



STATE BOARD MEETING AGENDA

Study Session: Wednesday, October 14, 1-5 p.m.

[Join Meeting via Computer or Smart Device](#)

Join by Phone: (253) 215-8782

Meeting ID: 845 1183 1556

Passcode: 034279

Regular Meeting: Thursday, October 15, 8:30 a.m. – 12 noon

[Join Meeting via Computer or Smart Device](#)

Join by Phone: (253) 215-8782

Meeting ID: 812 0526 5058

Passcode: 508987

Board members

Carol Landa McVicker, chair // Jay Reich, vice chair // Wayne Martin // Anne Fennessy
Phyllis Gutierrez Kenney // Fred Whang // Ben Bagherpour // Crystal Donner // Chelsea Mason

Jan Yoshiwara, Executive Director // Beth Gordon, Executive Assistant

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

October 14 Study Session

- | | | |
|-----------|---|--------------------|
| 1:00 p.m. | Welcome and Introductions
<i>Carol Landa McVicker, Chair</i> | |
| 1:10 p.m. | Applied Baccalaureate Statements of Need
<i>Jamilyn Penn, Director of Transfer Education</i> <ul style="list-style-type: none">a. Clark College – Teacher Education, Preschool-Grade 3b. Edmonds College – Integrated Healthcare Managementc. Lower Columbia College – Organizational Leadership and Managementd. Pierce College – Construction Managemente. Skagit Valley College – Applications Development | Tab 1
(Discuss) |
| 2:10 p.m. | Strategic Plan Review: Completions
<i>Carli Schiffner, Deputy Executive Director of Education</i>
<i>Darby Kaikkonen, Director of Policy Research</i>
<i>Kristi Wellington-Baker, Student Success Center Director</i> | Tab 2
(Discuss) |
| 3:50 p.m. | Break | |
| 4:00 p.m. | Economic Recovery Planning
<i>Jan Yoshiwara, Executive Director</i> | Tab 3
(Discuss) |

5:00 p.m.	Adjourn	
October 15	Regular Meeting	
8:30 a.m.	Welcome and Introductions <i>Carol Landa McVicker, Chair</i>	
8:40 a.m.	Approval of Meeting Agenda <i>Carol Landa McVicker, Chair</i>	Action
8:43 a.m.	Approval of Consent Agenda <ul style="list-style-type: none"> a. Cascadia College UW Husky Village redevelopment Resolution 20-10-45 b. Skagit Valley College increase in ground lease for rec facility Resolution 20-10-46 c. August 27, 2020, Meeting Minutes d. September 2, 2020, Special Meeting Minutes 	Tab 4 (Action)
8:45 a.m.	Applied Baccalaureate Degree Final Approval Requests <i>Jamilyn Penn, Director of Transfer Education</i> <ul style="list-style-type: none"> a. Big Bend Community College – Applied Management Resolution 20-10-47 b. Edmonds College – Robotics and Artificial Intelligence Resolution 20-10-48 	Tab 5 (Action)
9:15 a.m.	2021 Legislative Agenda and Priorities Preview <i>Arlen Harris, Legislative Director</i>	Tab 6 (Discuss)
10:00 a.m.	Break	
10:15 a.m.	ACT Report <i>Bob Ryan, President, Tacoma Community College</i>	Discuss
10:30 a.m.	Labor Report	
10:45 a.m.	WACTC Report <i>Eric Murray, President, Cascadia College</i>	
11:00 a.m.	Executive Director Report <i>Jan Yoshiwara</i>	
11:45 a.m.	Public Comment	
11:50 a.m.	Adjourn – Next Meeting, December 5-6, 2020, Zoom	

Updated 10-7-20

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.

STUDY SESSION ITEM

October 14, 2020

Tab 1

Applied Baccalaureate Statements of Need

Brief Description

A conceptual discussion will occur among the State Board along with community and technical colleges proposing to offer applied baccalaureate degrees.

The Statement of Need document addresses six areas:

- Relationship to institutional role, mission, and program priorities;
- Support of the statewide strategic plans;
- Employer/community demand for graduates with baccalaureate level of education proposed in the program;
- Applied baccalaureate programs build from existing professional and technical degree program(s) offered by the institution;
- Student demand for program within service area;
- Efforts to maximize state resources to serve place-bound students.

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

In June 2020, the State Board adopted its strategic plan which focuses on three goals: achieve educational equity for students who are historically underrepresented in higher education; improve completion rates; and increase access and retention among populations who can benefit the most from college access. Colleges offering applied baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest demand. Through applied baccalaureate degrees, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults, and ensure community and technical colleges are affordable and accessible for students. The three goals are addressed through the approval process of applied baccalaureate degree programs:

- **Achieve educational equity for students who are historically underrepresented in higher education** by enrolling more diverse students of all ages and backgrounds in our colleges, increasing their access to higher levels of education, higher salaries and greater financial security;

- **Improve completion rates** by implementing research-based strategies that are proven to improve completion rates for all students. These strategies include Guided Pathways and Career Launch programs;
- **Increase access and retention among populations who can benefit the most** by implementing actions, policies, and investments that produce equitable outcomes.

To date, the State Board has approved over 100 applied baccalaureate/baccalaureate degree programs at 29 colleges. In 2019-2020, there were 4,455 students (FTES) enrolled in baccalaureate programs representing 3.73 percent of state support FTES in the college system. This represented a baccalaureate FTE increase of 19 percent over the previous year.

Background information and analysis

1a) Clark College - Teacher Education Preschool - Grade 3

Clark College proposes the development of a Bachelor of Applied Science in Teacher Education, Preschool - Grade 3 degree with an endorsement in early childhood education beginning in Fall 2021. For individuals currently holding an associates degree in Early Childhood Education the degree will provide an educational pathway to earn an applied baccalaureate degree in teacher certification. Students in the program will earn credentials that qualify them for advancement to higher-wage managerial positions in Head Start, Early Head Start, and early learning careers. Graduates of the program will have the skills and knowledge to apply evidence-based and developmentally appropriate-instructional strategies. Graduates will also be able to implement equity-focused pedagogy, create strategies for implementing cultural competence in classroom instruction, and build partnerships with key stakeholders to support children's learning and development. This proposed degree would be Clark College's fourth applied baccalaureate degree.

1b) Edmonds College - BAS in Integrated Healthcare Management

Edmonds College proposes the development of a Bachelor of Applied Science degree in Integrated Healthcare Management beginning in Fall 2022. The degree builds upon the college's existing Associate of Applied Science - Transfer (AAS-T) degree in Allied Health. The proposed baccalaureate degree provides a pathway for a variety of certificate programs: Clinical Lab Assistant, Patient Care Technician, Pharmacy Technician, Phlebotomy Technician, EKG/Cardiac Monitoring Technician, and Nursing Assistant. Students can start on any one of the established certificate programs noted above, and move seamlessly into the Allied Health degree. Once students complete the Allied Health degree, they will be ready to pursue the proposed baccalaureate degree in Integrated Healthcare Management. In this degree program, students will learn to apply knowledge and principles of effective management and leadership in Allied Health and to assess and implement improvements in clinical care, customer service, and human resource planning in the healthcare industry. Graduates of the program will have the knowledge and skills to facilitate coordinated and comprehensive treatment outcomes; identify and describe the effects of health disparities on population health; conduct research and data analysis; and function as educators or leaders in academic, clinical, or community healthcare. This proposed degree will be the college's fourth applied baccalaureate degree.

1c) Lower Columbia College - Organizational Leadership and Management

Lower Columbia College proposes the development of a Bachelor of Applied Science degree in Organizational Leadership and Technical Management beginning in Fall 2021. The proposed degree creates a pathway for students with Applied Science degrees in Business, Computer Science, Criminal Justice, and Trade/Industry occupations. The degree will provide customized upper-level coursework in ethics, communication, operations management, organizational behavior, project management, and human resources. Graduates of the program will have the knowledge and skills to analyze and implement strategies that enhance organizational capacity; to apply leadership concepts to enhance critical thinking and problem solving; to use critical reasoning to determine the moral implications of ethical dilemmas; and to create professional development plans utilizing deliberate reflective practices. This proposed degree would be Lower Columbia College's second applied baccalaureate degree.

1d) Pierce College - Construction Management

Pierce College proposes the development of a Bachelor of Applied Science degree in Construction Management beginning in Fall 2021. Multiple professional technical degree programs exist at Pierce College that will support the Bachelor of Applied Science in Construction Management degree including project management, accounting, and business management. The Associates of Applied Science degree in Construction Management at Pierce College forms the foundation that provides students with entry-level knowledge and skills that are critical to success in the construction industry. Students in the proposed Bachelor of Applied Science in Construction Management program will participate in active engagement simulations where they will work in collaborative teams led by construction industry professionals and program instructors. Students will be able to apply critical thinking, problem solving, analytical, and leadership skills to resolve issues directly related to the construction industry. Graduates of the program will have the theoretical, methodological, and technical competencies required to pursue management-level careers in the construction industry. This would be Pierce College's sixth applied baccalaureate degree.

1e) Skagit Valley College - Applications Development

Skagit Valley College proposes the development of a Bachelor of Applied Science degree in Applications Development beginning in Fall 2021. The proposed degree builds on a foundation of the college's current computer and information technology degree. The curriculum will be an extension of the content offered in the associates degrees, which includes programming and project management. Curriculum will also focus on management skills such as infrastructure, innovation, leadership, problem solving, and integration. Students in the degree program will learn the technical, critical thinking, and project management skills necessary to grow and adapt to a constantly changing technological and economic environment. The degree will include an industry-based internship, where students will have the opportunity to apply what they have learned while working alongside industry professional mentors. This proposed degree would be Skagit Valley College's third applied baccalaureate degree.

Potential questions

- Does the college proposal for applied baccalaureate degree meet the vision, mission and goals of their respective college?
- Does the proposed applied baccalaureate degree serve the current and future needs of the colleges' region and the state?
- Does the proposed applied baccalaureate degree support the State Board goals and policy focus?

Recommendation/preferred result

Staff will provide a brief overview of the applied baccalaureate degree proposal. Board members will have an opportunity to discuss the applied baccalaureate proposal with college representatives in the context of meeting college and system goals.

Policy Manual Change Yes No

Prepared by: Jamilyn Penn, director, transfer education
360-704-4338, jpenn@sbctc.edu

STUDY SESSION

October 14, 2020

Tab 2

Strategic Plan, Completions

Brief Description

This presentation provides an overview of completion data and strategies to improve completions while closing equity gaps at the 34 community and technical colleges of Washington State. A review of the completion data, disaggregated by degree/credential type, student demographics, and transfer rates will provide context for the presentation. Two completion strategies will be examined: Career Connect Washington's Career Launch program, and Guided Pathways. The Career Launch strategy will capture the collaboration with colleges and their respective business, industry, labor, and K-12 partners. The Guided Pathways presentation will include an overview of the trends to date, progress on early indicator measures, and priorities for the year ahead. These strategies, albeit still early in implementation, are evidence based strategies designed to increase student completions.

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

In June 2020, the State Board adopted its strategic plan which focuses on three goals: achieve educational equity for students who are historically underrepresented in higher education; improve completion rates; and increase access and retention among populations who can benefit the most from college access. The three goals are supported by five strategies (and associated actions) to help the system achieve those goals. The second strategy focuses on completions: Implement research-based strategies that are proven to improve completion rates for all students. These strategies include Guided Pathways and Career Launch programs.

Governor Inslee introduced Career Connect Washington in 2017 with the goal of connecting 100,000 Washington youth (ages 16-29) with career-connected learning opportunities that prepare students for high-demand, high wage jobs. The Career Connect Washington program consists of three entities: Career Explore, Career Prep, and Career Launch. Career Launch is designed to have students fully engage in a program of study that leads to a credential and provides for a paid work experience in the field.

Career Connect Washington designated the State Board for Community and Technical Colleges in 2018 to operate the Career Launch endorsement process. Through a rigorous application process, colleges, as well as other partners (i.e. OSPI), can apply for Career Launch endorsement for specific professional/technical programs. Once endorsed, college programs can access growth FTE funds (to scale the endorsed program) and equipment funds to support the endorsed programs.

A second strategy to increase student completion rates is implementation of Guided Pathways. Aligned with the new vision statement, and framed by the Vision, Mission, and Guiding Principles, Washington State Guided Pathways reform is a student-centered framework grounded in equity-

minded praxis designed to increase and diversify the students and communities accessing and earning high value credentials. The systemic approach focuses on the development of a transparent, clearly structured educational experience that effectively engages each student from aspiration to completion of high-quality postsecondary credentials resulting in family sustaining careers that meet the state's workforce demands.

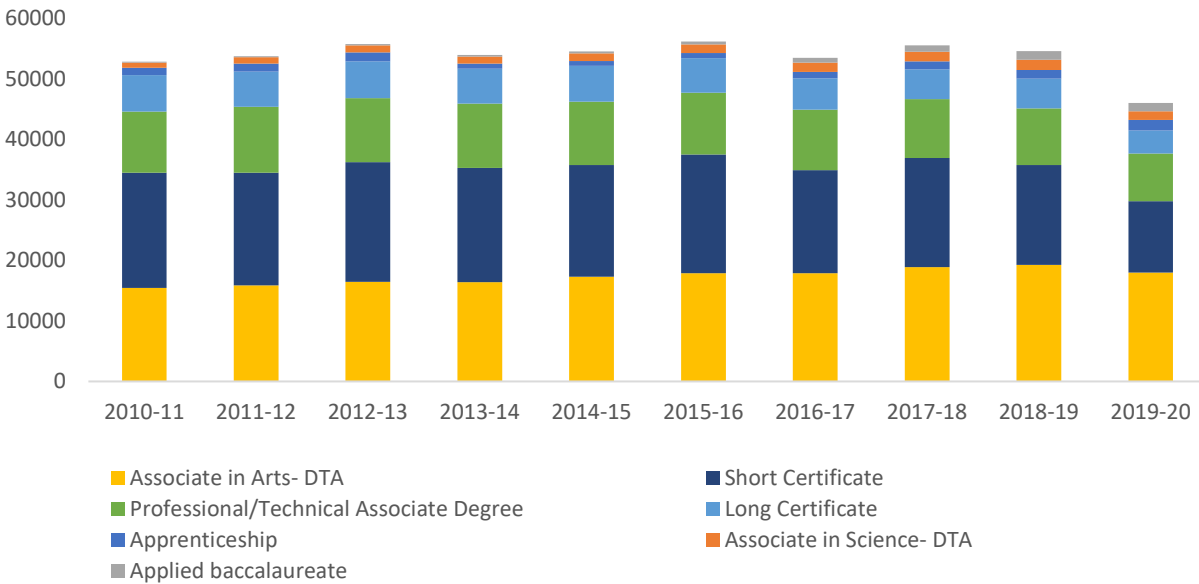
Guided Pathways has been identified as a key institutional and statewide strategy by which colleges will improve completion rates and close equity gaps. Guided Pathways metrics align with the strategic plan, and focus on key student momentum points, including attainment of college level math and English within the first year, retention from first to second term and fall to fall, and completion of a meaningful credential or transfer to a 4-year institution in a timely fashion. Leveraging these metrics, the Guided Pathways framework connects a comprehensive suite of evidence based systemic reform strategies to address momentum losses and equity gaps in order to improve and diversify completions designed to meet the workforce and economic development needs of Washington State.

Background information and analysis

The intent of the State Board strategic plan is to improve completion rates across-the-board for all students, and to improve completion rates faster for students of color. This moral and practical imperative is based upon a gap in completion across demographic groups which has persisted for years. We know from years of research that higher levels of educational attainment lead to a higher likelihood of transfer to baccalaureate programs and higher-wage jobs. Our goals to improve completion rates and eliminate equity gaps advance our vision of leading with racial equity to transform lives.

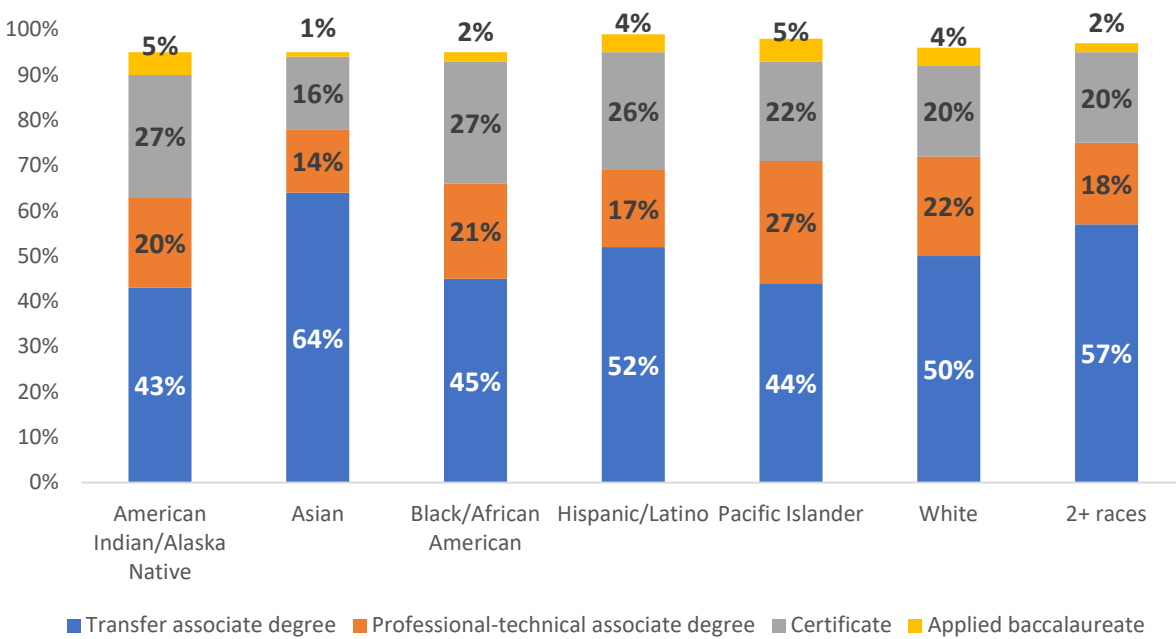
The State Board tracks and evaluates credential completion and equity gaps in a few different ways. **“Total completions”** summarizes all of the credentials our students earn each year. This is a snapshot of the culmination of the pipeline of students prepared for work or to transfer on to a baccalaureate program and beyond. This view allows us to see total numbers but also get a sense of what kinds of credentials students are earning. We have seen a steady increase in applied baccalaureate degrees over time, a decline in certificates, and an increase in academic transfer degrees due in large part to Running Start. These students are taking more credits and staying longer and therefore are contributing to overall outcomes of the community and technical college student population as a whole. As of 2019-20, 21 percent of Direct Transfer Agreement degrees were earned by Running Start students, up from 20 percent in 2018-19. It is also important to note that 2019-20 total completions declined substantially due to impacts of the campus closures as a result of the pandemic. This impacted the professional-technical certificate credential the most.

FIG 1. Credentials by type over time



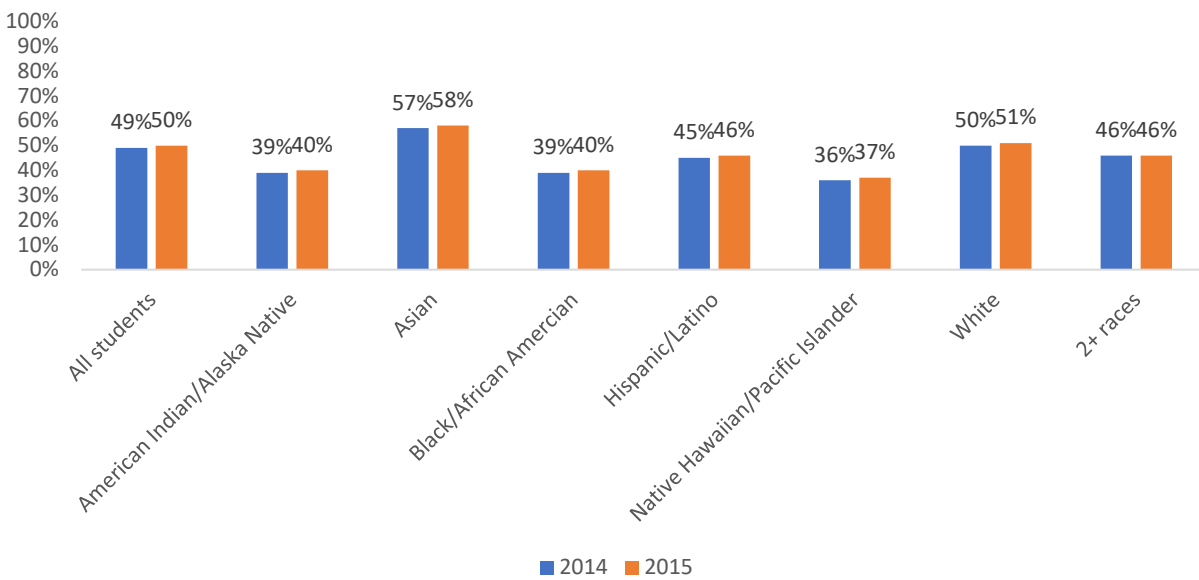
The State Board also assesses credentials broken down by race/ethnicity as a measure of equity gaps. History shows students of color are most likely to earn shorter term credentials as their highest award, which carry a lower likelihood of high earnings and ability to transfer. Figure 2 displays the proportion of the highest credential earned in 2019-20 by race/ethnic group. Historically underserved students of color continue to earn certificates at a higher rate than White, Asian, and students who report as 2+ races, who earn higher numbers of transfer associate degrees. However, historically underserved students of color earn a larger proportionate share of applied baccalaureate degrees; for American Indian/Alaska Native students and Pacific Islander students this was five percent of all their credentials earned last year.

FIG 2. Highest credential by race/ethnicity: 2019-20



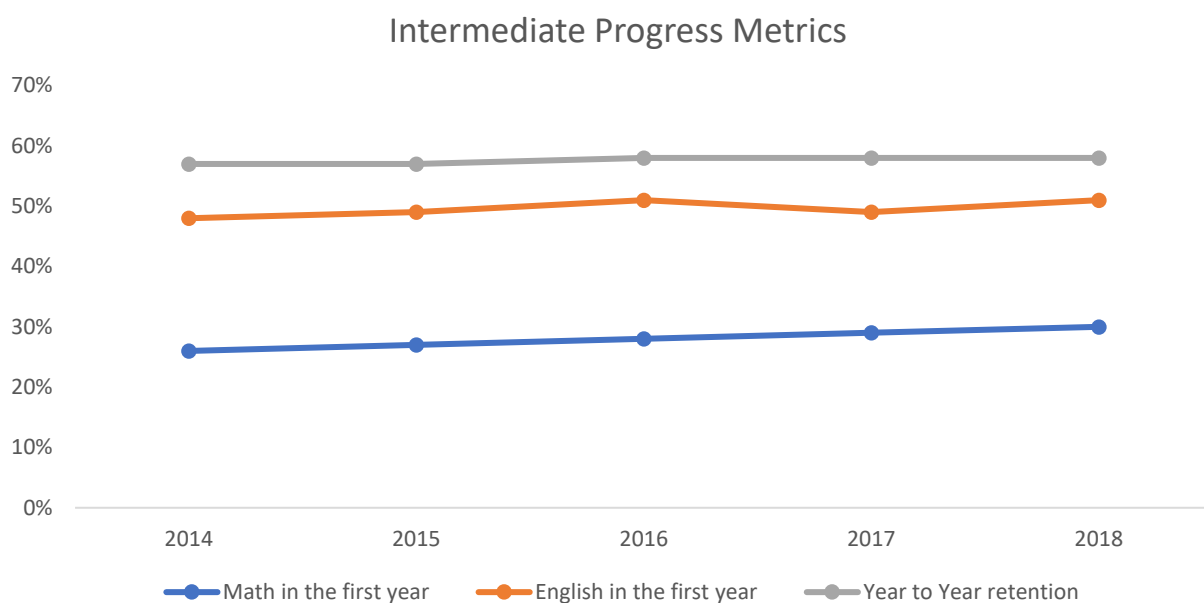
Another way to track completions is using a **completion rate**, which requires selecting a cohort of students who began their educational journey at the same time and measuring how many students finish in a defined period of time. This is a way to measure effectiveness of systemic changes to educational experiences, such as implementation of guided pathways essential practices, to determine if more students are being successful. As part of accountability framework for the strategic plan, the community and technical college system engaged in an in-depth discussion to determine which cohorts of students to track, and decided to include Running Start students in addition to the typical ‘first-time ever in college’ group. As mentioned above, these students comprise a growing share of enrollments and are completing in larger numbers, therefore colleges felt it was most representative of all efforts to also measure their progress. The system also concluded that including transfers in addition to the number of students who complete in four years is a more complete measure of progress. The most recent data shows a small increase in completion rates for all race/ethnic groups.

FIG 3. Completion or Transfer Rate- 4 years after start



In addition to completion/transfer rate, the system also established a number of **intermediate progress metrics** to gauge progress on the way to completion. These metrics were drawn from past research within the Student Achievement Initiative framework and the Community College Research Center’s Guided Pathways evaluation for key performance indicators. This research has shown if these measures advance then completions are also likely to advance, and in particular for students of color if milestones are reached in a timely manner. These milestones include college math and English in the first year, first term retention, and year to year retention. Over the past five years the system has experienced a steady increase in these outcomes, especially college-level math attainment in the first year and in particular for students who identify as Black/African American and Hispanic/Latino. Math attainment in the first year has shown to be one of the strongest predictors of degree completion, so these are encouraging outcomes. College English in the first year has also increased in particular for historically underserved students of color, but there are still significant gaps across racial groups.

FIG 4. Intermediate Progress Metrics: Math and English in the first year, Year to Year retention



The State Board has identified two key strategies to address increasing student completions: Career Connect Washington and Guided Pathways.

Career Connect Washington is a fairly new governor's initiative that got underway in 2018 that brings together K-12, community and technical colleges, and business/labor partners to provide career pathways for youth (16-29) that involves applied, "hands on" learning in a professional work environment. Career Launch is one of three components of the Career Connect Washington program network. Career Launch consists of endorsed programs that are offered at the secondary or post-secondary level that lead to a credential, includes a paid work experience, and is in a field of study that leads to a living wage career.

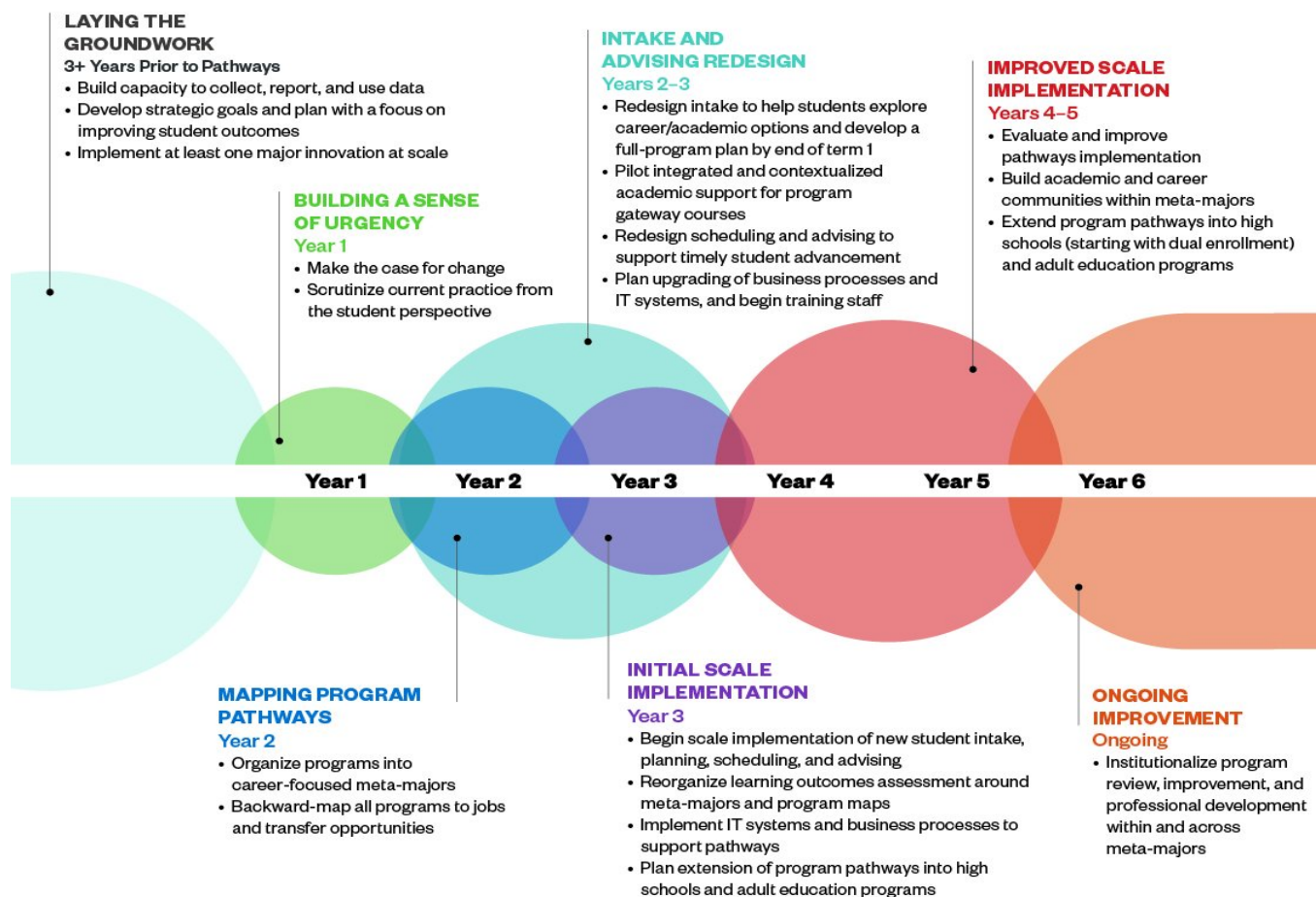
The State Board manages the endorsement process, bringing together stakeholders on a monthly basis for review and recommendation of programs requesting Career Launch endorsement. The endorsement process began in late Fall 2019 and 30 programs have been endorsed.

In addition to managing the Career Launch endorsement process, the State Board also administered two allocations this past year: one for growing Career Launch FTE (213 FTE have been awarded to colleges), and one for equipment to support Career Launch endorsed programs (\$5 million capital allocation—encumbered as of October 1, 2020).

Career Connect Washington shows promise as a strategy to increase student completions. It is still too early in the program's implementation to know the impact on completion rates.

The **Guided Pathways** work in Washington State Community and Technical College System started with foundations in data exploration, disaggregation, and analysis nearly a decade ago with nearly half of the colleges joining Achieving the Dream.

In 2015, three colleges launched their guided pathways efforts with the American Association of Community Colleges Pathways collaborative. Five colleges launched in 2016 with support from College Spark Washington, and five more were funded by College Spark as a second cohort in 2018 (See Attachment A). These thirteen colleges have emerged as Washington State's early adopter colleges, with early learnings being distributed across the system. It is important to note, implementation of Guided Pathways is a multi-year framework as demonstrated in the visual from the Community College Research Center below.



Cohorts are supported with coaching teams and a robust learning agenda including technical assistance with specific areas of the Guided Pathways framework including advising redesign, faculty and staff engagement, program mapping, acceleration of pre-college pathways, leadership of transformational change, equity-minded transformations, and integration of basic education into every pathway.

In April 2019, the Washington Legislature passed the Workforce Education Investment Act, HB 2158, which provided state funding to all 34 Washington community and technical colleges for the implementation of Guided Pathways. During the first year of the biennium (2019-2020), an initial \$2 million dollars was appropriated to the State Board. Funds were allocated at \$100,000 per college as planning grants for new colleges. An additional \$30.1 million dollars is provided specifically for Guided Pathways implementation at community and technical colleges for the 2020-2021 fiscal year.

For the 2020-2021 year, statewide priorities were established in alignment with the State Board strategic plan and in consultation with the Guided Pathways Advisory Council comprised of presidents, vice presidents, and State Board leaders. Those priorities include evidence based

strategies designed to improve college level math and English first year completion rates while closing equity gaps, engaging leadership, and building equity competencies into implementation strategies.

Potential questions

- What does the data from the early indicators associated with Guided Pathways reveal about “moving the dial” on increased completions?
- What are the strategies colleges have engaged in that are showing promise in moving that dial?

Recommendation/preferred result

Engage in dialogue about current and potential strategies to get at achieving the goal of doubling completions by 2030.

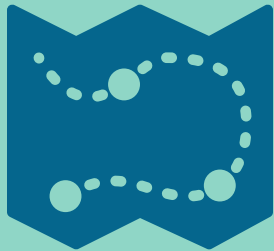
Policy Manual Change Yes No

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Kristi Wellington Baker, director of Student Success Center
360-704-1022, kwellingtonbaker@sbctc.edu

Guided Pathways for every student



WASHINGTON STATE



COACH SUPPORT

Colleges receive technical and leadership support by a Coaching team



LEARNING AGENDA

A series of learning events designed to support colleges equity-centered Guided Pathways implementation



TECHNICAL ASSISTANCE

Specific expertise can be requested by the college in support of Guided Pathways Implementation



LEADERSHIP ENGAGEMENT

Leadership engagement to foster momentum at the college and system level in redesign efforts.

NEWS & EVENTS



INSTITUTE MATERIALS



RESEARCH & RESOURCES



GUIDED PATHWAYS
ADVISORY COUNCIL



SBCTC Strategic Plan Strategy #2: Completions

Darby Kaikkonen, Director of Policy Research
Carli Schiffner, PhD, Executive Director of Education
Kristi Wellington-Baker, Director of Student Success Center
October 14, 2020

Agenda

- Introductions & Framing the Conversation
- SBCTC Strategic Plan, Strategy #2
- Review Completions Data
- Strategies for Increasing Completions
 - Career Connect Washington
 - Guided Pathways
 - Priorities, 2020-2021
 - Break Out Sessions
- Scaling the Work

SBCTC 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.

Strategic Plan Goals:

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

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

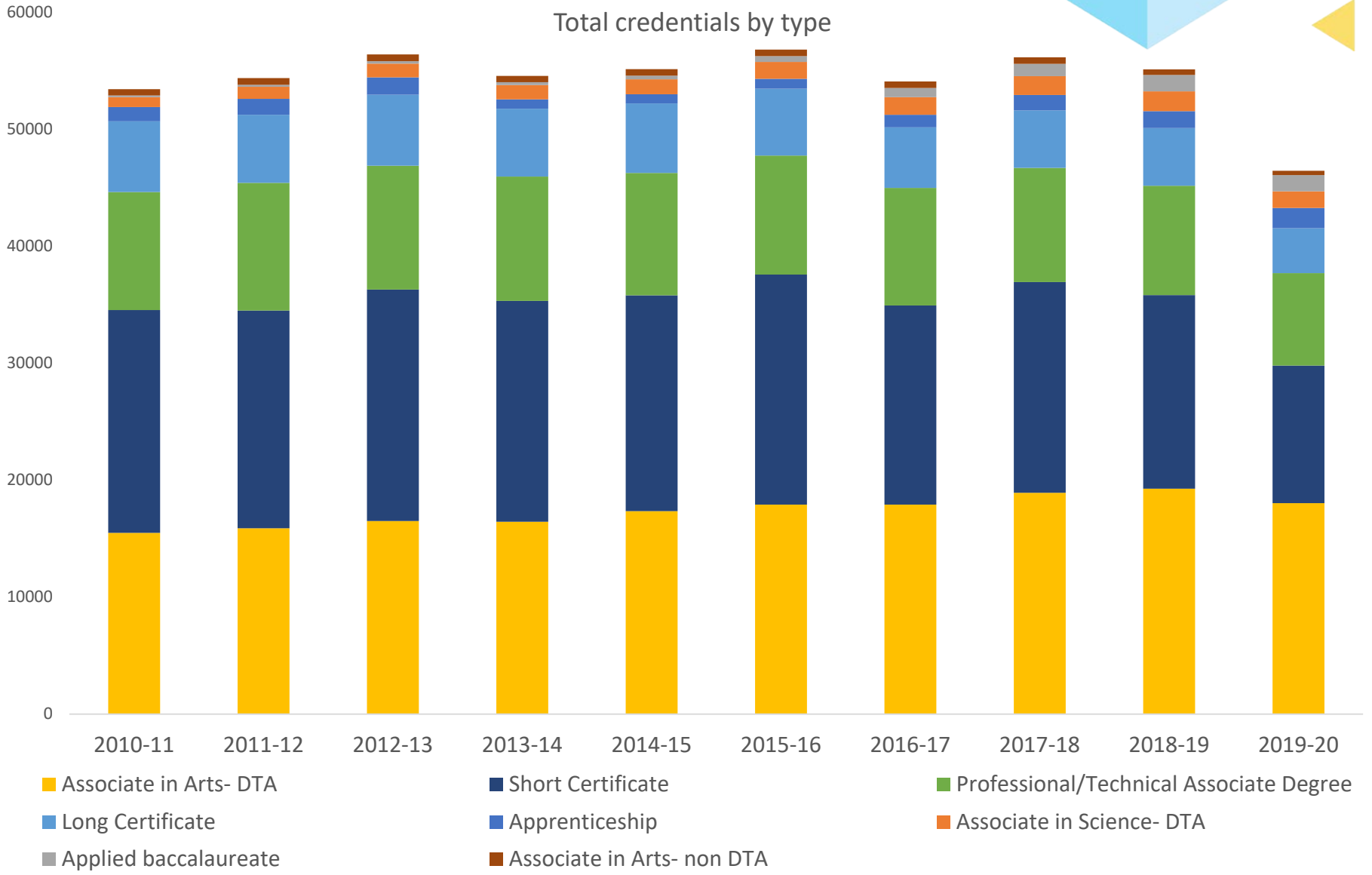
Increase access and retention among populations who can benefit the most from college access. This includes young adults, working adults, low-income people, people of color, immigrants and single parents.

Strategic Plan Strategies

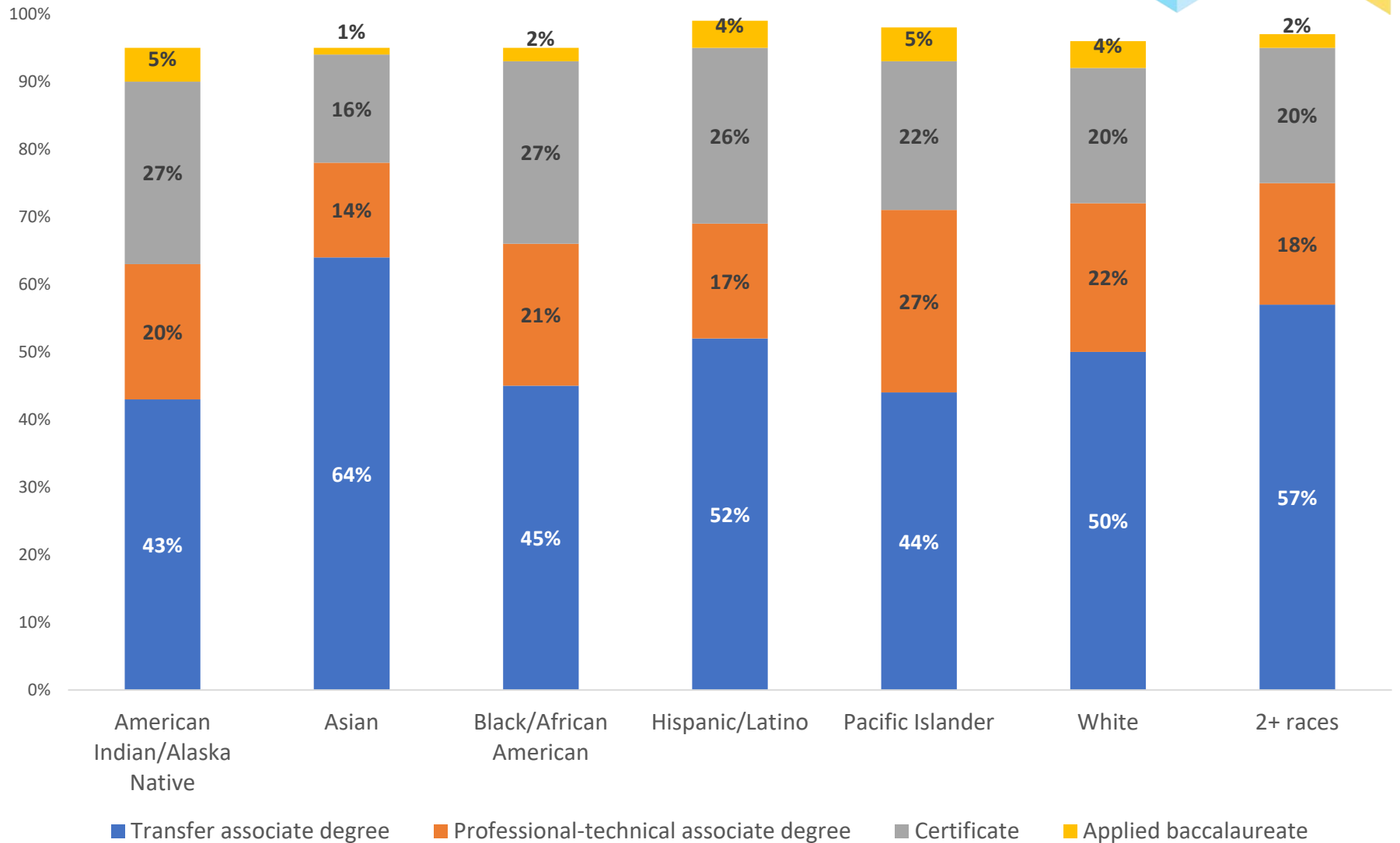
- Implement actions, policies and investments that produce equitable outcomes.
- **Implement research-based strategies that are proven to improve completion rates for all students. These strategies include Guided Pathways and Career Launch programs.**
- Enroll more diverse students of all ages and backgrounds in our colleges, increasing their access to higher levels of education, higher salaries, and greater financial security.
- Strengthen advocacy and community partnerships.
- Improve the college system's long-term financial sustainability and infrastructure.

Completions Summary

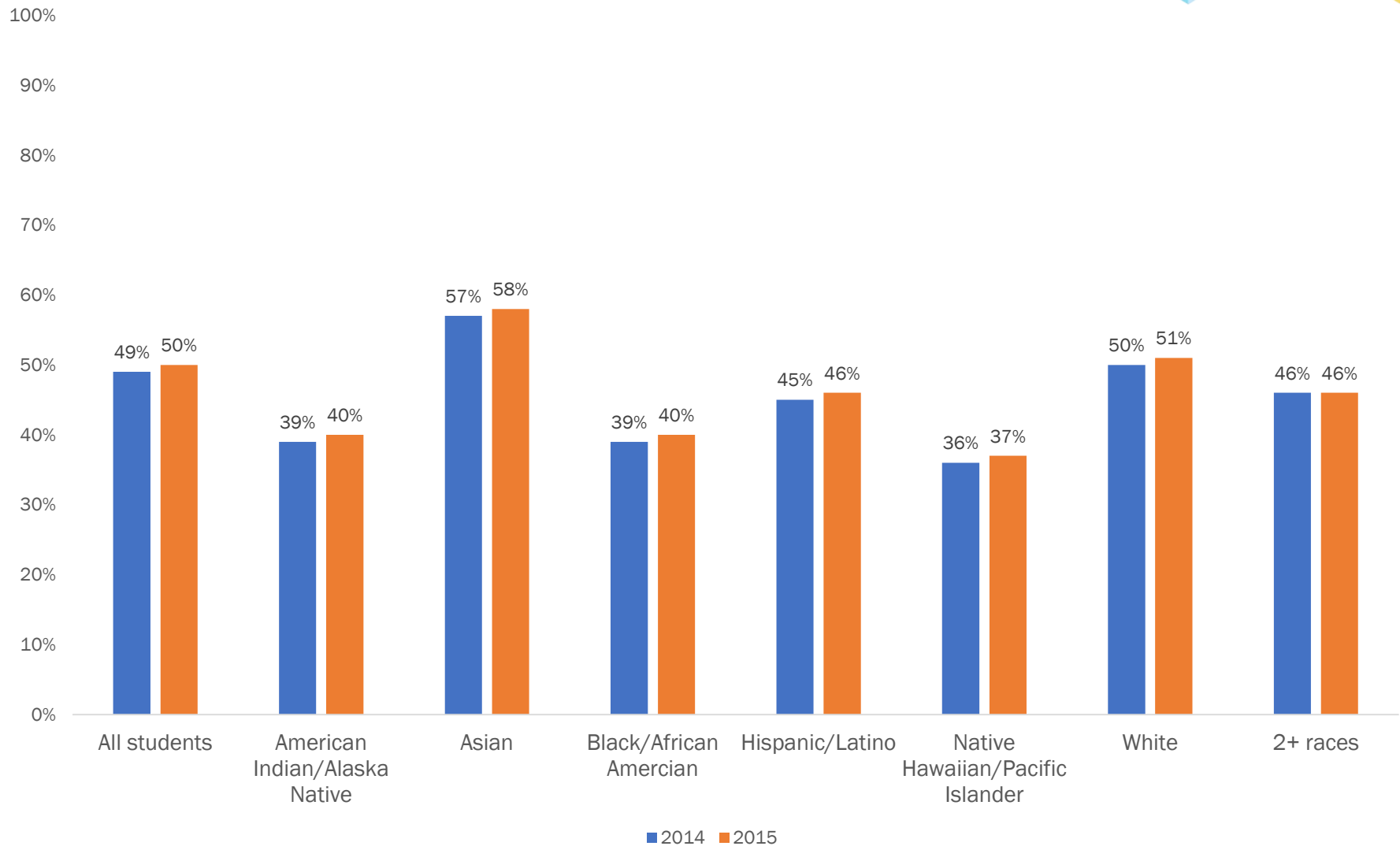
- Completions over time: Steady increase in applied baccalaureate degrees, a decline in certificates, and an increase in academic transfer degrees due in large part to Running Start (as of 2020, 21% of DTA degrees were earned by Running Start students, up from 20% in 2018-19).
- *2019-20 total completions declined substantially due to impacts of the campus closures as a result of the pandemic. This impacted the professional-technical certificate credential the most.*
- Historically underserved students of color continue to earn certificates at a higher rate than White, Asian, and students who report as 2+ races, who earn higher numbers of transfer associate degrees. However, historically underserved students of color earn a larger proportionate share of applied baccalaureate degrees; for American Indian/Alaska Native students and Pacific Islander students this was 5 percent of all their credentials earned last year.
- Completion/Transfer rate: the percentage of a starting cohort of students who complete or transfer within four years. This rate has grown slightly for all race/ethnic groups.
- Intermediate metrics: college-level math and English attainment and retention one year after start. The system has shown significant increases in this metric in math, and in particular for students of color.



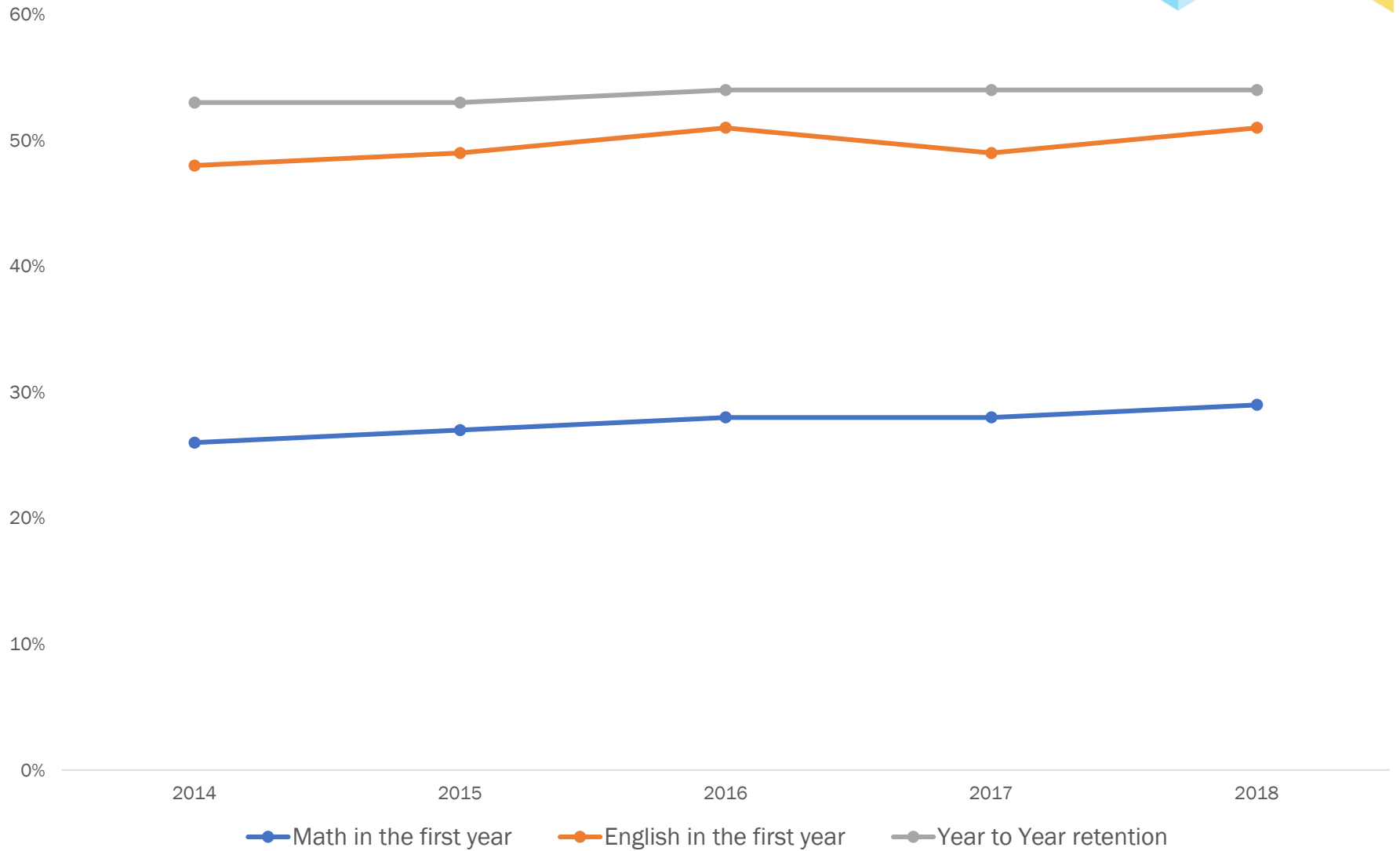
Highest credential by race/ethnicity: 2019-20



Completion or Transfer by Year 4



Intermediate Progress Metrics



Strategies to Achieve Completion

- Career Connect Washington
- Guided Pathways

Career Connect Washington

- SBCTC and the endorsement process (30 programs to date)
 - Automotive
 - Diesel Technology
 - Nuclear Technology
 - Business
- Growth FTE: 213 FTE for endorsed programs
- Equipment: \$5 million allocated

Guided Pathways 2020-21 Priorities: Math, English, & Equity Competencies

- South Puget Sound CC-College level Math – 27% improvement
- Clark College— College level English – 18% improvement
- Everett College-Year-to-Year Retention – Black students 64%

Discussion of Guided Pathways Priorities

BREAKOUT # 1:

GUIDED PATHWAYS Priority 1 – Math & English Completion

BREAKOUT #2:

GUIDED PATHWAYS Priority 2 – Leadership Engagement & Equity

Please identify someone to report out during the debrief.

Debrief & Scaling the Work

- Reconvene & Debrief
- Next Steps
 - Trainings, coaching assistance, etc., to do scale the GP work.
 - Ballmer supported collaboration with Community College Research Initiative / UW
 - Continue to support the colleges in their work to close equity gaps and to be a resource in this work.

REGULAR ITEM

October 14, 2020

Tab 3

Economic Recovery Planning

Brief Description

At the August Board retreat, Board members and leadership representatives of college trustees, chancellors and presidents, faculty unions, students and State Board staff participated in a series of discussions about the community and technical college system's potential roles in economic recovery for Washingtonians and the state's economy.

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

The State Board's new Strategic Plan states three goals:

- **Achieve education equity** for students who are historically underrepresented in higher education.
- **Improve completion rates** for all students across programs and credentials.
- **Increase access and retention** among populations who can benefit the most from college access.

Providing access to college programs and credential completion for the state's unemployed workers, laid off from their jobs due to the COVID recession, is in direct alignment with the Strategic Plan goals, and will substantially support achieving the desired outcomes outlined in the Strategic Plan.

Background information and analysis

Context key points

- The majority of laid off workers are young adults, low wage earners, people of color. Two-thirds of those unemployed do not have a college credential.
- When people from these groups attend college, they choose community and technical colleges.
- People without college credentials have higher rates of unemployment and are slower to become reemployed.
- Workers who complete a college credential fare better during economic downturns and benefit more in recovery.
- The demand for skilled workers is accelerating as the economy reopens. There is greater integration of automation, artificial intelligence and technology in occupations across industries.
- The shift toward job creation in industries that employ credentialed workers is intensifying.

- Enrollments across the college system dropped unexpectedly by 12 percent Spring Quarter due to requirements to shift classes to online delivery in March, and postponing hands on, equipment intensive lab and practicum classes that could not be quickly moved to online delivery.
- State revenues plummeted as face to face interactions were prohibited in schools, workplaces and commerce to curb the spread of the pandemic.

Discussion summary

The following is a summary of common themes from small and large group discussions during the Board retreat:

Enrollment

- Increase outreach to unemployed workers and high school students
- Increase awareness of financial aid and expand community based efforts to help potential students complete financial aid applications
- Build and strengthen long-term relationships with local communities of color
- Collaborate with state efforts to expand broadband access across the state into low income and rural communities

Programs:

- Identify workforce skills growing in demand both now during economic recovery and in the future as the new economy builds.
- Continue to build momentum for guided pathways to improve retention and completion for all students, but especially for low income students, students of color, and laid off workers seeking retraining.
- Invest in technology and professional development for faculty and staff to increase integration of technology tools into education programs and services delivery.

Advocacy

- Focus on the needs of students, include students and student stories in advocacy efforts
- Identify common ground among college system stakeholders, develop and deploy common messages

Recent actions

Operating and capital budget requests. Operating and capital budget requests for the 2021-23 biennium were submitted to the Governor's Office of Financial Management in September. The operating budget request is modest and focused on equity and economic recovery. The capital budget request focused on infrastructure preservation and replacement, and statewide job creation.

Financial aid outreach. As a member of the Washington Student Achievement Council, the executive director successfully advocated for an agency biennial budget request to fund partnerships between colleges/universities and community based organizations embedded in communities of color to create financial aid outreach events designed to help families and unemployed adults complete financial aid applications.

State Board staff are working with the Washington Student Achievement Council to restart community outreach events with volunteers trained in January to help potential college students complete financial aid applications.

Dual credit outreach. Colleges have increased outreach to high school students to participate in the Running Start program, now more easily accessible with most college classes being delivered online. Early indicators for Fall show a promising increase in Running Start enrollments.

Direct admission initiative. State Board staff are working with the state superintendent of public instruction's office to promote direct community and technical college admission outreach to high school seniors.

Emerging planning efforts

Workforce Training and Education Coordinating Board economic recovery plan. The State Board executive director is a member of the state's Workforce Board and provided input into their economic recovery plan, strengthening the role of community and technical colleges in retraining for laid off workers.

WACTC Critical Issues committee. The college presidents have created committee focused this year on workforce education and economic recovery. The committee's chairperson, Amy Morrison, President, Lake Washington Institute of Technology, participated in the August Board retreat as one of WACTC's representatives. State Board staff are collaborating with this committee on state level economic recovery planning and strategy development.

Reskilling and Recovery Network. The Governor's Office asked the State Board to lead an interagency team participating in a multi-state network created by the National Governor's Association and American Association of Community Colleges. It is a short term project offering best practices dissemination and technical assistance on worker retraining strategies.

Washington Recovery Group. The Governor's Office is launching a coordinating group of state agency directors, local government, tribal agencies and private sector representatives to implement recovery strategies identified by the Governor. The State Board's executive director is invited to participate in this group. The first meeting will be later in October.

Potential questions

- Is the State Board engaged in state level economic recovery planning efforts?
- Do actions taken to date reflect the college system's role in assisting individuals and employers speed economic recovery?

Recommendation/preferred result

Board members will have an opportunity to engage with recent economic recovery efforts and further define the college system's role in helping people get back to work.

Policy Manual Change Yes No

Prepared by: Jan Yoshiwara, executive director

(360) 704-4355, jyoshiwara@sbctc.edu

CONSENT ITEM (RESOLUTION 20-10-45)

October 15, 2020

Tab 4a

Delegation of authority to support redevelopment of the University of Washington's Husky Village at Cascadia College

Brief Description

The University of Washington is anticipating the need for State Board approval to use property held as tenants in common in support of the redevelopment of its student housing known as Husky Village. Related documents would be presented to the State Board's executive director for approval under authority in, and consistent with, this resolution.

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

Providing access to food service and parking is consistent with the State Board's goal to advocate for resources that support college enrollment.

Background information and analysis

The University of Washington is in early planning and negotiations with private developers to significantly increase the number of student housing beds and add food service and retail space to Husky Village. The redevelopment will also allow for increased transit services from King County Metro and Sound Transit along a widened Beardslee Avenue corridor, adjoining Husky Village. Husky Village is on land owned by the University of Washington. See University of Washington Stage 1 Approval for the project in attachment A.

The redevelopment is likely to have impacts on the adjacent property held by the State Board and the University of Washington as tenants in common. Anticipated areas of impact include storm water and parking. The solutions to these impacts may require development on the jointly held property.

Cascadia College students would benefit from convenient access to food services, retail and transit services in the redeveloped Husky Village. They may also benefit from additional parking if provided as part of the project.

The jointly held property potentially impacted by the project includes a wetland buffer, an area identified as undesirable for surface parking due to soil conditions, and a developable area that could be used for structured parking in the current facility master plan for the campus. See sketch in attachment B.

Any development on the jointly held property would be done with prevailing wages and at no cost to Cascadia College or the State Board. All development would be consistent with the most recent joint facility master plan.

Potential questions

Is the proposed development consistent with the State Board's goal to advocate for resources that support college enrollment?

Recommendation/preferred result

Staff recommends approval of Resolution 20-10-45 giving its executive director authority to approve easements, ground leases, or similar documents for the jointly held property to support redevelopment of Husky Village consistent with the conditions in this resolution.

Policy Manual Change Yes No

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

F-5

STANDING COMMITTEES

Finance and Asset Management Committee

UW Bothell Student Housing: Stage 1 Approval

RECOMMENDED ACTION

It is the recommendation of the administration and the Finance and Asset Management Committee that the Board of Regents:

1. Approve the project site;
2. Delegate authority to select a developer; and
3. Approve pre-construction budget of \$300,000, funded by UW Bothell.

BACKGROUND

Constructed in 1986, Husky Village is a 90-unit apartment complex comprising eight three-story buildings with a separate one-story community center/office space. The property was purchased by the University in 2011 with a loan from the Internal Lending Program (ILP) for \$13M, with annual debt payments of \$808,000 until 2042. The complex includes 70,722 gross square feet, providing 268 rentable beds, on 4.4 acres zoned for residential mixed use.

This was a strategic acquisition for campus extension, providing the first, and still only, on-campus housing option on the Bothell campus. The buildings are nearing thirty years in age and at the end of their useful life. UW Bothell has significant demands for student housing, as identified in its recent market study of local housing demand and a wait list for Husky Village. The proposal is to improve land utilization by constructing mixed-use buildings consisting of residential, retail, and office space. The combination of the prominent location, current building age, limited UW debt capacity, and limited local equity make a ground lease the best action.

FUTURE ACTIONS

Stage 2 approval, entailing approval of a ground lease, is expected in summer 2020.

Attachments

1. UW Bothell Student Housing Project Summary
2. UW Bothell Student Housing Project Background

F-5/207-19
7/11/19



UW Bothell Student Housing Project Summary

Regent Actions

- Stage 1 Actions:**
July 2019
- Approve Project Site
 - Delegate Authority to engage with and select Developer
 - Approve Pre-construction Budget of \$300,000 to be funded by UW Bothell
- Stage 2 Actions:**
Summer 2020
- Approve Ground Lease

Objectives

1. Provide vibrant, quality on-campus housing to meet the ongoing demand from UW Bothell (UWB) students, consistent with the UWB/Cascadia College 2017 Campus Master Plan.
2. Create a new campus gateway with accessible pedestrian connections to the campus core to the south.
3. Provide ground floor program that engages the Bothell community at large and brings the community into the campus.

Description

Husky Village Apartments (268 beds) will be demolished and replaced with developer-built mixed-use project on land leased from UW. The project would provide a minimum of 600 student beds in a variety of residential unit sizes, plus ground floor office and retail spaces. The proposal maintains University control over the land while providing the near-term student housing suggested in the 2017 Campus Master Plan and supported by the Spectrum Housing Demand Study completed in 2015 and amended in 2018. Development of this site will increase students' access to housing, optimize property zoning density, and reduce significant ongoing maintenance costs associated with the current aging buildings.

Financials

Estimated Budget			Proposed Funding		
Building Construction	\$ 169,700,000	99.8%	ILP Debt Funds	\$	0%
Tenant Improvements	\$	0%	Donor Funds	\$	0%
Schedule Premium	\$	0%	UW Central Funds	\$	0%
Finance During Const.	\$ 300,000	0.2%	State Funds	\$	0%
			Departmental Funds	\$	0%
			Developer Funds	\$ 170,000,000	100%
Total Project Cost	\$ 170,000,000	100%	Total Funds	\$ 170,000,000	100%

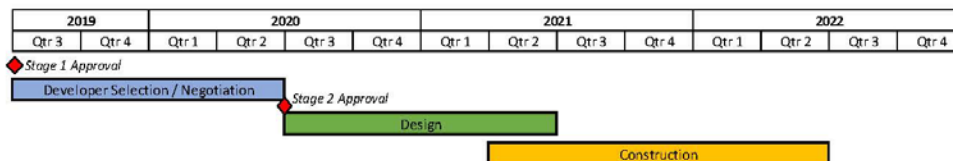
Benchmarks

Project	# Beds	Gross Sq Ft	Cost/Bed	Cost/GSF
Bellevue College	370	135,000	\$105,405	\$288
Seattle University	303	146,000	-	-
UW Oak Hall	362	108,040	\$164,612	\$552
UW Haggett Hall	800	240,000	\$175,000	\$580

Metrics & Indicators

	Current	Targets		Targets
Gross SF	70,722	300,000	Project Cost/SF	\$ 566
Gross SF / Bed	264	278	Project Cost/Bed	\$ 188,889

Schedule





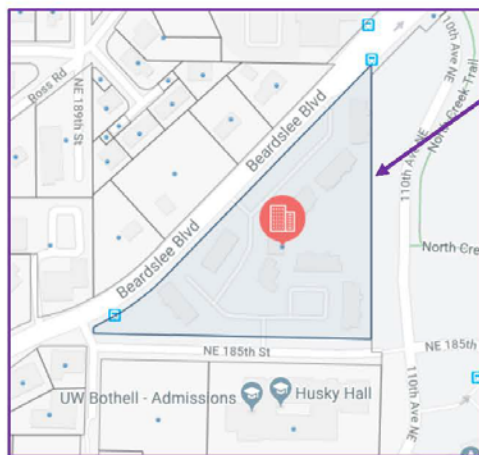
UW Bothell Student Housing Project Background

Project Overview

In 2011, the University of Washington purchased Husky Village, a 90-unit apartment complex bordering the campus. The property was purchased with a loan thru the Internal Lending Program (ILP) for \$13M, with annual debt payments of \$808,000 until 2042. A May 2019 market value appraisal estimated the current land value to be \$13.4 million.

Constructed in 1986, Husky Village comprises 70,722 gross square feet (GSF) across eight three-story buildings and a one-story community center. The complex provides 268 rentable beds on 4.4 acres zoned for residential mixed use. This purchase provided the first, and still only, on-campus housing, as well as extending the physical campus boundary. The buildings are nearing 30 years of age and at the end of their useful life due to distress from water intrusion and some occurrences of microbial growth within the units. Husky Village currently has inadequate capacity to meet campus needs.

The 2017 UW Bothell (UWB)/Cascadia College Campus Master Plan (CMP) identifies the campus zone including Husky Village as Development Area D. The maximum development scenario for this area allows gross square feet up to 300,000 for UW. The CMP proposes redevelopment of Area D to accommodate student housing demand, which is predicted to be between 650-1,200 beds.



UW Bothell Student Housing Project Background

This site is envisioned as a new front door to the campus incorporating a mixed-use development where retail space could serve both the campus and the Bothell community at large. Plans for enhanced public transit and cycling mobility all enable a vibrant, pedestrian-oriented environment along Beardslee Boulevard.

Redevelopment of Area D during the next few years will also allow coordination with the creation of a transit hub at the edge of this site as planned by Sound Transit. This adjacency should make the project more attractive to a developer and provide the opportunity for coordination that makes the most efficient use of the property.



Student Experience

Living on campus creates greater student engagement, which is shown to positively impact student retention, GPA, satisfaction, and graduation rates. On-campus student housing allows high-impact practices such as participation in Living-Learning Communities to take root. However, the UWB Autumn Resident Survey shows an annual downward trend in satisfaction with Husky Village and its value for cost.

Options for Development

The University considered multiple options to address housing concerns. Debt capacity constraints and lack of UWB equity significantly limit the workable scenarios.

- Redeveloping the site at a cost of \$150-200M with funds from the Internal Lending Program
- Renovating existing Husky Village Apartments
- Negotiating a long-term ground lease to a developer



UW Bothell Student Housing Project Background

Benchmarks & Metrics

During the options research, data was obtained from two local housing projects opened in fall 2018:

- Seattle University executed a ground lease to Capstone Development Partners, LLC. They constructed Vi Hilbert Hall, a 146,000 GSF mixed-use building with 127 market rate student apartments (303 beds) and 16,000 RSF office. The total building provides 482 GSF per bed. Any unleased apartments can be rented to the public.
- Bellevue College opened its first on-campus housing, 135,000 GSF with 370 beds in apartment units, plus a pizza café and meeting room, yielding 365 GSF per bed. This project was self-funded through bonds and at the end of their first year, was approximately 70% occupied.

Additional metrics from UW Seattle are also informative:

- North Campus Housing – Oak Hall is a University funded project that is scheduled to open in fall 2020. It will consist of 108,040 GSF with 362 beds, yielding 298 GSF per bed.
- North Campus Housing – Haggett Hall Replacement will also be University funded and is set to begin design in 2020 on 240,000 GSF with ~800 beds, yielding 300 GSF per bed.

Project Schedule

A request for developer qualifications will be issued in the summer of 2019. The selection of a development partner from short listed firms will conclude in summer 2020. The design phase of the project will include strategic guidance from the University and the development of 50% design documents. Construction is forecast to begin in 2021 and conclude in time for fall 2022 occupancy.

Financials

The construction risk, the lease-up risk and the ongoing occupancy risk will be borne by the selected developer. The University will negotiate a market-rate ground lease with the potential for student services to be provided under a concession agreement. The student units will be at market rate and the unit mix will conform to the needs of the developer to assure occupancy. The University will offer no guarantee of occupancy but will direct students to availability of the housing. At the end of the ground lease, the land and improvements will revert back to the University.

**Excerpt from 2017
UW Bothell and
Cascadia College
Campus Master Plan**

DEVELOPMENT AREAS

To ensure development is equitably distributed across campus with a desirable mix of buildings and open space, the campus is divided into six Development Areas (A-F, Figure 1-3).

Each area is assigned a maximum net new GSF Development Area Cap (shown below), the sum of which exceeds the CMP Development Allowance GSF. This provides campus-wide flexibility for locating new development relative to building adjacencies and programmatic needs, allowing the campus to be nimble in adapting to current and future opportunities and demands. All Academic Uses are permitted in every Development Area, with the exception of student housing which is not permitted on land owned by UW Bothell/CC within Development Area C.

Future building development is not permitted within the wetland or wetland buffer areas. Trails, boardwalks or other features to enable pedestrian access to wetland areas may be permitted.

**MAXIMUM NET NEW GSF
PER DEVELOPMENT AREA**

A	293,100 GSF
B	407,200 GSF
C	144,800 GSF
D	295,900 GSF
E	425,800 GSF
F	10,000 GSF



**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 20-10-45**

A resolution to support the redevelopment of the University of Washington's student housing known as Husky Village that is adjacent to property held by the University of Washington and the State Board as tenants in common by allowing mitigation of project impacts on the jointly held property.

WHEREAS, The University of Washington is in early planning and negotiations with private developers to significantly increase the number of student housing beds and food services, retail and transit services; and

WHEREAS, Husky Village is on property owned by the University of Washington but mitigation of stormwater and parking impacts are likely to require some development on land held by the University of Washington and the State Board as tenants in common; and

WHEREAS, any development on the jointly held property would be done with prevailing wages and at no cost to Cascadia College or the State Board; and

WHEREAS, all development would be consistent with the most recent joint facility master plan for the campus;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes its Executive Director to approve easements, ground leases, or similar documents for the jointly held property to support redevelopment of Husky Village.

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 10/15/2020

Attest

Jan Yoshiwara, secretary

Carol Landa McVicker, chair

CONSENT ITEM (RESOLUTION 20-10-46)

October 15, 2020

Tab 4b

Increase area of Skagit Valley College ground lease for recreational facility

Brief Description

Skagit Valley College is seeking approval to increase the area for the ground lease conditions approved in resolution 20-08-40. This resolution is to correct a mistake in the college's original request.

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

This project will support student success and retention through increased student engagement.

Background information and analysis

The plan is for the college to lease approximately 35,000 square feet to the Skagit Valley College Foundation to construct, maintain and operate pickleball courts for Skagit Valley College students and the community to use. The college requested and the State Board approved leasing approximately 3,500 square feet in resolution 20-08-40.

Potential questions

Is the ground lease and resultant facility consistent with the State Board's goal to advocate for resources that support college enrollment?

Recommendation/preferred result

Staff recommends approval of Resolution 20-10-46 increasing the area for the ground lease conditions previously approved in resolution 20-08-40.

Policy Manual Change Yes No

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

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 20-10-46

A resolution relating to Skagit Valley College's request to lease property rights to the Skagit Valley College Foundation, a non-profit corporation, for construction, maintenance, and operation of a student recreation facility on the Mount Vernon campus of the Skagit Valley College.

WHEREAS, in resolution 20-08-40 the State Board for Community and Technical Colleges authorized its Executive Director to approve a ground lease with specific conditions including an area of approximately 3,500 square feet; and

WHEREAS, Skagit Valley College is seeking approval to increase the area to 35,000 square feet; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges increases the area approved in resolution 20-08-40 to 35,000 square feet.

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 10/15/2020

Attest

Jan Yoshiwara, secretary

Carol Landa McVicker, chair



STATE BOARD MEETING MINUTES

Business Meeting: Thursday, August 27, 1:30-3:30 p.m.

Board members

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

Call to order and adoption of meeting agenda

Chair Carol Landa McVicker called the meeting to order at 1:30 p.m., welcomed those present, and asked for Board member introductions. Chair Landa McVicker noted she would like to remove item 2f, GEER Funding, from the consent agenda for discussion at a later meeting. She then requested a motion to adopt the agenda as amended.

Motion: Moved by Jay Reich, seconded by Phyllis Gutierrez Kenney, and unanimously approved by the Board the adoption of the August 27, 2020, meeting agenda as amended.

Approval of consent agenda

- a. Canvas by Instructure, Contract Extension
Resolution 20-08-36
- b. ctcLink mobile, HighPoint Mobile
Resolution 20-08-37
- c. Everett Community College, property acquisition, 1216 Broadway
Resolution 20-08-38
- d. Highline College, local expenditure, Building 12 improvements
Resolution 20-08-39
- e. Skagit Valley College, ground lease, recreational facility
Resolution 20-08-40
- g. June 2020 State Board meeting minutes
- h. OKTA Multi-factor Authentication
Resolution 20-08-43

Motion: Moved by Jay Reich, seconded by Ben Bagherpour and unanimously approved by the Board the adoption of its August 27, 2020, consent agenda.

2021-23 Operating Budget Request (Resolution 20-08-42)

Cherie Berthon, Director, Operating Budget, presented that in the midst of its ongoing response to the pandemic and resulting recession, the college system has continued to prepare for its biennial 2021-23 Operating Budget Request. In July, the system presidents adopted budget priorities as their recommendation to the State Board and those serve as the framework for this budget request.

The college presidents and State Board have agreed on the importance of staying focused on key initiatives, such as Guided Pathways and equity efforts, and aligning the budget priorities to the college system's strategic vision and plan.

The following budget priorities are recommended to the State Board.

1. Assure colleges have sufficient resources to respond to the needs of their communities and help in the economic recovery.
2. Sustain the Workforce Education Investment Account to support our strategic initiative to ensure equity gaps are addressed.
3. Workforce development investments to help the state recovery in those areas negatively impacted by the virus and recession.

Motion: Moved by Phyllis Gutierrez Kenney, seconded by Jay Reich and approved by a majority of the Board the adoption of Resolution 20-08-42, 2021-23 Operating Budget Request.

Board member discussion

Board member Wayne Martin asked about facility safety and security as it relates to the Capital Budget Request. Capital Budget Director, Wayne Doty, noted that the majority of the request was focused on existing facilities.

Adjournment/next meeting

There being no further business, the State Board adjourned its August 27, 2020, meeting at 3 p.m. The next regular meeting is scheduled for October 2020 via Zoom.

Jan Yoshiwara, secretary

Carol Landa McVicker, chair



STATE BOARD SPECIAL MEETING MINUTES

Wednesday, September 2, 2020, 3:30-4:30 p.m.

Board members

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

Call to order and adoption of special meeting agenda

Chair Carol Landa McVicker called the meeting to order at 3:30 p.m., welcomed those present, and asked for Board member introductions. She then requested a motion to adopt the agenda.

Motion: Moved by Jay Reich, seconded by Phyllis Gutierrez Kenney, and unanimously approved by the Board the adoption of the September 2, 2020, special meeting agenda as presented.

Consideration of Resolution 20-09-44, GEER Funding

John Boesenberg, Deputy Executive Director of Business Operations and Cherie Berthon, Director, Operating Budget, presented that Based on the enactment of the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act, section 18002, Governor Inslee received \$54 million from the Governor’s Emergency Education Relief (GEER) fund to provide emergency assistance to educational entities in Washington State. Governor Inslee elected to provide all of these funds to public institutions of higher education and \$44 million (81 percent) to our college system specifically. Approximately \$10 million is being distributed among the six public four-year institutions for similar purposes. The Governor shared his distribution plan with the Legislature in July and there were no changes made based on Legislative feedback.

OFM recently issued an award letter outlining the Governor’s intent and purpose for these funds. The letter also provided links to federal guidance on the potential uses and timing of the funding. The funds are divided into three categories and they were reviewed during the presentation.

Presidents from Edmonds Community College, Shoreline Community College and the WACTC President, spoke to address concerns or support of the allocation of the funds.

Motion: Moved by Jay Reich, seconded by Anne Fennessy, and approved by a majority of the Board the adoption of Resolution 20-09-44, distribution of GEER funding.

Adjournment/next meeting

There being no further business, the State Board adjourned its September 2, 2020, special meeting, at 4:30 p.m. The next regular meeting is scheduled for October 2020 via Zoom.

Jan Yoshiwara, secretary

Carol Landa McVicker, chair

REGULAR ITEM (RESOLUTIONS 20-10-47 & 20-10-48)

October 15, 2020

Tab 5

Applied baccalaureate degree program proposals

Brief Description

In September 2014, the State Board adopted a revised approval process, selection criteria, and application materials for community and technical colleges seeking to offer an applied baccalaureate program. The final step in the approval process requires State Board action on the college's application to offer the proposed applied baccalaureate degree.

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

In June 2020, the State Board adopted its strategic plan which focuses on three goals: achieve educational equity for students who are historically underrepresented in higher education; improve completion rates; and increase access and retention among populations who can benefit the most from college access. Colleges offering applied baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest need. Through this, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults and ensure community and technical colleges are affordable and accessible for students. The three goals are addressed through the approval process of applied baccalaureate degree programs:

- **Achieve educational equity for students who are historically underrepresented in higher education** by enrolling more diverse students of all ages and backgrounds in our colleges, increasing their access to higher levels of education, higher salaries and greater financial security.
- **Improve completion rates** by implementing research-based strategies that are proven to improve completion rates for all students. These strategies include Guided Pathways and Career Launch programs.
- **Increase access and retention among populations who can benefit the most** by implementing actions, policies, and investments that produce equitable outcomes.

Background information and analysis

5a) Big Bend Community College - Applied Management

Big Bend Community College proposes the development of a Bachelor of Applied Science degree in Applied Management beginning Fall 2021. Building off of Big Bend's numerous related Associate of Science degrees such as Accounting Technician, Business Information Management, Systems

Administration, and Early Childhood Education, the proposed applied baccalaureate degree will prepare students for workforce needs in agriculture, local government, manufacturing, retail, and health services. In this BAS degree program, students will learn management skills, management ethics, and business operations. The curriculum will include coursework in organizational communication, operations management, change leadership, equity and diversity, project management, and human resources. Graduates of the BAS in Applied Management degree program will have the knowledge, skills and leadership capacity to pursue management careers in diverse fields as noted above. This proposed degree would be Big Bend Community College's first applied baccalaureate degree.

5b) Edmonds College - Robotics and Artificial Intelligence

Edmonds College proposes a Bachelor of Applied Science degree in Robotics and Artificial Intelligence beginning Fall 2021. The proposed degree will provide graduates with the expertise and academic credentials to be competitive in the regional labor market and build off the college's associate degree in Computer Information Systems. The program will provide students with the knowledge and skills to design, implement, and analyze basic machine-learning and embedded systems that run robotics and basic artificial intelligence applications. In addition, the program will introduce students to the science of computer vision, the fundamentals of robotics control systems, and the use of 3D printing to develop and test prototypes. This proposed degree would be Edmonds College's third applied baccalaureate degree.

Potential questions

Do these degrees meet the criteria established by the State Board?

Recommendation/preferred result

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

- Resolution 20-10-47 approving Big Bend Community College's Bachelor of Applied Management.
- Resolution 20-10-48 approving Edmonds College's Bachelor of Applied Robotics and Artificial Intelligence.

Policy Manual change Yes No

Prepared by: Jamilyn Penn, director, transfer education
360-704-4338, jpenn@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 20-10-47

A resolution to approve Big Bend Community College's application to offer a Bachelor of Applied Science in Applied Management degree upon recommendation of the State Board for Community and Technical Colleges staff.

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

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

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

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the recommendation to authorize Big Bend's Bachelor of Applied Science in Applied Management.

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 October 15, 2020

Attest

Jan Yoshiwara, secretary

Carol Landa-McVicker, chair

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 20-10-48

A resolution to approve Edmonds College's application to offer a Bachelor of Applied Robotics and Artificial Intelligence degree upon recommendation of the State Board for Community and Technical Colleges staff.

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

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

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

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the recommendation to authorize Edmond's Bachelor of Applied Robotics and Artificial Intelligence.

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 October 15, 2020

Attest

Jan Yoshiwara, secretary

Carol Landa-McVicker, chair

REGULAR ITEM

October 15, 2020

Tab 6

2021 Legislative Agenda and Priorities Preview

Brief Description

The board will review legislative priorities heading into the 2021 legislative session.

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

Identifying possible changes to state law that result in improved service delivery to students supports four system goals:

- **Enrollment, Completion and Equity:** When legislative goals are met, community and technical colleges have the resources to maintain open doors and promote student success to completion.
- **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.

Background information and analysis

The primary focus entering the 2021 legislative session will be a sustainable operating budget for the college system and the capital budget request.

As COVID-19 continues to damage our state and widen economic and racial divides, our community and technical colleges are uniquely positioned to build a healthy and inclusive economy—to pull people and businesses through this crisis stronger than they were before. We train students of all ages and backgrounds for real-time job opportunities and upskill workers for businesses as they rebound from the recession. Our 2021-23 operating budget request will help Washingtonians in local communities recover and thrive, especially those most affected by the pandemic.

Investing in capital projects at community and technical colleges will stimulate local economies across Washington. The projects will create healthy and safe facilities where people of ages and backgrounds can learn skills for a tight and changing job market. (*Attachments: Operating and Capital Budget one-pagers*)

Policy Issues

Removing school districts' ability to withhold grades and transcripts of students.

- If a student owes a fine or fee to a school district and the payment of that fine prevents a college from receiving that student's grades or transcripts, the owed fine or fee would no longer be a barrier for a college to gain access in order to place a student in the proper classes.

Customized Training Program Tax Credit

- In 2017 the State Board requested to lift the sunset on the successful Customized Training Program.

- The Washington Customized Training Program (CTP) provides interest-free training loan assistance to businesses that provide employment opportunities in the state. The State Board for Community and Technical Colleges (SBCTC) pays the up-front costs for customized training. After the training is complete, the business repays costs to SBCTC interest-free.
- The first payment is equal to 25 percent of the full cost of the program and is due upon training completion.
- The remaining 75 percent is spread over the next 18 months.
- As each payment is made, the business may take a state business and Occupation (B&O) tax credit equal to 50 percent of the payment. Thus, the total tax credit will be equal to 50 percent of the full cost of the training.
- The B&O tax credit is due to sunset in 2021. Staff recommend that the State Board ask the legislature to lift this sunset and make the tax credit permanent.

Potential questions

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

Recommendation/preferred result

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

Policy Manual Change Yes No

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2021-23 OPERATING BUDGET REQUEST

OCTOBER 9, 2020

As COVID-19 continues to damage our state and widen economic and racial divides, our community and technical colleges are uniquely positioned to build a healthy and inclusive economy—to pull people and businesses through this crisis stronger than they were before. Students of all ages and backgrounds turn to us to learn skills for a changing and competitive job market while businesses count on us to upskill workers for the new economy. Our 2021-23 budget request will help Washingtonians recover and thrive, especially those most affected by the economic downturn.

Our Priority: Protect Investments in Educational Opportunity

We thank the Legislature for passing the historic Workforce Education Investment Act in 2019 to support accessible and outstanding higher education for the people and businesses of Washington. Budget cuts to these investments, or our base budgets, would harm people who were struggling to make ends meet even before the pandemic. These are our students—young adults, low-wage workers, people without college credentials and people of color who count on our affordable and local colleges to build a better life. Our students would have fewer course offerings and less advising and support to finish their studies, graduate, and enter the workforce and universities. Half our 356,000 students are students of color and 60 percent experience hunger and housing insecurity. This is our system's top priority.

Advance Equitable Economic Recovery (\$46 million)

At a time when most well-paying jobs require education past high school, our colleges are focused on improving completion rates for all students while closing the equity gap for students of color. Investments will:

- Ensure all students are successful in an online environment by integrating virtual simulation technologies into labs and hands-on technical programs. The technology will allow more students to learn remotely and increase access for working adults and student parents. Workforce students will also gain experience working in a simulated environment, a valuable skill in a job market that increasingly relies on automation, artificial intelligence and information technology.
- Address persistent equity gaps by redesigning curricula with an antiracist lens.

Support Workforce Training for Well-Paying Jobs (\$26 million)

As the economy moves into a recession, some jobs may never come back, others will change, and new industries will arise. Investments will help businesses, job-seekers and current employees navigate these transformational changes. Investments will:

- Increase capacity in Washington's Worker Retraining Program by 10 percent, helping more laid-off, unemployed and dislocated workers reskill and start on a career path with higher wage-gains.
- Enhance Washington's Job Skills Training Program, a dollar-for-dollar matching grant program that enables businesses to create customized training programs for new and experienced employees.
- Build colleges' capacity to offer high-demand programs, including nursing, allied health, information technology, computer science, advanced manufacturing and others.



2021-23 CAPITAL BUDGET REQUEST

OCTOBER 9, 2020

Capital Investments Spur Economic Recovery Across Washington

Investing in capital projects at community and technical colleges will stimulate local economies across Washington. Thousands of people will get to work in well-paying jobs in the construction industry and related fields, reinvesting their earning power in local businesses. The capital projects will create healthy and safe facilities for people of all ages and backgrounds to learn skills for a tight and changing job market.

With the current low interest rates and a competitive construction market, the state can stretch investments further and break through a backlog of projects that will become more expensive as time goes by.

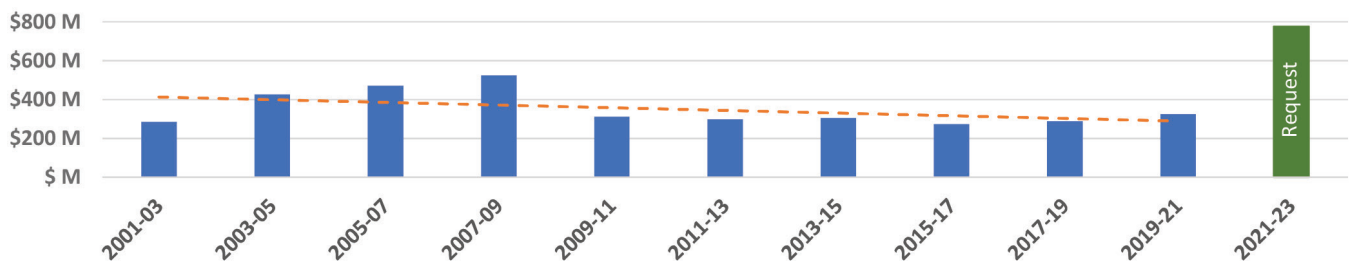
Request Eases 10-year Backlog

Our capital budget request reflects the increasing cost of repairing and replacing buildings that have aged over a 10-year period in which the state provided no growth in capital funding for our system. As buildings aged, costs increased and buying power declined. Our system prioritizes taking care of existing structures over adding new area. A higher funding level is needed to provide students modern, healthy and safe facilities.

Our \$776 million request list is in priority order and ranked based on a rigorous assessment of the need for space, condition of existing facilities, systemwide policy objectives and estimated costs. The request will fund several minor projects at every college and 32 major projects at 29 colleges across the state.

Fully funding these projects will help colleges serve students in high-demand programs like STEM and allied health. Other projects — like those designed for student services, libraries and a new satellite campus — focus on supporting student success.

Previous Funding Levels and Request



See reverse side for our prioritized 2021-23 capital request for new appropriations.

CONTACT INFORMATION

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2021-23 SBCTC Capital Request for New Appropriations and Financing Authorities

Priority	College	Funding Phase	Project	Amount	Cumulative
1	Statewide	2003 operating fund swap	Preventative Facility Maintenance and Building System Repairs	\$22,800,000	\$22,800,000
2	Statewide	Design & Build	Minor Works – Preservation	\$26,113,000	\$48,913,000
3	Statewide	Design & Build	Minor Repairs – Roof	\$11,858,000	\$60,771,000
4	Statewide	Design & Build	Minor Repairs – Facility	\$32,466,000	\$93,237,000
5	Statewide	Design & Build	Minor Repairs – Site	\$3,163,000	\$96,400,000
6	Statewide	Design & Build	Minor Works – Infrastructure	\$33,981,000	\$130,381,000
7	Statewide	Design & Build	Minor Works – Program	\$32,242,000	\$162,623,000
8	Shoreline	Build	Allied Health, Science & Manufacturing	\$43,848,000	\$206,471,000
9	Spokane Falls	2nd half of Build	Fine and Applied Arts Replacement	\$19,342,000	\$225,813,000
10	Tacoma	Design	Center for Innovative Learning and Engagement	\$2,992,000	\$228,805,000
11	Clark	Build	North Clark County Satellite	\$53,230,000	\$282,035,000
12	Wenatchee	Design	Center for Technical Education and Innovation	\$3,266,000	\$285,301,000
13	Shoreline	Design	STE(A)M Education Center	\$3,039,000	\$288,340,000
14	Everett	Build	Learning Resource Center	\$48,084,000	\$336,424,000
15	Lower Columbia	Design	Center for Vocational and Transitional Studies	\$3,206,000	\$339,630,000
16	Grays Harbor	Build	Student Services and Instructional Building	\$44,026,000	\$363,656,000
17	Spokane	Design	Apprenticeship Center	\$3,368,000	\$387,024,000
18	Cascadia	Design	CC5 Gateway Building	\$3,096,000	\$390,120,000
19	North Seattle	Build	Library Building Renovation	\$30,519,000	\$420,639,000
20	Edmonds	Design	Triton Learning Commons	\$3,656,000	\$424,295,000
21	Walla Walla	Build	Science and Technology Building Replacement	\$9,483,000	\$433,778,000
22	Pierce Puyallup	Build	STEM Building	\$38,600,000	\$472,378,000
23	Renton	Design	Health Sciences Center	\$3,997,000	\$476,375,000
24	Centralia	Design	Teacher Education and Family Development Center	\$2,268,000	\$478,643,000
25	Skagit	Design	Library/Culinary Arts Building	\$2,257,000	\$480,900,000
26	Bellevue	Build	Center for Transdisciplinary Learning and Innovation	\$39,942,000	\$520,842,000
27	Highline	Design	Welcome Center for Student Success	\$3,126,000	\$523,968,000
28	Lake Washington	Build	Center for Design	\$32,481,000	\$556,449,000
29	Bates	Build	Fire Service Training Center	\$31,120,000	\$587,569,000
30	South Seattle	Design	Rainier Hall Renovation	\$3,515,000	\$591,084,000
31	Olympic	Build	Innovation and Technology Learning Center	\$22,527,000	\$613,611,000
32	Everett	Design & Build	Baker Hall Replacement	\$31,167,000	\$644,778,000
33	Columbia Basin	Design & Build	Performing Arts Building Replacement	\$36,738,000	\$681,516,000
34	Whatcom	Design & Build	Technology and Engineering Center	\$31,663,000	\$713,179,000
35	Bellingham	Design & Build	Engineering Technology Center - Bldg. J Replacement	\$14,039,000	\$727,218,000
36	Clark	Design & Build	Hanna Foster Hawkins Complex Replacement	\$24,611,000	\$751,829,000
37	Peninsula	Design & Build	Advanced Technology Center	\$19,074,000	\$770,903,000
38	Seattle Central	Design	Broadway Achievement Center	\$2,928,000	\$773,831,000
39	Yakima	Design	Prior-Kendall Hall Replacement	\$1,957,000	\$775,788,000

Alternative Financing Request for 2021-23		Authority
Grays Harbor	COP for Student Services and Instructional Building (if construction is funded)	\$3,200,000
Shoreline	COP to expand Allied Health, Sciences and Manufacturing (if construction is funded)	\$3,128,000
South Puget Sound	COP to renovate Health Education Building	\$5,000,000