 p.m.

Welcome and board member introductions

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

Land and labor acknowledgement

Board Member Jeff Wagnitz read the Land and Labor Acknowledgement.

New board member introductions

Executive Director Nate Humphrey called on newly appointed Board Members Naria Santa Lucia and Jay Schmidt to introduce themselves to the group.

2026 legislative session wrap-up

Arlen Harris, Legislative Director, provided the board with a recap of the 2026 legislative session. It adjourned on March 12 after a 60-day supplemental cycle focused on refining the state's operating, capital, and transportation budgets. At the beginning of the legislative session, the revenue forecast anticipated a roughly \$900 million shortfall over the next two years. In February, some relief came in with a new forecast with increased revenue.

Mr. Harris stated that, in response to a multibillion-dollar deficit last session, lawmakers increased revenue and reduced agency spending. For the community and technical college system, this resulted in operational reductions, a cut to summer Running Start, and a backfill to the Washington Public Employees Association (WPEA) cost-of-living adjustment (COLA) funding for some college staff. Many colleges are now facing difficult choices about programs and day-to-day operations.

He informed the board that a central priority for the 2026 session was restoring full state funding for employee compensation. The State Board for Community and Technical Colleges (SBCTC) appreciate the Legislature's action to provide general wage increases in fiscal year (FY) 2026 and FY2027 for classified and non-represented employees.

However, the enacted budget only funded a portion of these increases, requiring colleges to cover the remaining costs with tuition revenue and local dollars. With personnel costs making up more than 80% of college operating budgets, institutions have limited capacity to absorb unfunded obligations. The request to fully fund compensation increases was not included in the conference budget.

Regarding the 2026 supplemental operating budget, what was ultimately passed by the Legislature reflects earlier House and Senate proposals with some minor adjustments.

- Funding 79% of compensation increases, leaving colleges responsible for the remaining 21% (approximately \$28 million statewide)
- Reducing state appropriations for higher education by \$71.2 million over the biennium, replacing those funds with the building fee revenue from tuition
- Elimination of funding for Centers of Excellence beginning in FY2027
- Restoration of proviso language for the College Affordability Program, Guided Pathways implementation, nurse educator salary increases, and high-demand faculty salary increases
- A \$2.2 million administrative reduction
- Prohibition on the use of state funds for external governmental relations, and direction to prioritize retaining staff who provide direct student support during administrative reductions
- With the passage of Senate Bill (SB) 6260, Running Start access for high school students will be reduced from 1.4 full-time equivalent (FTE) to 1.3 FTE—effectively cutting one class per year for the 2026-27 and 2027-28 academic years before being restored to 1.4 FTE. This decision was made despite significant growth in summer participation (over 400%) and strong early gains in degree completion, retention, and overall student success following the program's expansion in 2023-24.

For the 2026 supplemental capital budget, the final version of the budget includes \$20 million in new appropriations for the community and technical college system. These specific investments advance our highest priorities related to major project readiness, climate action, and improved stewardship of existing facilities. It also provides \$5 million for Cascadia College's CC5 Gateway Building and \$11 million for Seattle Central College's EcoDistrict decarbonization project.

In addition, the Legislature appropriated \$2 million for a statewide building tune-up grant program and \$2 million for a statewide HVAC controls-to-schedule grant program administered by SBCTC. Together, these investments support both near-term project momentum and systemwide energy efficiency improvements.

Mr. Harris stated the Legislature also increased the major project predesign threshold from \$10 million to \$15 million, reducing administrative burden and accelerating project development. In addition, the Legislature approved an increase to the small works roster limits, gradually raising the value of projects that may use this contracting method from \$350,000 to \$500,000, beginning July 1, 2026, and \$1 million beginning July 1, 2027. These changes are intended to provide greater flexibility for delivering smaller capital projects while reducing administrative requirements

associated with full public works bidding. The budget also provides funding for the Department of Commerce to convene a work group to prioritize district energy decarbonization projects statewide.

Financial sustainability work update

Choi Halladay, SBCTC's Deputy Executive Director for Business Operations, led a discussion about financial sustainability metrics and recommendations being developed by the Business Affairs Commission, alongside Teri Sexton, SBCTC's Director for Accounting, and Jacob Jackson, Vice President for Finance and Administration at Renton Technical College. This is motivated by concerns about reputational risk, legislative restrictions, and inconsistent financial conditions.

Mr. Halladay emphasized the different reasons why the metrics are needed, including:

- System credibility and prevention of legislative intervention
- Lessons from K-12 districts in binding conditions
- Rising long-term costs from collective bargaining agreements
- Need for consistent analysis of student-funded debt service and reserves
- SBCTC's RCW authority to set minimum fiscal standards

The overall objective for the financial sustainability framework is to develop a uniform financial analysis, metrics, and review process applied consistently across all colleges to ensure fiscal sustainability.

The group discussed some of the challenges they have faced during this process, such as issues with CTClick conversion, inconsistent reserve classifications, missing or late entries, manual processes, and low trust in current fiscal indicators. There is demonstrated need for a proactive partnership approach rather than a monitoring role, with the goal of developing standardized reports and annual processes to support colleges effectively.

Mr. Halladay stated the system they are working on will use data-driven approaches and leverage existing reports to reduce subjectivity, with plans to implement annual reviews and color-coded status tracking (utilizing green/yellow/red indicators) to identify colleges needing support. This process will involve peer review teams from other colleges aiding, rather than solely relying on SBCTC interventions and will include both annual reviews and more intensive monitoring for colleges with yellow or red status.

Full implementation of this financial metrics framework is planned for FY2028.

2027-2029 capital budget academy

Darrell Jennings, Capital Budget Director, presented on this topic alongside Mr. Jackson and Eric Murray, President of Cascadia College. They discussed the current capital budget of approximately \$400 million, which is funded through state bonds and student building fees, with a recent transfer of \$72 million from building fees to the operating budget during the supplemental budget session. Their presentation outlined the process for prioritizing capital projects, including facility condition surveys and infrastructure assessments, with minor repair projects typically costing under \$45 million.

The group also discussed facility management and capital funding processes for community colleges. Mr. Jennings explained the inventory of 6,000 assets and the prioritization system for

addressing infrastructure beyond its useful life, including civil rights surveys and ADA compliance issues.

Mr. Murray provided a historical overview of the evolution of capital project pipeline processes from version 1.0 to 3.0, highlighting how the system has shifted from competitive college-based proposals to a unified prioritized list approach. They also discussed various funding mechanisms, including emergency repair funds, hazardous material abatement funds, and the challenges of competing for limited capital budget resources in the current financial environment.

Mr. Jennings talked through the new approach of funding intermediate projects between \$15-60 million to help campuses prioritize renovations over new buildings, which the Legislature supports as a more cost-efficient use of capital money. He also addressed space utilization concerns, clarifying that despite some online learning growth, classroom spaces remain fully utilized throughout the week. Lastly, he covered current pressures that colleges are facing. These include building performance requirements, decarbonization needs, and significant utility cost increases across campuses, with utility bills rising by approximately 20% annually.

Baccalaureate programs update

Kendrick Hang, SBCTC's Policy Associate for Baccalaureate Programs, provided the board with the quarterly baccalaureate degree update. SBCTC has approved over 175 bachelor's degree programs throughout all 34 community and technical colleges. They include nine approved Bachelor of Science in nursing (BSN) and 17 approved Bachelor of Science in computer science (BSCS) programs.

Mr. Hang highlighted the importance of tech education and hiring in Washington state. It is a national leader in tech employment and talent density, ranked second to Silicon Valley in California. Major tech employers in Seattle and the Puget Sound region include Amazon, Microsoft, Meta, Google, Boeing, Expedia, T-Mobile, and many more. Understanding post-secondary tech education, hiring, and employment trends is essential for future education, workforce, policy, and economic development planning

He also stated SBCTC is partnering with a research team at Bragg and Associates to conduct a methodical evaluation of the tech education and employment landscape in the state and find the "ground truth" as to what's happening to adapt and evolve programs based on best available evidence.

Mr. Hang proposed a new baccalaureate program at Pierce College: Bachelor of Applied Science (BAS) in accounting.

This will be Pierce College's seventh bachelor's degree program. The college will also have the fifth approved BAS accounting program in the community and technical college system.

Adjournment

There being no further business, Chair Valadez adjourned the study session at 4:58 p.m.

Study session

The state board held its regular business meeting on Apr. 9, 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 without change.

Motion: Moved by Mack Hogans, seconded by Jeff Wagnitz, 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 Chelsea Mason-Placek, and approved by the rest of the board to adopt the consent agenda. The approval vote included all board members except for one.

Board member Debra Entenman abstained from the following consent agenda items:

- Columbia Basin College – local capital expenditure authority for Performing Arts Building Replacement 40000108 (Resolution 26-04-08)
- Grays Harbor College – increased local capital expenditure authority for Lake Swano Dam (Resolution 26-04-09)
- Seattle Central College – local capital expenditure authority for Energy Retrofit for Public Buildings Grant (Resolution 26-04-10)
- Spokane Falls Community College – local capital expenditure authority for Building 17 Restroom Remodel (Resolution 26-04-11)
- 2026 Supplemental Capital Budget Allocations (Resolution 26-04-12)
- Pierce College - Proposed Bachelor of Applied Science in Accounting (Resolution 26-04-13)
- South Puget Sound Community College – local capital expenditure increase authority to construct a facility for soccer (Resolution 26-04-14)

Public comment

- Ashley Farinha, Bates Technical College
- Hollie Huth, Lake Washington Institute of Technology
- Annika ZumBrunnen, Bellingham Technical College
- Brittney Hykal, Lake Washington Institute of Technology
- Becky Cooke, North Seattle College
- Laura Black, Seattle Colleges
- Corvilia Thykkuttathil, Bellevue College
- Seamus Keating, Seattle Colleges

Recognition of Crystal Donner's years of service to the state board

Chair Valadez and Mr. Humphrey presented a resolution formally recognizing board member Crystal Donner for her eight years of service as a member of the board. She was appointed in January 2018

and during her time with the state board, Ms. Donner exercised her wealth of experience to advocate for students throughout the community and technical colleges system.

Ms. Donner has been active in the business community regarding issues affecting community and technical colleges, especially business competitiveness and infrastructure. She regularly advocated on behalf of issues impacting higher education, the engineering profession, and transportation across the region.

Chair Valadez then requested a vote to approve Resolution 26-04-16, formally recognizing board member Donner for her years of service.

Motion: Moved by Ms. Mason-Placek, seconded by Mr. Hogans, and unanimously approved by the rest of the board: Resolution 26-04-16.

2027-2029 capital budget proposal

Mr. Jennings presented the 2027-29 capital budget proposal. It reflects systemwide priorities for asset preservation, instructional modernization, safety, and long-term capital stewardship.

Under RCW 28B.50.090(1), SBCTC is required to prepare and submit a single, prioritized list of capital projects on behalf of the community and technical college system. Consistent with legislative direction, SBCTC organizes its capital request to prioritize minor works projects ahead of major capital projects and to request full design and construction funding within a single biennium wherever feasible. This approach reduces delivery risk, limits exposure to construction cost escalation, and accelerates the realization of benefits for students and communities compared to the former two-phase funding model.

Mr. Jennings detailed minor works projects in the proposal. They are funded as lists of projects of similar nature that fall within the cost thresholds established in statute and capital budget instructions. These projects are generally classified as either preservation projects, which maintain, preserve, or extend the useful life of existing facilities or program improvement projects, which modify or reconfigure existing space to meet instructional, programmatic, or operational needs.

For the 2027-29 capital budget request, SBCTC proposes continued investment in state-owned college facilities in the following minor works categories:

- Preventive facility maintenance and operations
- Capital administration and emergency repair capital funding
- Facility condition survey–identified repairs
- Infrastructure replacement
- Program improvement

Mr. Jennings also discussed facility condition survey repairs. This identifies building and site deficiencies, assigns relative severity—particularly for risks affecting occupant health and safety—and informs systemwide prioritization of repair and replacement needs.

The most recent survey indicates that the system continues to carry substantial deferred maintenance and infrastructure replacement needs, with a significant share of assets beyond their expected, useful life. Minor repair and infrastructure replacement requests for the 2027-29 biennium are prioritized based on remaining useful life, importance to instruction and ongoing operations, and equity considerations, including the populations and program areas served.

Mr. Jennings went on to discuss major capital projects within the proposal. These endeavors support major facility renovation, replacement, new construction, and property acquisition. These projects address large-scale instructional, programmatic, infrastructure, or life-safety needs. The state board maintains a systemwide pipeline of major capital projects submitted by colleges through established review and prioritization processes. There are currently 32 major projects in the pipeline, including the partially construction-funded Cascadia College CC5 Gateway Building.

The proposed 2027-29 capital budget request applies this board-approved framework, integrating intermediate projects directly into the major project list and prioritizing major and intermediate projects using the established pipeline order and evaluation criteria.

Overall, the proposed capital budget request is consistent with prior state board actions and recommendations from WACTC. The request includes:

- Prioritizing minor works projects ahead of major capital projects as the highest priority within the request
- Applying the board-approved capital budget framework, including the intermediate project process, as an integrated component of the major capital project list
- Prioritizing major and intermediate projects using the board-approved pipeline order and intermediate project evaluation framework, including legislative direction related to the Cascadia College CC5 Gateway Building
- Requesting full funding for design and construction within a single biennium, where feasible
- Targeting a total capital request of approximately \$600 million for minor works, intermediate, and major capital projects, reflecting documented system needs and anticipated statewide fiscal capacity
- Including central plant decarbonization projects developed in response to House Bill (HB) 1390 as an additional request, prioritized after major capital projects and not counted toward the \$600 million target
- Encompassing remaining major projects that fall beyond the near-term funding target in future biennia of the SBCTC 10-year capital plan.

Chair Valadez then requested a vote to approve Resolution 26-04-17, formally approving the 2027-2029 capital budget request.

Motion: Moved by Mr. Hogans, seconded by Mr. Wagnitz, and unanimously approved by the rest of the board: Resolution 26-04-17.

Authorization to implement supplemental business services

Mr. Halladay and Ms. Sexton presented a resolution to the board to establish Supplemental Business Services (SBS)—a centrally trained staffing resource within the Business Operations Division, to provide colleges with qualified personnel for temporary, project-based, or transitional support. Colleges are currently requesting support for vacancies, personnel on leave, account reconciliations, and financial statements.

Mr. Halladay stated that colleges across the system are experiencing sustained staffing shortages and difficulty recruiting employees with expertise in governmental accounting and PeopleSoft. To maintain operations, many colleges rely on temporary staffing agencies. However, agency staff generally lack college-specific knowledge, resulting in significant retraining, increased errors, and repeated support demands on both colleges and SBCTC.

SBS offers a strategic, cost-effective alternative. By centrally hiring and training staff with the required technical and system knowledge, Mr. Halladay stated that SBCTC can deploy employees who are ready to contribute immediately, improving accuracy and reducing operational disruption.

Both Mr. Halladay and Ms. Sexton discussed key benefits of these services for the colleges and SBCTC as an agency. They include:

- Access to skilled, system-trained staff who understand PeopleSoft and college accounting
- Lower long-term costs compared to retraining temporary agency staff
- Ability to redirect staff time from reactive support to strategic system improvements

SBCTC will front up to six months of salary to hire and train SBS employees. After training:

- Colleges will pay a flat hourly fee for all services
- The fee structure will cover employee salary and gradually reimburse SBCTC's initial investment
- The program is designed to become self-supporting

Chair Valadez then requested a vote to approve Resolution 26-04-18, formally authorizing the implementation of supplemental business services.

Motion: Moved by Mr. Hogans, seconded by Ms. Entenman, and unanimously approved by the rest of the board: Resolution 26-04-18.

Workgroup charter: Report on system efficiency, access, and district structure

Mr. Humphrey presented a resolution regarding the system efficiency study. The report comes at the request of the Legislature and directs SBCTC to submit a report to the governor and the appropriate committees of the Legislature by December 1, 2026. It must include recommendations to reduce redundancy and expenses that do not directly contribute to student success. It should also consider the locations of current colleges by region, districts with more than one campus, and other regional factors in which reductions and proximity might not significantly affect access to postsecondary education institutions. Additionally, SBCTC must review the district structure and its effect on campus operations and student success.

Mr. Humphrey stated that, given the scope, importance, and sensitivity of this legislative task, the report should be guided by a formal workgroup chartered by SBCTC that reflects shared governance and the structure of Washington's community and technical college system. Washington's system is a "federation of colleges" with centralized funding and decentralized district governance, making it especially important that this review be informed by state board members, presidents, trustees, and agency staff. The strategic plan also emphasizes supporting financial sustainability, process improvement, and stronger systemwide partnerships.

The proposed workgroup would consist of five (5) state board members, three (3) college presidents, three (3) local college trustees, two (2) labor representatives, one (1) student from the system, and the SBCTC Executive Director. It would be charged with leading, overseeing, and conducting the study process; reviewing relevant fiscal, operational, student success, geographic, and governance

information; engaging appropriate stakeholders; and producing a draft report and recommendations for state board review and approval prior to submission to the governor and Legislature.

The proposed workgroup structure also reflects SBCTC's prior practice of using ad-hoc committees or advisory bodies to support major work within the agency.

Chair Valadez then requested a vote to approve Resolution 26-04-18, formally authorizing the creation of the workgroup charter for the efficiency study.

Motion: Moved by Mr. Hogans, seconded by Ms. Santa Lucia, and unanimously approved by the board: Resolution 26-04-19.

Association of College Trustees (ACT) report

Wendy Bolhke, ACT president, was absent so the report was read by Marianna Watson, Executive Assistant. It recapped the recipients of the 2026 ACT awards:

- 2026 ACT Trustee Leadership Award; Rick Kaiser, nominated by the Bellingham Technical College Board of Trustees
- 2026 ACT Chief Executive Officer Award; Dr. Rebekah Woods, nominated by the Columbia Basin College Board of Trustees
- 2026 ACT Faculty Member Award; Dr. Sara Farag, nominated by the Bellevue College Board of Trustees
- 2026 ACT Professional Staff Member Award; Trisha Haggerty, nominated by the Peninsula College Board of Trustees
- 2026 ACT Impact & Success Award: South Puget Sound Community College, nominated by the South Puget Sound Community College Board of Trustees
- 2026 ACT Partner of the Year Award: The Boeing Company, nominated by the Edmonds College Board of Trustees

Ms. Bolhke's report also discussed the upcoming Association of Community College Trustees (ACCT) Leadership Congress, which takes place Oct. 21–24, 2026 in Chicago, IL. Lastly, the upcoming ACT Spring Conference was discussed. It takes place May 7–8, 2026 at Semiahmoo Resort in Blaine, WA.

WACTC report

Dr. Joyce Loveday, Washington Association for Community and Technical Colleges (WACTC) President, discussed the financial challenges facing the system's community and technical colleges, noting that over half are considering program reductions due to structural funding issues and rising costs. Colleges are absorbing the costs of things that are not fully funded, such as salary adjustments, benefits, inflation of goods and services, and utility cost increases.

Despite these financial constraints and tough decisions, Dr. Loveday stated, the state's community and technical colleges continue to highlight resilience and strength. They are adapting programs, creating partnerships, and coming up with creative solutions for how best to support students. She said the presidents of WACTC are willing and committed to a partnership to work through these issues together, such as with the efficiency study. She thanked SBCTC for their leadership in spearheading the study for the Legislature.

Lastly, Dr. Loveday highlighted the upcoming All-Washington scholarship event taking place at South Puget Sound Community College on April 23, 2026.

System unions report

Jaqui Cain, American Federation of Teachers (AFT) president, was not present, so Elena Rivero presented the AFT report on her behalf. She highlighted union expansion efforts and concerns about potential program closures at Seattle Colleges' Woodworking Technology Center.

Suzanne Southerland was not present, so no report for Washington Education Association (WEA) was given.

Executive director's report

Mr. Humphrey began his report by thanking South Seattle College for hosting the April meeting. He discussed the upcoming ACCT Conference, taking place in Seattle, WA on April 10. Dr. Joyce Hammer, SBCTC's Deputy Executive Director for Education, and Mr. Hang will present at the conference, along with Summer Kenesson, SBCTC's Director of Policy Research. The recent visit from the delegation of CollegeWales was also mentioned.

Mr. Humphrey explained the results from the first employment engagement survey. It showed positive marks in areas like belonging, work-life balance, and manager effectiveness, though opportunities exist in career advancement and cross-agency collaboration.

Board discussion and chair's report

Chair Valadez talked about the upcoming AACC Conference. He also highlighted the upcoming board meeting for June at Peninsula College in Port Angeles and discussed the importance of visiting the different colleges around the state and meeting with their local trustees and presidents.

Chair Valadez discussed the nominating committee for the board's next chair and vice chair elections. The committee consists of board members Hogans, Mason-Placek, and Yim. They have recommended there be bylaws change to term limits for officers, from three to four successive terms. This would provide more flexibility in leadership transitions. A final vote on this will not take place until the June board meeting.

Adjournment

There being no further business, Chair Valadez adjourned the April 2026 regular business meeting at 10:58 a.m.

Nate Humphrey, Secretary

Martin Valadez, Chair

REGULAR ITEM (RESOLUTION 26-06-20)

June 4, 2026

Tab 5

Spokane Community College and Spokane Public Schools Trades High School Ground Lease

Brief Description

Spokane Community College requests State Board approval to enter into a long-term ground lease with Spokane Public Schools for the development and operation of a Trades High School at the SCC campus. The proposed ground lease would allow SPS to construct and operate a four-year high school focused on skilled trades and applied technical education while preserving long-term state ownership of the land and strengthening coordinated pathways between K-12 and postsecondary workforce programs.

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

The proposed ground lease directly supports the State Board's strategic priorities by expanding access to career-connected education and strengthening pathways from K-12 to postsecondary training. The Trades High School will help increase participation in high-demand skilled trades programs while creating clearer, more accessible transitions for students into community and technical college programs, apprenticeships, and workforce credentials.

In addition, the proposal advances system goals related to workforce development and regional economic alignment by responding to documented labor market needs and leveraging partnerships to maximize the use of public resources and assets.

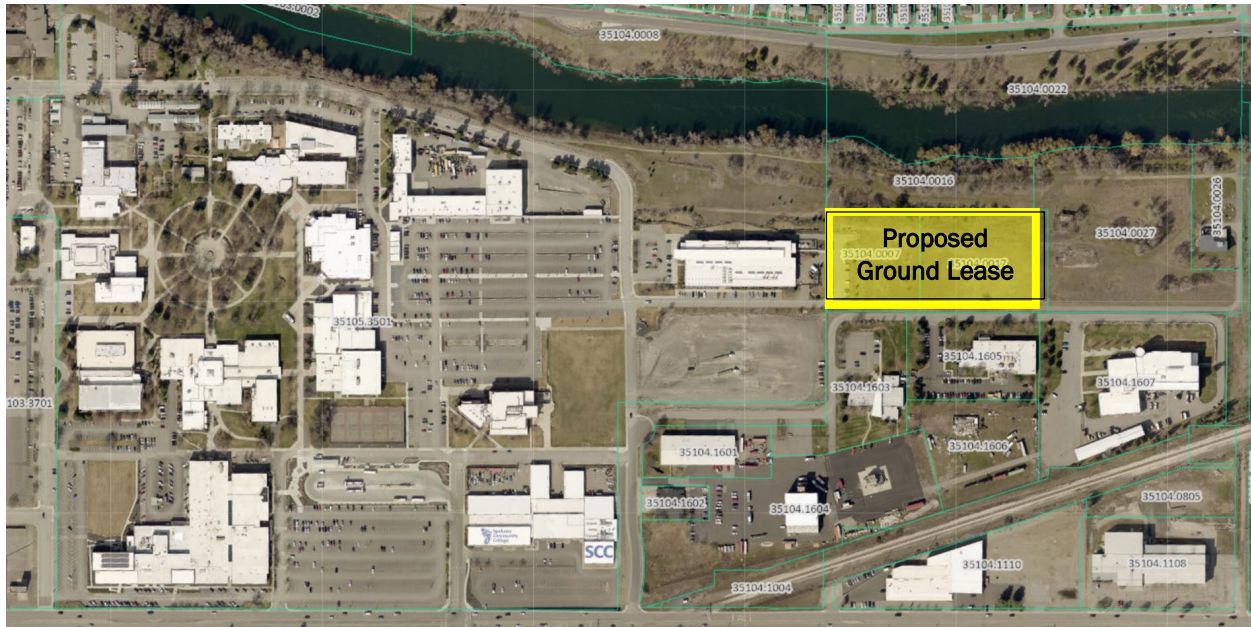
Background information and analysis

Spokane Community College (SCC), part of Spokane Colleges, requests State Board approval to enter into a long-term ground lease with Spokane Public Schools (SPS) for construction and operation of a Trades High School on SCC-controlled property. The proposal has been approved by the Spokane Colleges Board of Trustees and is presented consistent with SBCTC policy governing real property transactions.

The partnership responds to a voter-approved SPS capital bond and strong regional demand for expanded career and technical education. The Spokane region faces workforce shortages in healthcare, construction, and manufacturing, driven by retirements outpacing new entrants. The Trades High School is intended to strengthen the pipeline into these high-demand fields.

The proposed school would operate as a full-day, four-year program, distinct from existing skills centers, structured as a dual-credit pathway. Students would earn both a high school diploma and associate degree or industry-recognized credentials, reducing time to completion and increasing early access to postsecondary education and workforce pathways. The program is intended to be broadly accessible and supported with appropriate student services within a college campus setting.

The facility would be located on approximately 5.3-acres adjacent to SCC's Technical Education Building, with minimal impact on campus operations and no conflict with planned capital projects. Public engagement through the SPS bond process indicates strong community support.



Under the long-term ground lease, SPS would design, finance, construct, operate, and maintain the facility, while SCC and the State retain land ownership. SPS has indicated the program may become self-supporting over time. No significant new operating costs to the college are anticipated beyond those addressed in the lease.

Consistent with RCW 28B.50.090(13) and SBCTC policy, the State Board must determine whether the proposal is in the best interests of the college, community, system, and state. This request aligns with those criteria by advancing workforce education, addressing documented labor demand, and strengthening K-12 and postsecondary collaboration.

The State will retain control over the property through lease provisions governing permitted use, operations, and long-term disposition of improvements. At lease conclusion, improvements will revert to the State or be removed at SCC's discretion. Standard requirements for insurance, bonding, indemnification, and compliance with applicable laws, including prevailing wage, will apply.

Key lease elements are expected to include:

- Initial term of approximately 20 years with renewal options
- SPS responsibility for design, construction, financing, operations, and maintenance
- Compliance with prevailing wage requirements
- Removal of improvements and site restoration at lease end unless otherwise authorized

The College board of trustees approved resolution supporting this request at their April 7, 2026 meeting.

Process and next steps

SBCTC staff have reviewed the proposal for consistency with State Board policy requirements. If approved by the State Board, Spokane Community College will complete negotiations of the ground lease and any related agreements and continue to coordinate with the Office of the Attorney General

and other appropriate state agencies, as needed, prior to final execution. Execution of the agreements will be contingent upon confirmation that all terms and conditions comply with State Board policy and applicable law.

Recommendation/preferred result

Staff recommends approval of the resolution authorizing Spokane Community College to negotiate and enter into a ground lease with Spokane Public Schools for the development and operation of a Trades High School on SCC-controlled State Board property. The proposal is consistent with SBCTC policy requirements, serves a clear public purpose, and represents an appropriate and beneficial use of state-owned property.

The resolution would also authorize the Executive Director to approve and execute the final agreement upon confirmation that all required reviews have been completed and that the agreement complies with State Board policy and applicable law.

Policy Manual Change Yes No

Prepared by: Darrell Jennings, Capital Budget Director
(360) 704-4382, djennings@sbctc.edu

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 26-06-20

A resolution authorizing Spokane Community College to enter into a ground lease with Spokane Public Schools for development and operation of a Trades High School.

WHEREAS, Spokane Community College (SCC), part of Spokane Colleges, has requested approval to enter into a ground lease with Spokane Public Schools (SPS) for the development and operation of a Trades High School on SCC-controlled, state-owned property; and

WHEREAS the Spokane Colleges Board of Trustees has approved submission of this proposal to the State Board for Community and Technical Colleges for consideration; and

WHEREAS the proposed project is supported by voter-approved Spokane Public Schools capital funding and is intended to expand access to career and technical education and address regional workforce needs in skilled trades and applied technical fields; and

WHEREAS the proposed ground lease would allow Spokane Public Schools to design, finance, construct, operate, and maintain a Trades High School facility on SCC property while preserving long-term state ownership of the land; and

WHEREAS Spokane Community College will retain appropriate institutional control over the use of the property, including permitted uses, operational expectations, and long-term disposition of improvements through the terms of the ground lease and related agreements; and

WHEREAS Spokane Public Schools will be responsible for all costs associated with design, construction, operation, and maintenance of the facility for the duration of the lease, and the proposal does not require state capital funding and does not create material new financial obligations for the college beyond those expressly agreed to; and

WHEREAS the proposal has been reviewed in accordance with SBCTC policy governing real property transactions, and the State Board finds that the proposed ground lease is consistent with applicable statutes and policies; and

WHEREAS the State Board finds that the proposed ground lease serves the best interests of Spokane Community College, the community, the community and technical college system, and the State of Washington by expanding educational opportunity and strengthening workforce pathways;

THEREFORE, BE IT RESOLVED, That the State Board for Community and Technical Colleges approves Spokane Community College's proposal to enter into a ground lease with Spokane Public Schools for the development and operation of a Trades High School on SCC-controlled property; and

BE IT FURTHER RESOLVED that Spokane Community College is authorized to negotiate the terms of the ground lease and any related agreements consistent with this resolution and applicable State Board policy; and

BE IT FURTHER RESOLVED that the Executive Director of the State Board for Community and Technical Colleges, or designee, is authorized to review, approve, and execute the final ground lease and related agreements on behalf of the State Board upon determining that the agreements:

- Are consistent with the terms and intent of this resolution;
- Comply with applicable state law and State Board policy; and
- Have been reviewed by the Office of the Attorney General and other appropriate state agencies as required.

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

APPROVED AND ADOPTED on (06/4/2026)

Attest

Nate Humphrey, secretary

Martin Valadez, chair

CONSENT ITEM (RESOLUTION 26-06-21)

June 4, 2026

Tab 5

Lower Columbia College–local capital expenditure authority increase for construction of Softball Batting Facility

Brief Description

Lower Columbia College seeks approval to spend up to an additional \$700,000 in local reserve funds to construct a new Softball Batting Facility. This facility will provide flexible space for softball batting and pitching practice, addressing the lack of practice facilities on campus for the Red Devil Softball team. The project aligns with the college’s commitment to equitable support for women’s sports and enhancing athletic facilities.

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

Lower Columbia College has identified the need for a dedicated practice facility for its Red Devil Softball team. The new building will offer flexible space for batting and pitching practice, ensuring the team has adequate facilities. The Lower Columbia College Foundation is actively raising funds through its "Opportunity Can't Wait" capital campaign to support this project. This facility will also support the women’s soccer team by providing space for futsal practice.

Lower Columbia College’s Board of Trustees approved this project and local capital expenditure on October 18, 2023. The college received State Board approval to use local funds up to \$700,000 on October 31, 2023, and was subsequently awarded \$700,000 in Department of Commerce funding in the fiscal year 2025 supplemental budget, bringing the total approved funding to \$1,400,000. Updated project cost estimates and expanded scope have increased the total project cost to \$2,100,000. Lower Columbia College is requesting additional authority of \$700,000 in local reserves to fully fund and complete the project. The Lower Columbia College Board of Trustees approved the additional \$700,000 request on May 20, 2026.

Recommendation/preferred result

Staff recommends approval of Resolution 26-06-21 granting Lower Columbia College the authority to spend up to an additional \$700,000 in local reserves, for total project funding approval of \$2,100,000, for the construction of the Softball Batting Facility.

Policy Manual Change Yes No

Prepared by: Darrell Jennings and Susan Locke
360-704-4382, djennings@sbctc.edu

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 26-06-21**

A resolution relating to the construction of a Softball Batting Facility at Lower Columbia College, authorizing an increase for the college to spend up to \$700,000 in local reserves to complete the facility.

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

WHEREAS, Lower Columbia College has identified the need for a dedicated practice facility for its Red Devil Softball team to address the lack of practice facilities on campus; and

WHEREAS, this facility will provide equitable support for women's softball and ensure that they have adequate practice facilities, and will also support the women's soccer team by providing space for Futsal practice; and

WHEREAS, the Lower Columbia College Foundation is actively raising funds through its "Opportunity Can't Wait" capital campaign to support this project; and

WHEREAS, the total project cost is \$2,100,000, inclusive of previously approved funding and the requested additional local reserves; and

WHEREAS, Lower Columbia College's Board of Trustees approved this request for additional local capital expenditure authority of up to \$700,000 on May 20, 2026.

THEREFORE, BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Lower Columbia College to spend an additional \$700,000 in local reserve funds to construct a Softball Batting Facility.

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

APPROVED AND ADOPTED on (06/04/2026)

Attest

Nate Humphrey, secretary

Martin Valadez, chair

CONSENT ITEM (RESOLUTION 26-06-24)

June 4, 2026

Tab 5

Officer term limits change to State Board bylaws

Brief Description

Recent bylaws revisions recommended by Board members of the Washington State Board for Community and Technical Colleges that would extend the term limits for Board members in officer positions from three consecutive terms to four.

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

The State Board for Community and Technical Colleges carries out its statutory responsibilities and duties within the confines of the authority, power, and discretion granted ([RCW 28B.50](#)). State Board Bylaws were established to provide guidelines governing the practical details of its administration, as well as providing additional details regarding its purpose. Specifically, officer positions on the Board allow members

Background Information and analysis

The Board elects a chair and vice-chair from its members during the annual June meeting. These individuals serve for one year until successors are elected (see [RCW 28B.50.070](#)). The chair presides at all Board meetings and sign any legal or official documents that require a signature on behalf of the board. In the absence of the chair, the vice chair assumes their duties and acts as chair pro tempore. They may also serve as the successor of the chair.

During the April 2026 Board meeting, there was discussion of extending the term limits for officer positions from no more than three successive terms to no more than four successive terms. This is to provide more flexibility in leadership transitions. Members of the Board agreed to consider this proposed change and bring it up to a vote at the next Board meeting.

Recommendation/preferred result

The Board recommends approval of Resolution 26-06-24.

Policy Manual Change Yes No

Prepared by: Marianna Watson, executive assistant

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STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 26-06-24

A resolution relating to the State Board for Community and Technical Colleges adopting an updated set of bylaws that changes term limits for officer positions from no more than three successive terms to no more than four successive terms.

WHEREAS, the State Board for Community and Technical Colleges in 2024 adopted Resolution 24-05-27 to review State Board bylaws via a committee; and

WHEREAS, State Board members convened during the April 2026 meeting to discuss extending the term limits of Board officer positions, such as Chair and Vice Chair; and

WHEREAS, Board members agreed to consider the proposed changes to officer term limits and bring the matter to a vote at the next Board meeting; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes the adoption of the attached document with the proposed bylaws update.

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

APPROVED AND ADOPTED on June 4, 2026

Attest

Nate Humphrey, secretary

Martin Valadez, chair

BYLAWS OF THE STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

Name

The name of this organization shall be the State Board for Community and Technical Colleges.

Legal Basis

The legal basis for education in the community and technical college system is vested in the will of the people as expressed in the constitution of the State and the statutes pertaining to community and technical college education.

Authority

The State Board for Community and Technical Colleges shall act as the agent of the State in exercising general supervision and control over the state system of community and technical colleges. It shall be responsible for carrying out the responsibilities and duties imposed upon it within the confines of the authority, power, and discretion granted to it by law (see [RCW 28B.50](#)).

The Board shall appoint and fix the salary of a director who, under its supervision, shall administer the provisions of law and the rules and regulations established thereunder (see [RCW 28B.50.060](#)).

The Board shall authorize, by resolution, such special or standing committees as are deemed necessary. The role, responsibility, and/or authority of each committee shall be set out by the Board in the resolution. Special committees may be formed at the discretion of the chair, pending approval by the Board at the next business meeting.

Membership

Nine members shall be appointed by the Governor with the consent of the Senate (see [RCW 28B.50.050](#)).

All members shall be citizens and residents of the state.

The term of office of members of the State Board for Community and Technical Colleges shall be four years and members shall continue to serve until the appointment and qualification of their respective successors. Each appointee to the Board shall have full authority to act following appointment, pending consent of the Senate.

Whenever there shall be a vacancy, the Governor shall fill such vacancy by appointment and the person appointed shall remain in the office only for the remainder of the unexpired term.

Members may be removed by the Governor for inefficiency, neglect of duty, or malfeasance in office.

Officers

At its annual March meeting the Board shall appoint a nominating committee to submit from among its members a chair and vice chair for nomination at its annual June meeting. The chair and vice chair serve as the elected officers of the Board.

At its annual June meeting the Board shall elect from among its members a chair and a vice-chair who, following the June meeting, shall serve for one year until successors are elected (see [RCW 28B.50.070](#)). No Board member may serve more than ~~four~~ ~~three~~ successive terms in an officer position regardless of the position held.

The chair shall preside at all meetings of the Board and shall sign all legal and official documents that require signature on behalf of the Board. While presiding, the chair shall have full right of discussion and vote.

In the absence of the chair, the duties of the chair will be assumed by the vice chair who shall act as chair pro tempore. The vice chair may serve as the successor to the chair.

The chair, vice chair, and the immediate past chair shall serve as an Executive committee to assist the director with planning Board agendas and activities between Board meetings. No final actions shall be taken by the Executive Committee on behalf of the Board.

Director

The director shall be the executive officer and secretary of the Board and shall attend all meetings of the Board but shall not be entitled to vote in its proceedings. The director shall keep records of proceedings of all meetings and be responsible for the distribution of minutes of the meetings and other official actions of the Board. The director shall also post all legal notices and perform such other duties as are prescribed by the Board and by law (see [RCW 28B.50.060](#)).

At its first regular meeting of the calendar year, the Board shall appoint an Evaluation Committee. The primary responsibility of the Evaluation Committee is to recommend the process for evaluating the performance of the director in that year, and administer any process adopted by the Board.

Meetings

Regular meetings, of which there shall be a minimum of one per quarter, shall be held at the Board's established offices in Olympia or wherever the convenience of the public or community and technical colleges may be promoted, or delay or expense may be prevented. The annual meeting of the Board shall be held in the month of June (see [RCW 28B.50.070](#)).

Equity and accessibility are Board priorities in setting the location and structuring of Board meetings. Board members are highly encouraged to attend regular meetings in-person, if given the option and to the extent they are able. The annual meeting of the Board shall be held in the month of June (see [RCW 28B.50.070](#)).

Five members shall constitute a quorum, and no meeting shall be held with less than quorum present. The concurrence of at least five members is necessary to authorize any official board action. All members present at a public meeting must either cast a vote or indicate a desire to abstain from voting upon any question or motion properly before the Board.

Members of the State Board for Community and Technical Colleges shall receive compensation not to exceed \$50 and per diem in the sum provided by law for each day attending meetings of the Board and also for each day spent fulfilling duties as a Board Member. Members shall also receive mileage and other travel reimbursed as authorized under Office of Financial Management travel regulations ([RCW 28B.50.050](#)).

All State Board meetings will be held in compliance with the Open Public Meetings Act and the Administrative Procedures Act, to the extent the acts govern.

Agenda

After consultation with the executive committee, an agenda for each regular meeting shall be prepared by the director and distributed to Board members no later than four days prior to the meeting. The agenda shall be amended at the time of the meeting upon the request of either the chair or director.

Minutes

Minutes of the proceedings of the Board of the previous meeting shall be prepared by the Secretary and distributed to the members with the next meeting's agenda.

A copy of all motions shall be recorded in full in the minutes. The names of those who make and second motions and those who vote aye, nay or abstain shall be recorded. The official minutes shall be bound and kept in the office of the director.

Communications Regarding Board Activity

All press releases and answers to official and public requests regarding Board activities shall be provided by or in conjunction with the State Board office.

Parliamentary Authority

The rules contained in Robert's Rules of Order, Revised, shall guide the Board in all cases to which they are applicable, and in which they are not inconsistent with the bylaws of this Board or the laws of the state.

Amendments

These bylaws may be amended by a majority of the entire Board provided the amendment was submitted at the previous meeting.

Fiscal Year of the State Board

The fiscal year of the State Board for Community and Technical Colleges shall conform to the fiscal year of the State of Washington and shall be from July 1 - June 30, inclusive.

Member Attendance Policy

Each member of the Board is expected to attend regular meetings of the Board and to be an active member of at least one committee established by the Board.

In the event a member is unable to attend a Board or committee meeting, the State Board office should be notified as soon as possible.

Each new member of the State Board shall, upon appointment, be furnished with a copy of this policy.

In March of each year, a report of the attendance record shall be sent to the Governor.

NOTE: Bylaws initially adopted June 22, 1967; Amended July 9, 1970, September 11, 1970, November 4, 1971, June 28, 1973, September 10, 1975, December 1, 1977, June 27, 1979, August 21, 1980, February 23, 1984, March 12, 1992, May 1996, October 21, 2004, September 12, 2013, May 9, 2024, April 10, 2025, June 4, 2026.

CONSENT ITEM (RESOLUTION 26-06-25)

June 04, 2026

Tab 5

Tacoma Community College –Increase Local Capital Expenditure Authority for Building 11 Student Center Improvements

Brief Description

Tacoma Community College requests approval to spend up to an additional \$4,018,460 in local reserve funds to complete improvements and repairs to the Building 11 Student Center (UFI# A07930). This project will enhance the functionality and suitability of the student center for student and event uses.

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

Tacoma Community College seeks authority to expend local reserve funds to complete improvements and repairs to the Building 11 Student Center (UFI# A07930). The project will enhance the functionality, usability, and overall condition of the student center, ensuring it supports student engagement and campus activities.

This request represents an increase in authority from the college’s prior approval of \$450,000 in March 2025, which was supported by local bookstore revenue. The college now seeks additional authority to complete the full scope of Building 11 improvements, bringing the total project authority to \$4,468,460.

The college’s President approved the use of up to \$4,018,460 in local reserve funds on May 27, 2026, with further college Board of Trustee approval anticipated at their June 11, 2026, meeting.

Recommendation/preferred result

Staff recommends approval of Resolution 26-06-25 granting Tacoma Community College the authority to spend up to \$4,018,460 in local reserve funds for improvements and repairs to the Building 11 Student Center (UFI# A07930), bringing the total project authority to \$4,468,460.

Policy Manual Change Yes No

Prepared by: Darrell Jennings and Susan Locke

360-704-4382, djennings@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 26-06-25

A resolution authorizing Tacoma Community College increased authority to expend local capital funds for improvements and repairs to the Building 11 Student Center (UFI# A07930).

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

WHEREAS, Tacoma Community College seeks authority to expend up to an additional \$4,018,460 in local reserve funds to complete improvements and repairs to the Building 11 Student Center (UFI# A07930), representing an increase from a prior authorization of \$450,000 approved in March 2025 supported by local bookstore revenue; and

WHEREAS, the total authority for Building 11 Student Center improvements will be \$4,468,460; and

WHEREAS, this project will provide an improved and fit-for-purpose student center that supports student use and campus events; and

WHEREAS, the Tacoma Community College President approved the use of up to \$4,018,460 in local reserve funds on May 27, 2026, with further Board of Trustee approval anticipated at their June 11, 2026, meeting;

THEREFORE, BE IT RESOLVED, that the State Board for Community and Technical Colleges conditionally authorizes Tacoma Community College to spend up to \$4,018,460 in local reserve funds for improvements and repairs to the Building 11 Student Center (UFI# A07930), contingent upon approval by the Tacoma Community College Board of Trustees, bringing the total project authority to \$4,468,460.

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

APPROVED AND ADOPTED on (06/04/2026)

Attest

Nate Humphrey, secretary

Martin Valadez, chair

REGULAR ITEM (RESOLUTION 26-06-26)

June 4, 2026

Tab 6

Consideration of Fiscal Year 2027 Operating Budget and Enrollment Allocations

Brief Description

The State Board will review the fiscal year (FY) 2027 allocation of funds to college districts and associated enrollments allocations, along with changes to current fiscal year allocations resulting from the 2026 supplemental operating budget enacted by the Legislature.

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

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

Background information and analysis

Background on State Board Allocations to Districts

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

Attachment A details the funds distributed through the key components of the allocation model, as well as funds distributed outside the allocation model through safe harbor provisions, including:

- Legislative proviso — Language in the budget bill that places conditions or limitations on the use of appropriations.
- State Board earmarks — Funds designated by the State Board for specific purposes, often targeting programs or populations.

- Four-year safe harbor – Annual increases for compensation and facilities are held outside the model for four years. After that period, the first year of increases is distributed through the allocation model, and another year of increases enters the four-year safe harbor.

Allocation Summary and Discussion

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.

The elimination of all industry specific Centers of Excellence, the \$2.2 million administrative reduction, and maintenance adjustments for a lower than originally budgeted I-732 cost of living increase and insurance premium rate combined with funding changes for central services funding, and the state funded portion of the WPEA and Highline recently ratified collective bargaining agreements result in a near net zero change for fiscal year 2027.

With no new investments, 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.

The 2026 Supplemental Operating budget also made minor adjustments to the current fiscal year, along with the higher education adjustment. Attachment B provides a description of those items and how they will be allocated.

Enrollment Allocation

With implementation of the new allocation model, the community and technical college system enrollment target of 139,927 students is eliminated. In its place, the system will use a rolling four-year average of actual enrollments, including both headcount and FTE.

The move to actual enrollment data helps ensure that resources are deployed where most needed by specifying the conditions under which a district is eligible to receive additional enrollment allocations. As outlined in Attachment A, these rules also specify the conditions under which a district's future enrollment allocations could be adjusted.

Recommendation/preferred result

Staff recommend adoption of the FY 2027 operating budget and enrollment allocations, as well as FY 2026 allocation changes as outlined in the attachments.

Policy Manual Change Yes No

Prepared by: Stephanie Winner, Operating Budget Director

(360) 704-1023, swinner@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 26-06-26

A resolution relating to fiscal year 2027 operating budget allocations and 2026 supplemental budget adjustments.

WHEREAS, RCW 28B.50.090 authorizes the State Board for Community and Technical Colleges to receive state funds and establish guidelines for the distribution of such funds to college districts; and

WHEREAS, the Legislature enacted a 2026 supplemental operating budget that modifies appropriations for the current biennium and includes adjustments impacting fiscal year 2027 as outlined in Attachment A and adjustments to fiscal year 2026 outlined in Attachment B; and

WHEREAS, fiscal year 2027 marks implementation of the new allocation model approved in August 2025 and includes updated enrollment rules associated with the allocation of state funds as outlined in Attachment A; and

WHEREAS, the allocation model includes key components consisting of:

- 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 Student Achievement Initiative academic momentum metrics; and
- distribution of five percent of state operating appropriations based on Basic Education for Adults and skills gap program enrollments; and

WHEREAS, certain funds will continue to be distributed outside of the allocation model, including legislative provisos, State Board earmarks, and four-year safe harbor provisions related to compensation and facilities funding; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes the allocation of supplemental funds for fiscal year 2026 and the allocation of annual funding and enrollments for fiscal year 2027; and

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

APPROVED AND ADOPTED on June 4, 2026

Attest

Nate Humphrey, Secretary

Martin Valadez, chair

FY 2027 OPERATING BUDGET ALLOCATION

Allocation Model Components

Minimum Operating Allocation **\$114.4 million operating, \$11.4 million capital**

The model assumes every college requires a minimum level of funding to support campus operations. Under the new model, each college receives \$3.7 million annually. A portion of this funding (\$11.4 million) is provided through the capital budget because of a 2003 fund swap in which the Legislature replaced state operating funds for maintenance and operating with capital projects account funding. The remaining \$114.4 million comes from operating budget appropriations.

Performance Funding – Student Achievement Initiative **\$61.6 million**

Five percent of the total state operating appropriations is dedicated to performance funding within the allocation model. This amount includes \$5.25 million provided annually through a proviso in the enacted budget. Fiscal year 2027 allocations are distributed using the academic momentum points and performance outcomes from academic year 2024-25.

District Enrollment Allocation Base (DEAB) **\$523.7 million**

The DEAB provides base funding according to each district's proportional share of system enrollments using a four-year rolling average of actual enrollments, including both headcount and full-time equivalent (FTE). International, corporate, and continuing education enrollments are excluded from the four-year averages. Fiscal year 2027 allocations are based on enrollment data from academic years 2021-22 through 2024-25.

Priority Enrollments **\$61.6 million**

Five percent of the total state appropriation is dedicated to priority enrollments. Fifty percent of the funding is distributed based on enrollments in Basic Education for Adults programs and fifty percent is distributed based on enrollments in designated skills gap programs. Fiscal year 2027 allocations are based on 42,349 priority enrollments from academic year 2024-25. Skills gap enrollments account for 58 percent of the total, while Basic Education for Adults enrollments account for 42 percent.

Safe Harbor Components

Safe harbor refers to funds distributed outside the allocation model. These funds are organized into three distinct categories, each outlined below. Allocation methodologies for items held in safe harbor vary and are developed in collaboration with college presidents.

Compensation, maintenance and operations (M&O), and leases earmarks **\$188.2 million**

Compensation funding includes wage increases, health benefit rate changes, and pension rate change. Annual compensation funds are distributed based on each district's share of salary expenditures in the prior fiscal year.

Maintenance and operations (M&O) funding supports utilities, custodial services, and routine maintenance costs associated with new facilities or leases expected to be occupied during the fiscal year. Funding is adjusted according to projected occupancy timelines.

Under the policy adopted in 2017, annual allocations for employee compensation, building M&O, and lease increases are held in safe harbor for four years. In the fifth year, the annual allocations that have been held in safe harbor for four years are removed and distributed through the enrollment base funding in the

allocation model. Funds entering four-year safe harbor in fiscal year 2027 include:

I-732 Cost of Living Adjustment (COLA) – \$13.1 million

The budget provides authority for an I-732 cost of living adjustment under RCW 28B.50.465 and 28B.50.468 at the Implicit Price Deflator rate of 2.6 percent for FY 2027. I-732 funding is provided to faculty at all colleges and classified employees at the technical colleges.

General Wage Increases, Represented and Locally Bargained Classified CBA – \$16.8 million

The budget provides authority for a 2 percent general wage increase for WPEA and WFSE represented classified and locally bargained collective bargaining agreement, exempt, and non-represented employees effective July 1, 2026.

Additionally, the budget provides a retroactive 3 percent increase, effective July 1, 2025 for WPEA represented classified under the recently ratified collective bargaining agreement.

Employee Health Insurance Contributions and Pension – (\$118,000)

Adjusted Public Employee Benefits Board (PEBB) rate of \$1,334 per month per eligible employee in fiscal year 2027, a \$16 per month reduction over what was projected for the biennium. Adjusted employer pension contribution rates as adopted by the Pension Funding Council.

Regional Premium Pay – \$8,836,000

Compensation increase funding originally appropriated in 2020 for designated employees working in King County. Entering year one of four-year safe harbor.

Maintenance & Operations – \$942,000

These funds support maintenance costs for buildings expected to be completed during fiscal year 2027 at Bates Technical College, Bellevue College, and Wenatchee Valley College.

State Board Earmarks

\$49.9 million

Funds in this category often began as legislative provisos but are now included in the State Board's base appropriations from the state. These funds are dedicated for specific purposes or programs identified as a high priority of the State Board. Generally, they are distributed based on State Board policy and under the guidance of the Executive Director with methodologies appropriate to each program or purpose.

- Alternate Finance Project Debt Service – \$10,684,000
- Aerospace Apprenticeships (final contractor payment FY27) – \$1,650,000
- Aerospace Enrollments – \$8,000,000
- Disability Accommodations – \$1,740,806
- Goldstar Families HB 2009 – \$381,000
- Guided Pathways (re-established proviso) – \$2,508,500
- Incarcerated Students Advising SB5953 – \$819,000
- Invest in WA Fund - Workforce Development – \$82,000
- Labor Education and Research Center – \$162,868
- Opportunity Grants – \$12,500,000
- Postsecondary Education SSHB 1835* – \$1,500,000
- Student Emergency Assistance Grants* – \$750,000
- Students of Color – \$1,011,627
- Worker Retraining* – \$6,498,100
- Workforce Development Projects – \$1,569,945

Legislative Provisos

\$202 million

Legislative provisos are budget bill provisions that place conditions or limitations on the appropriate use of funds. Proviso funding may be provided on either an ongoing or one-time basis for programs or projects identified as priorities of state policymakers. These funds are restricted to the uses specified by Legislature.

- Allied Health Programs – \$775,000
- Apprenticeship & Higher Ed ESSB 5764 – \$386,000
- Bachelor of Science in Computer Science – \$1,140,000
- Behavioral Health Credentials – \$150,000
- College Affordability Program (proviso re-established) – \$26,227,000
- College in the High School 2SSB 5048 – \$3,990,000
- Cybersecurity 500 Enrollments – \$2,334,000
- Dental Therapy Education – \$1,100,000
- Diversity in Higher Education SB 5227 – \$2,390,000
- Dual Credit CTE – \$308,000
- Early Achievers Grant Supports – \$801,000
- Equity and Access in Higher Education SB 5194 – \$9,724,000
- Fabrication Wing Training Program – \$1,500,000
- Federal Way Ed Initiative – \$500,000
- Guided Pathways (proviso re-established) – \$39,423,500
- Healthcare Pathways – \$204,000
- High Demand Enrollments – \$1,000,000
- High Demand Educator Salary Increases (proviso re-established) \$20,000,000
- I-BEST – \$750,000
- Job Skills Program – \$7,725,000
- Labor Education Research Center – \$338,000
- Maritime Academy & Maritime Apprenticeship – \$527,000
- MESA Community College Programs – \$2,062,000
- Nurse Enrollment Increases – \$4,560,000
- Nurse Educator Salary Increases (proviso re-established) – \$20,400,000
- Nurse Supply ESSSB 5582 – \$512,000
- Opportunity Center for Employment and Education – \$216,000
- Opportunity Grants Health Workforce – \$2,000,000
- Outreach Specialist Expansion – \$595,000
- Refugee Education – \$3,728,000
- SIM Lab Equipment Operations and Maintenance – \$1,600,000
- Student Assistance Grants HB 1893* – \$4,000,000
- Student Needs SSHB 1559 Benefits Navigator* – \$2,211,000
- Students Experiencing Homelessness* – \$3,718,000
- Wolf/Rush Benefits Litigation – \$1,648,000
- Wildfire Prevention Program – \$157,000
- Worker Retraining* – \$33,261,000

**Program has both earmark and proviso funds*

Other Funding Outside the Allocation Model

State Board Operations and System IT Services

\$19.76 million

This annual base allocation supports State Board agency operations, including the system IT support division, and the system out-of-state payroll specialist. The allocation is determined by increasing the prior

year base by the amount of SBCTC allocations rolling out of four-year safe harbor.

State Board Bill Related Earmarks or Specific Purpose Funding \$1.16 million

- Adult Basic Education Enrollments and Program – \$153,770
- Basic Education Federal Grant State Match – \$396,777
- Corrections Education Contract, Compensation Funding – \$597,310
- Construction Training/DOC 2SHB2084 (ends FY28) – \$8,000

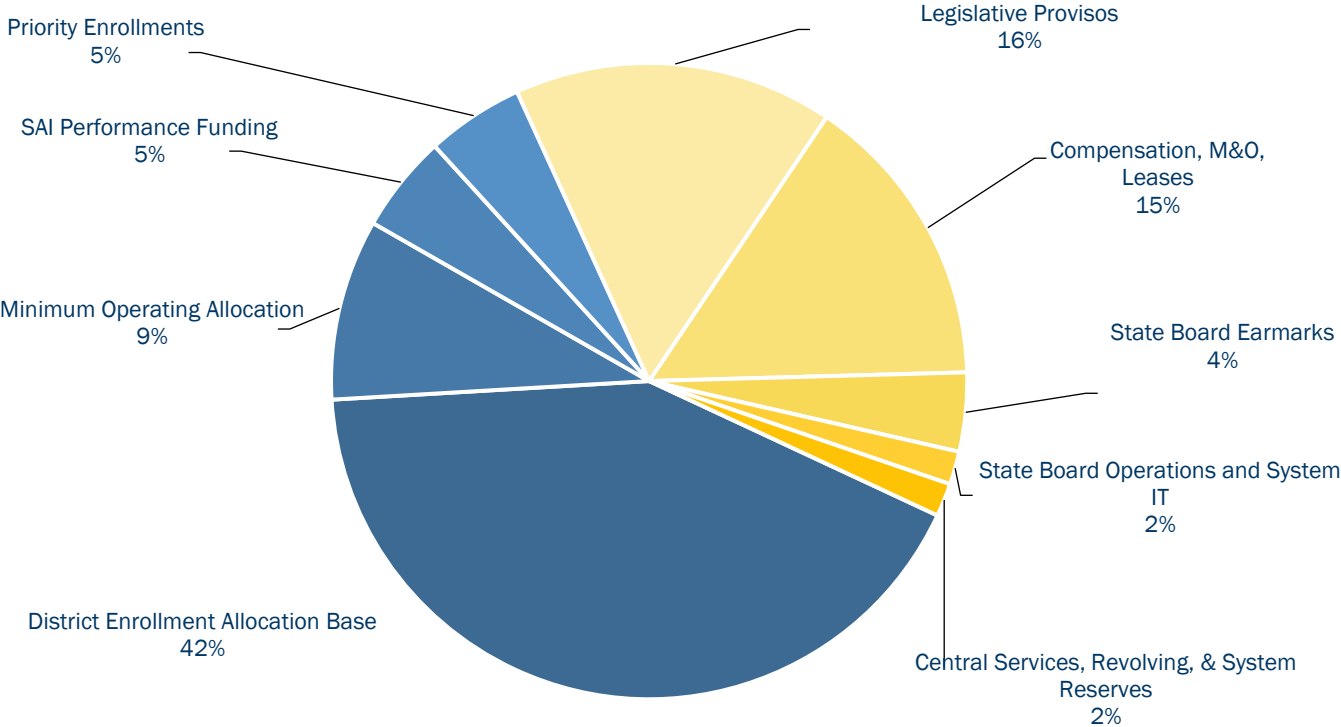
State of Washington Central Services, Revolving Fund, and System Reserves \$21 million

Central services are core services provided by centralized state agencies to support agency operations and missions. The central services model (CSM) is a budgeting tool to estimate the distribution of central services costs across state agencies based on provider methodologies.

Innovation Account – Two Percent of Tuition Dedicated to the Innovation Account

In accordance with Resolution 21-06-37, the percentage of tuition dedicated to the Innovation Account will remain at 2% for fiscal year 2027.

FY 2027 Operating Budget (with 060 higher ed adjustment): \$1.243 billion



SBCTC ENROLLMENT ALLOCATION RULES FY 2027

District Enrollment Allocation Base (DEAB)

The DEAB provides base funding according to each district's proportional share of system enrollments using the four-year average of actual enrollments.

Fifty percent of DEAB funding is distributed based on headcount, and fifty percent is distributed based on full-time equivalent (FTE) enrollments.

International, corporate, and continuing education enrollments are excluded in the four-year averages.

The methodology for calculating and counting enrollments was recommended by WACTC (the association of college presidents) July 2025 and approved by the State Board August 2025 in resolution 25-08-36.

Specific calculations for each district are reported quarterly in the Enrollment and Allocation Monitoring Reports published by the Research Division.

Priority Enrollments

Five percent of the total state operating appropriations is dedicated to priority enrollments. Fifty percent of the funding is distributed based on enrollments in Basic Education for Adults programs, and fifty percent is distributed based on enrollments in designated skills gap programs.

Skills gap programs are identified using Employment Security Department supply-and-demand data to identify current high-need occupations and long-term projection data to capture forecasted growth in job openings, separated by Workforce Development Areas.

Safe Harbor: Proviso and Earmarked Enrollments

Due to legislative provisos and State Board earmarks, some enrollment funding is distributed outside the allocation model.

SBCTC Educational Services Division staff oversee the distribution and appropriate use of these 9,175 enrollments.

- 1,000 Aerospace High Demand enrollments
- 250 Cybersecurity enrollments
- 120 I-BEST enrollments
- 200 Nursing enrollments
- 7,605 Worker Retraining enrollments

Additional information on these program enrollments is available from the Workforce Education Division.

FY 2026 SUPPLEMENTAL OPERATING BUDGET

Adjustments to the current year

Higher education adjustment – \$0.00

To achieve state general funds savings, the 2026 supplemental operating budget includes a one-time higher education adjustment that replaces \$35,584,000 in state appropriations with building fee revenue. Colleges will see a reduction in allocation from the state general fund with an equal amount available for expenditure from the building fee fund.

College Affordability Program inflationary increase – \$198,000

The 2015 Legislature created the College Affordability Plan (CAP) in 2ESSB 5954. It required the Legislature to backfill the loss of revenue from tuition operating fee reductions. The tuition backfill is adjusted for inflation as specified in statute.

The total appropriation for the College Affordability Program in fiscal year 2026, including the inflationary increase, is \$25,512,000. With the elimination of the College Affordability Program proviso language in the enacted 2025-27 biennial budget, the funds were originally distributed through the allocation model. The 2026 supplemental re-establishes the proviso language. Total CAP funding, including the inflationary increase, will be re-allocated to colleges as a proviso.

Re-established proviso language – \$0.00

The 2026 supplemental operating budget re-establishes the proviso language associated with funding for nurse educator salary increases, high demand program faculty salary increases, and continued implementation of Guided Pathways. This did not result in a change in funding levels, but total funding will be re-allocated to colleges as a proviso.

College in High School – \$351,000

Funding is adjusted for College in High School (CiHS) courses as provided in 2SSB 5048.

E2SSB 5194 mental health pilot – (\$512,000)

Funding is removed for a mental health counselor pilot grant program that was established in E2SSB 5194. The pilot grant program ended in FY 2025.

Maintenance and operations adjustment – (\$1,459,000)

Technical correction in funding associated with buildings that will not be completed within fiscal year 2026.

Compensation funding adjustment – \$168,000

Technical correction in funding associated with I-732 compensation increases and Highline College's recently ratified collective bargaining agreement.

Central services adjustment – \$626,000

Adjustments reflect the system's anticipated share of use of Washington's central services.

REGULAR ITEM (RESOLUTION 26-06-27)

June 4, 2026

Tab 7

Proposed Revision to Policy Manual Section 6.60 – Emergency Reserve

Brief Description

The State Board is asked to approve revisions to Policy Manual Section 6.60 to clarify the purpose, eligibility, and administration of the Emergency Reserve Fund and the Hazardous Materials Mitigation and Abatement Pool. The proposed revisions reflect current practice and legislative intent, and more clearly distinguish between emergency conditions, hazardous materials mitigation, and planned capital projects. These changes are intended to improve consistency, transparency, and alignment with systemwide capital funding roles and responsibilities.

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

The proposed policy revisions reinforce the State Board’s role in ensuring responsible stewardship of facilities and capital resources. Clear guidance on emergency and hazardous materials funding supports the strategic use of limited capital funds for critical life-safety, continuity, and preservation needs, while promoting equitable access to safe learning environments and strengthening accountability for public expenditures.

Background information and analysis

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, in attachment A, 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.

Together, these updates align both funding tools under a consistent set of principles, supplemental to local resources and the Unanticipated Repair Fund (URF), reserved for conditions beyond a college’s capacity to address, and intended for situations that cannot reasonably be deferred. The revisions maintain clear distinctions between catastrophic emergency events and unforeseen hazardous materials conditions. They also improve governance clarity by reinforcing the State Board’s role in authorizing funding and distinguishing that role from the Department of Enterprise

Services' authority over emergency procurement, strengthening consistency, defensibility, and alignment with current practice and legislative expectations.

Recommendation/preferred result

Staff recommends the State Board approve resolution 26-06-27 adopting revisions to Policy Manual Section 6.60 – Emergency Reserve.

Policy Manual Change Yes No

Prepared by: Darrell Jennings, Capital Budget Director

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**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 26-06-27**

A resolution relating to revisions to Policy Manual Section 6.60 – Emergency Reserve.

WHEREAS, the State Board maintains an Emergency Reserve Fund to assist colleges in addressing unanticipated facility emergencies that pose risks to life safety, property, or continuity of operations; and

WHEREAS, the State Board has also established funding support for hazardous materials mitigation and abatement to address unexpected conditions that threaten occupant health and safety; and

WHEREAS, the Hazardous Materials Mitigation and Abatement Pool has been more explicitly documented in prior policy, while the Emergency Reserve Fund has primarily been administered through procedures, and the proposed revisions formalize and align both funding tools within the State Board Policy Manual;

WHEREAS, existing policy language does not fully reflect current practice or provide a comprehensive framework distinguishing emergency conditions, hazardous materials mitigation, and planned capital responsibilities; and

WHEREAS, the proposed revisions establish a comprehensive and integrated policy framework that clarifies the purpose, eligibility, and limitations of both the Emergency Reserve Fund and Hazardous Materials Mitigation and Abatement Pool and aligns these tools with legislative intent and systemwide capital planning practices;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges approves revisions shown in Attachment A to Policy Manual Section 6.60 – Emergency Reserve and Hazardous Materials Mitigation and Abatement Pools.

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

APPROVED AND ADOPTED on June 4, 2026

Attest

Nate Humphrey, secretary

Martin Valadez, chair

6.60 EMERGENCY RESERVE

Purpose and Intent

Under legislative direction, the State Board established an Emergency Reserve Fund using a portion of the state capital appropriation designated for preservation funding. This reserve is intended to supplement other state funds allocated to each college, as well as local resources, in addressing unanticipated repairs resulting from significant facility emergencies.

Within the Emergency Reserve, the State Board also established a Hazardous Materials Mitigation and Abatement Pool. This targeted pool of funds is intended to assist colleges in addressing unanticipated asbestos and other hazardous materials conditions that require mitigation or abatement to protect health, safety, or continued facility use.

Together, the emergency and hazardous materials mitigation funding pools support colleges in responding to unanticipated conditions that pose immediate risks to life safety, property, or the continuity of essential educational programs, and that cannot reasonably be deferred to the next biennial budget cycle. Depending on the nature of the condition, funding from both pools may be used in combination when necessary to address a single event.

These funding pools are intended to:

- Address conditions that exceed a college's capacity to respond using available local funds, the Unanticipated Repair Fund (URF), or other planned capital resources; and
- Ensure timely and appropriate response to urgent situations while maintaining clear distinctions between emergencies, hazardous material mitigation, and planned capital needs.

The funds are subject to appropriation by the Legislature each biennium, and each pool is administered on a first-come, first-served basis until fully expended.

6.60.10 Emergency Reserve Fund

The Emergency Reserve Fund provides financial assistance for catastrophic or critical facility failures requiring immediate action to prevent:

- Loss of use of a major facility or system;
- Significant disruption to instructional or support programs; or
- Serious risk to life safety or property.

Emergency reserve funding is intended for situations where delay would result in substantial harm or increased costs and where the required work cannot reasonably be deferred to the next legislative funding opportunity.

Each college is expected to address relatively small repairs using its own resources, regardless of urgency. A portion of state funds for unanticipated repairs (URF) should be available to colleges for

nonemergency use. However, depending on the nature of the emergency, the full use of URF funds may be necessary.

Emergency Reserve funding requires project close-out documentation, including submission of all project invoices to SBCTC.

Definition of Emergency

“Emergency” means an unanticipated event or condition affecting a state-owned college facility, building system, or infrastructure that requires immediate action and meets one or more of the following criteria:

1. Catastrophic loss or failure of a building, building system, or critical infrastructure;
2. A condition that presents an imminent threat to health, safety, or property;
3. A capital repair that cannot be deferred to the next biennial capital budget cycle;
4. Work that cannot be accomplished through the Unanticipated Repair Fund (URF) and exceeds the college’s ability to respond using available minor works or preservation funding;
5. Circumstances where delay in repair would result in costly collateral damage to facilities, systems, or equipment;
6. Conditions that place significant portions of a college’s instructional or support programs at risk; or
7. Situations in which life safety or property risks are too great to remain unaddressed.

Emergency conditions often require rapid mobilization and may involve a formal Declaration of Emergency by the Department of Enterprise Services (DES) to expedite procurement or construction activities.

The State Board’s emergency reserve policy and procedures are separate from and independent of DES emergency procedures. SBCTC authorization governs the availability of State Board emergency funding, while DES authorization governs procurement and contracting authority. Authorization under one process does not imply authorization under the other.

Depending on the circumstances of the emergency, a college may be required to follow both SBCTC and DES emergency procedures in order to complete an emergency repair.

Exclusions

SBCTC emergency funds will not be considered for purposes of:

- Augmenting non-emergency local capital projects;
- Augmenting state funded capital projects, including program or preservation projects, except under unforeseeable circumstances (e.g., extreme weather damage or other unexpected events); or

- Funding repairs or replacements that can reasonably be deferred to a future biennial or supplemental legislative funding opportunity.

Allocation Formula

Emergency Reserve funding, in conjunction with local college resources, for a specific facility emergency shall be administered as follows:

For emergency repairs exceeding five percent of the college’s biennial Unanticipated Repair Fund (URF) allocation, the college’s required contribution shall consist of a five percent contribution based on the URF allocation (the “deductible”), with the remaining eligible project costs funded in accordance with Table 1.

Table 1: Emergency Reserve Allocation Formula (Deductible-plus model)

Instance in Biennium	College Contribution*	SBCTC Contribution
First emergency project	50% of costs, up to one-third (1/3) of the college’s biennial URF allocation	Remaining eligible costs, up to \$500,000 per project
Second emergency project	50% of eligible costs, up to one-third (1/3) of the college’s biennial URF allocation, applied to the combined total of the first and second projects	Remaining eligible costs, up to \$500,000 per project
Third and subsequent emergency projects	50% of eligible costs, up to three eighths (3/8) of the college’s biennial URF allocation, applied to the combined total of all emergency projects in the biennium	Remaining eligible costs, up to \$500,000 per project

* A college may be required to contribute more than one-third (1/3) or three eighths (3/8) of its biennial URF allocation when the SBCTC Emergency Reserve Pool is exhausted or the contribution reaches the maximum- allowable amount of \$500,000 for a given emergency project.

Limitations

- Emergency Pool funding shall be provided for qualifying emergency repairs with a minimum SBCTC share of \$25,000 and a maximum SBCTC Emergency Pool allocation of \$500,000 per event.
- Emergency repairs with a total cost of five percent or less of the biennial URF allocation to the college are ineligible.
- When an emergency repair requires total construction costs that exceed the \$500,000 Emergency Pool allocation limit, SBCTC may limit Emergency Pool participation to that amount and, only if warranted by the circumstances, consider whether remaining work should be addressed through college reserves or a future capital request.
- Eligible work must qualify as a capital expenditure that restores the usefulness and function of a state-owned facility.
- Emergency Pool funding may be used only for permanent construction, repair, or replacement needed to restore an unexpected building or site failure and resolve the emergency.

6.60.20 Hazardous Materials Mitigation and Abatement Pool

The Hazardous Materials Mitigation and Abatement Pool supports colleges in addressing unanticipated hazardous conditions that pose a documented risk to human health or safety and require mitigation or abatement to maintain facility usability.

This pool is intended to address hazardous materials conditions that are discovered unexpectedly after the completion of good faith surveys, assessments, or other reasonable due diligence, and that could not reasonably have been identified, fully scoped, or budgeted during normal project planning or capital development processes. Good faith hazardous materials surveys conducted during project planning should be included in project bid documents. When hazardous materials conditions are known in advance or can reasonably be anticipated, colleges are expected to plan for and include associated mitigation or abatement costs within project budgets or other available funding sources.

Eligible Conditions

Eligible activities may include mitigation or abatement related to unanticipated hazardous materials or environmental conditions—such as asbestos containing materials, lead based paint or contaminated soils, mold resulting from concealed moisture intrusion, polychlorinated biphenyls (PCBs), mercury, radonⁱⁱ, or other indoor air quality hazards—only when the condition is discovered unexpectedly, and when:

- The condition is identified after the completion of good faith surveys, assessments, or other reasonable due diligence efforts, through testing, monitoring, demolition, construction, or other intrusive investigation; and
- Timely mitigation or abatement is necessary to protect occupants or maintain building operations.

Exclusions

Hazardous materials mitigation and abatement pool funding is not intended for:

- Good-faith hazardous materials testing associated with project planning or development;
- Routine testing, monitoring, or preventive maintenance activities;
- Known or previously documented hazardous conditions that could reasonably have been incorporated into a planned capital project or maintenance strategy; or
- Augmenting other state funded capital projects except where the hazardous condition was not reasonably foreseeable at the time of project approval.

Allocation Formula

100% of the cost of mitigation to a maximum of \$500,000 per occurrence, including the cost of testing once hazardous materials have been determined.

Limitations

Allocations from the Hazardous Materials Mitigation and Abatement Pool shall be at least \$25,000 and no more than \$500,000 per event and may fund up to 100 percent of eligible costs.

ⁱ Catastrophic loss or failure often presents an immediate threat to life safety or property. In such circumstances, work to repair or restore the affected asset may be initiated rapidly following a request by a college president for a Declaration of Emergency from the Department of Enterprise Services (DES). A declaration of emergency enables an expedited response by allowing certain procurement and contracting requirements, including standard A/E selection and public works bidding processes, to be bypassed when necessary to address the emergency.

ⁱⁱ Elevated radon levels requiring mitigation may be considered eligible when exceedances of established health or safety action thresholds are identified through testing or monitoring and could not reasonably have been anticipated or budgeted in advance. This recognizes that some colleges, including those located in areas with known radon potential, conduct ongoing monitoring and that mitigation may be required only when unexpected exceedances are identified.



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, May 26, 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 April 01, 2026 to May 26, 2026.

Date	College	Project Description	Amount	
5/15/2026	Spokane Community College	Stannard Technical Education (UFI# A10892) Compressed Air remediation	\$ 50,000	
5/14/2026	Edmonds College	Hazel Miller 104 (UFI# A26593) Curtain Partition Installation	\$ 27,500	
5/11/2026	Bellevue College	House 3 Demolition (UFI# A05783)	\$ 120,000	
4/2/2026	Olympic College	Health Science Expansion Phase 2 Feasibility Study	\$ 100,000	
4/2/2026	Tacoma Community College	Building 12 (UFI# A08709) Executive Support Improvements	\$ 200,000	
3/23/2026	Grays Harbor College	Building 3000 Improvements	\$ 407,000	Previously reported
3/20/2026	Skagit Valley College	Whidbey Campus Totem Pole Installation Increase (total project \$102,000)	\$ 77,000	Previously reported
3/17/2026	Edmonds College	Olympic Hall (UFI# A10597) Renovation	\$ 250,000	Previously reported
3/3/2026	Renton Technical College	Building A Renovation Study Increase (total project \$71,726)	\$ 43,800	Previously reported
3/2/2026	Bellevue College	Early Learning Center Playground Canopies Increase	\$ 233,823	Previously reported
2/25/2026	Everett Community College	Pride Center Scoping Study	\$ 5,363	Previously reported
2/20/2026	Everett Community College	Advanced Manufacturing Training and Education Center (AMTEC) (UFI# A21057) Re	\$ 45,000	Previously reported
2/19/2026	South Seattle College	Automotive Building (UFI# A02065) HVAC Replacement	\$ 336,000	Previously reported
2/18/2026	Lake Washington Institute of Tec	Parking Lot Improvements	\$ 500,000	Previously reported
2/12/2026	Edmonds College	Center for Families (UFI# A05918) Dishwasher Repl.	\$ 58,818	Previously reported
2/5/2026	Grays Harbor College	Building 2000 Room 2315 Remodel	\$ 36,864	Previously reported
2/5/2026	Bellevue College	Electric Vehicle (EV) Charging Install-Parking Lot 6 (total project \$700,000)	\$ 403,000	Previously reported
2/5/2026	Bellevue College	Electric Vehicle (EV) Charging Install-Parking Lot 6 (total project \$700,000)	\$ 297,000	Previously reported
2/5/2026	Everett Community College	Solar Array on Shuksan Hall (UFI #A10553)	\$ 503,134	Previously reported
1/28/2026	Green River College	Cedar Hall (UFI #A08273) Phlebotomy Program Install	\$ 198,573	Previously reported
1/21/2026	Lake Washington Institute of Tec	Building E (UFI# A02059) Lighting & Cabinet Removal	\$ 110,000	Previously reported
1/20/2026	Renton Technical College	Building C Renovation Increase (total project \$226,000)	\$ 106,000	Previously reported
1/12/2026	Tacoma Community College	Building 7 (UFI# A01540) Elevator and Access Improvements	\$ 228,000	Previously reported
1/8/2026	Tacoma Community College	Pearl Wanamaker Library (UFI# A01540) Improvements	\$ 300,000	Previously reported
12/17/2025	Lake Washington Institute of Tec	Exterior Painting & Signage	\$ 416,000	Previously reported
12/17/2025	Lake Washington Institute of Tec	HV Unit Replacements	\$ 312,000	Previously reported
12/17/2025	Lake Washington Institute of Tec	Walking Path & Outdoor Classroom	\$ 262,000	Previously reported
12/17/2025	Everett Community College	Olympus Hall (UFI# A10814) Improvements	\$ 80,553	Previously reported
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 proj	\$ 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			\$ 11,507,668	

State Board for Community and Technical Colleges
College Presidents Status Report
June 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	Chantae Recasner	May-26
Peninsula College	Suzy Ames	July 2022
Pierce College	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	Brent Jones (INTERIM)	Apr-26
Seattle Colleges	Rosie Rimando-Chareunsap	August 2023
Shoreline Community College	Jack Kahn	July 2022
Skagit Valley College	Thomas Keegan (Interim)	Feb-26
South Puget Sound Community College	Tim Stokes	February 2013
South Seattle College	Monica Brown	August 2024
Spokane Colleges	Kevin Brockbank	May 2023
Spokane Community College	Jenni Martin	May 2024
Spokane Falls Community College	Patrick McEachern	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