



# COMMUNITY AND TECHNICAL COLLEGES

*Washington State Board*

## 2023-24 Orientation Handbook

- Diversity & Equity Officer's
- Instruction Commission
- WA State Student Services Commission

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SBCTC

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# 2019 SBCTC SYSTEM VISION STATEMENT

September 25, 2019

On June 27, 2019, the governor-appointed Washington State Board for Community and Technical Colleges unanimously approved the following 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.”*

The vision statement is meant to inspire us, to challenge us, and to capture the heart of our mission so well that we are restless to improve. It also answers a fundamental question: What do we hope to achieve for our students and the world they create?

## Statement of Intent

### From 2006 to 2019: An Evolving Vision

Our college system’s last vision statement dates back to 2006, a time when our nation was on the brink of the Great Recession. The statement focused on raising the prosperity of individuals, communities and our economy. However, it was silent in recognizing that we can only achieve those goals by improving outcomes for our diverse student population.

This 2019 vision statement grew from months of data analysis and facilitated conversations among State Board members and with a system-wide Equity Vision Work Group. The work group was made up of representatives from the State Board, trustees, presidents, students, faculty and college diversity and equity officers. Also participating on the work group were State Board staff who serve on the agency’s Diversity, Equity and Inclusion Committee.

This document records the thought process behind the wording of the 2019 vision statement so the intent remains clear as leaders change and colleges create local plans to support the state-wide vision.

## Words Matter: A Phrase-by-Phrase Analysis of This Vision Statement

### Leading with racial equity...

This vision statement immediately focuses on racial equity, which raises an important question: Why start with race? The answer: To provide an excellent education for all our students, we must remove the institutional barriers that weigh down students of color, who make up 45 percent of our student population.

SBCTC research shows students of color are less likely to be retained through completion. This is not because of a lack of talent, ambition or work ethic on the part of students, but because of racist and discriminatory practices that have funneled away opportunity and income over generations.

Throughout our history, institutional racism blocked people of color from getting well-paying jobs, buying houses and pursuing education. Families of color have been less able to save, become economically stable, and accumulate wealth to pass onto future generations. Students of color are living with disadvantages that are deeply rooted in discriminatory practices, many intentional and others created through privilege or unconscious bias.

Any system produces what it is designed to produce. Our community and technical colleges are producing white graduates at a higher rate than graduates of color. The answer lies not in “fixing” students, but changing our institutions to better serve students of color.

While history may have created inequalities in systems long before we were born, we are all part of the system now and it’s our job to change it.

The destiny of our students is linked. The strategies that produce racial equity for students of color also work for other students, creating an invigorated campus community and better educational outcomes overall.

*“Leading with race is very intentional in this statement. Other things will follow, but if we don’t start here, everything else will be watered down.” – Work group member*

*“Many of us were raised not to see race, but when we do that, we actually do more harm to students of color.” – Work group member*

### **...our colleges maximize student potential and transform lives...**

“Potential” means several things: students’ earning potential, potential to participate in communities and our nation’s democracy, and potential to see their own vast capabilities. This phrase also recognizes that our colleges transform lives with students, family members, community members, and employers alike.

### **...within a culture of belonging...**

Students thrive where they feel they belong. This section challenges colleges to create a culture where all students and educators feel welcomed, valued and acknowledged. Colleges should hire more employees of color so students see themselves reflected in those around them. Staff of all races should understand racial equity and translate it into effective practice.

*“We need to change the culture of our organizations, so our responsibility is beyond shedding light on the students and instead look at their entire experience, like an ecosystem.” – Work group member*

### **...that advances racial, social and economic justice in service to our diverse communities.**

This final phrase answers one of the work group’s biggest questions: To what end are we helping students achieve their maximum potential? Certainly, it’s to elevate students, communities and our economy, but it’s also to turn all students into standard-bearers for racial, social and economic justice within their own diverse communities, leading the way for others.

*“We aspire to create not just a skilled nurse, but a socially just and socially responsible nurse.” – Work group member*

# OVERVIEW OF THE WASHINGTON COMMUNITY & TECHNICAL COLLEGE SYSTEM

## Stakeholder Groups

The Washington Association of Community and Technical Colleges (WACTC)

- ✦ [WACTC Resources](#)
- ✦ [Organizational Chart](#)
- ✦ [WACTC Committee List 2023-24](#)
- ✦ [Meeting Schedule](#)

Association of College Trustees

- ✦ [ACT Board of Directors](#)
- ✦ [ACT Committees](#)
- ✦ [Trustee Resources & Information](#)
- ✦ [ACT Calendar of Events](#)

Key Partner Agencies

- ✦ [Council of Presidents \(COP\) - Transfer policies](#)
- ✦ [Washington Student Achievement Council \(WSAC\) - State financial aid](#)
- ✦ [Independent Colleges Washington \(ICW\)](#)

Faculty Unions and Associations

- ✦ [American Federation of Teachers \(AFT\)](#)
- ✦ [Washington's Faculty Association of Community & Technical Colleges \(FACTC\)](#)

## SBCTC Roles and Organization

Organization

- ✦ [State Board Members](#)
- ✦ [Agency Structure & Organization charts](#)

Functions

- ✦ Advocacy
  - [Government Relations: legislative outreach](#)
  - [One-Pagers / Policy & Issues Briefs](#)
- ✦ Requesting, receiving and allocating state, federal, grant funds
  - [Operating Budget](#)
  - [Capital Budget](#)

- \* Strategic planning
  - [State Board Goals](#)
  - [Strategic Technology Plan](#)
- \* Policy and administration
  - [Policy Manual](#)

## Education Division

Education strategic planning and policy shop for college system

- \* [Key initiatives and projects](#)
- \* [Mission Study](#)

Education Services

- \* [Student Services](#)

System level accountability and research

- \* [Research and data](#)
- \* [Enrollment reports](#)
- \* [Student Achievement Initiative](#)

## Current Issues

Access

- \* [Mental Health Counseling and Services Pilot Program](#)
- \* [Student Emergency Assistance Grant Program \(SEAG\)](#)
- \* [Supporting Students Experiencing Homelessness \(SSEH\)](#)
- \* [Washington College Grant \(formerly known as the State Need Grant\)](#)

Attainment

- \* [Enrollments or completions?](#)
- \* [Competency based education](#)
- \* [Applied baccalaureate degrees](#)

Technology

- \* [ctcLink Connect](#)
- \* [Technology tools for student success](#)
- \* [Accessible technology, students with disabilities, low income students, rural students](#)

# Professional Development

- ✦ [League for Innovation](#)
- ✦ [American Association of Community Colleges \(AACCC\)](#)
- ✦ [The Chair Academy](#)
- ✦ [Student Affairs Administrators in Higher Education \(NASPA\)](#)
- ✦ [American College Personnel Association \(ACPA\)](#)

## ACRONYM SOUP FOR THE WASHINGTON STATE CTC SYSTEM

ACRONYM	TITLE OF COMMISSIONS, COUNCILS & GROUPS	REPORTS TO
ACC	Advising and Counseling Council	WSSSC
ACT	Association of College Trustees	
AEAC	WA State Adult Education Advisory Council	
ARC	Admissions and Registration Council	WSSSC
ATC	Articulation and Transfer Council	IC
ATL	Office of Assessment, Teaching and Learning	SBCTC
BAC	Business Affairs Commission	WACTC
BAR	Budget Accounting and Reporting Council	BAC
BLC	Baccalaureate Leadership Council	
CBS	Council for Basic Skills	IC
CEC	Continuing Education Council	IC
COP	Council of Presidents	
CUSP	Council of Unions and Student Programs	WSSSC
DSSC	Disability Support Services Council	WSSSC
ELC	eLearning Council	IC
FAC	Financial Aid Council	WSSSC
FACTC	Faculty Association of Community and Technical Colleges	Input to SBCTC
HRMC	Human Resources Management Commission	WACTC
IC	Instruction Commission	WACTC
ICRC	Intercollege Relations Commission	WCHSCR
ITC	Information Technology Commission	WACTC
JTC	Joint Transfer Council (formerly JAOG)	Collaborates with WSAC
LLC	Library Leadership Council	IC
MSSDC	Multicultural Student Services Directors Council	WSSSC
NWAACC	Northwest Athletic Association of Community Colleges	
NWCCU	Northwest Commission for Colleges and Universities	
OFC	Operations and Facilities Council	BAC
OFM	Office of Financial Management	Governor
OPEP	Organization of Parenting Education Programs	
OCR	Office for Civil Rights	
OSPI	Office of the Superintendent of Public Instruction	
PAC	Purchasing Affairs Council	BAC
PACTCC	President's Assistants for Community and Technical Colleges	
PPMS	Payroll/Personnel Management System Users Group	
RPC	Research and Planning Commission	WACTC
SBCTC	State Board of Community and Technical Colleges	
SSEM	Safety, Security, and Emergency Management Council	BAC
VMSC	Veterans and Military Council	WSSSC



WACTC	Washington Association of Community and Technical Colleges (Presidents, Chancellors)	
WACTSA	Washington Community Technical Colleges Student Association	CUSP
WACTC-PIO	Public Information Commission	WACTC
WAOL	Washington Online	SBCTC
WCCCC	Washington Campus Children's Center Coalition	
WCHSCR	Washington Council for High School-College Relations	Nonprofit Corp.
WEC	Workforce Education Council	IC
WELA	Washington Executive Leadership Academy	
WSAC	Washington Student Achievement Council	Governor
WSSSC	Washington State Student Services Commission	WACTC

ACRONYM	TITLE OF CTC FREQUENT PARTNER GROUP	REPORTS TO
ACE	American Council on Education	
AACC	American Association of Community Colleges	
AHE	Association of Higher Education (faculty union)	WEA
ATE	Advanced Technological Education	
CAEL	Council for Adult Experiential Learning	
CLAMS	College Library and Media Specialists	
CTCLDA	CTC Leadership Development Association	
DEL	Department of Early Learning	
DOC	Department of Corrections	
DSHS	Department of Social and Health Services	Governor
DOL	Department of Labor	U.S. President
ESD	Employment Security Department	Governor
FIPSE	Fund for the Improvement of Postsecondary Education	U.S. Dept. of Ed.
HCA	Health Care Authority	
NACADA	National Academic Advising Association	
NEA	National Endowment for the Arts	National Council on the Arts
NEH	National Endowment for the Humanities	National Council on the Humanities
NEWESD	Northeastern Washington Educational Services District 101	U.S. Dept. of Ed
NSF	National Science Foundation	U.S. Senate
PERC	Public Employees Relations Commission	
PERS	Public Employees Retirement System	
PESB	Professional Educators Standards Board	
TAACCCT	Trade Adjustment Assistance Community College and Career Training	DOL
TRS	Teachers Retirement System	
TYCA-PNW	Two Year College English Association – Pacific Northwest	
USDE	United States Department of Education	
WEA	Washington Education Association	National Education Association

WICHE	Western Interstate Commission of Higher Education	
WTECB	Workforce Training and Education Coordinating Board	Governor

<b>FREQUENT MISCELLANEOUS ACRONYMS</b>	
<b>ACRONYM</b>	<b>WHAT IT MEANS</b>
AA	Associate in Arts Degree (see also DTA)
ABE	Adult Basic Education
ACE	American Council on Education (military credit recommendations)
ALEKS	Assessment and Learning in Knowledge Spaces
AP	Advanced Placement
BAS	Bachelor of Applied Science
BEAd	Basic Education for Adults
BFET	Basic Food and Employment Training (formerly FSET)
BIR	Building Improvement and Repairs
BIT	Behavioral Intervention Team
CASAS	Comprehensive Adult Student Assessment System
CBE	Competency Based Education
CBO	Community Based Organization
CE	Continuing Education
CGRC	Curriculum and Graduation Requirements Committee
CHS	College in the High School
CLC	Communications Learning Center
CLEP	College Level Examination Program
COOP	Continuity of Operations Plan
CTC	Community and Technical College
CTCLink	The implementation of a single, centralized system of online functions to give students, faculty and staff anytime, anywhere access to a modern, efficient way of doing their college business.
CTE	Career/Technical Education
CWCE	Center for Workforce and Continuing Education
DACUM	Developing a Curriculum (process)
DANTES	Defense Activity for Non-Traditional Education Support
DEC	District Education Council
DFWI	Grades of D or F, Withdrawal or Incomplete
DLPT	Defense Language Proficiency Test
DRS	Diversity Requirement Subcommittee
DSSC	District Student Services Council
DTA	Direct Transfer Agreement
DWDC	District Workforce Development Council
EAN	Employee Action Notice
ECHS	Early College High School
EMP	Emergency Management Plan

ERP	Enterprise Resource Planning
ESL	English as a Second Language
FAFSA	Free Application for Federal Student Aid
FERPA	Family Education Rights and Privacy Act
FMS	Financial Management System
HSC	High School Completion
HSE	High School Equivalency (formerly GED)
HS21+	High School Twenty-one Plus
IB	International Baccalaureate
I-BEST	Integrated Basic Education and Skills Training
I-DEA	Integrated Digital English Acceleration
ICAPP	Interinstitutional Committee for Academic Program Planning (reports to COP)
IPEDS	Integrated Postsecondary Education Data System
IRB	Internal Review Board
IS	Interdisciplinary Studies Learning Community
ITALIC	Institutional Teaching and Learning Improvement Coordinating Committee
ITV	Interactive Television
LC	Learning Community
LEP	Limited English Proficient
MHCSP	Mental Health Counseling and Services Pilot Program
MRP	Major Related Pathway
MRTE	Mutual Research Transcript Exchange
MMT	My Math Test
OBIS	Online Budget Information System
OG	Opportunity Grant
OGMS	Online Grant Management System
PBI	Public Baccalaureate Institution
PIER	Planning, Institutional Effectiveness, and Research
PLA	Prior Learning Assessment
QM	Quality Matters
RCW	Revised Code of Washington
RIF	Reduction in Force
RFP	Request for Proposals
RMI	Repairs, Maintenance, and Improvement
RS	Running Start
SAI	Student Achievement Initiative
SEAG	Student Emergency Assistance Grant Program (SEAG)
SEVIS	Student and Exchange Visitor Information System
SEM	Strategic Enrollment Management
SI	Supplemental Instruction
SMS	Student Management System
SOAA	Guided Pathways – Scale of Adoption Assessment
SPOL	Strategic Planning Online
SSEH	Supporting Students Experiencing Homelessness (SSEH)
TANF	Temporary Assistance for Needy Families

TESOL	Teachers of English to Speakers of Other Languages
TIAA-CREF	Teachers Insurance and Annuity Association/College Retirement Equities Fund
TLTC	Teaching and Learning Technology Center
TOEFL	Test of English as a Foreign Language
TPA	Travel Prior Approval
TP	Tech Prep
VEBA	Voluntary Employee's Beneficiary Association
WAC	Washington Administrative Code
WF	WorkFirst
WRT	Worker Retraining Program



# COMMUNITY AND TECHNICAL COLLEGES AT A GLANCE

DECEMBER 2022

*Vision: 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. Adopted 2019.*

*Mission: Our state's most urgent need is to educate more people to higher levels of skills and knowledge. This is the only way we can hope to sustain a prosperous economy that will provide opportunities for all of us, and our children. Adopted 2010.*

## Founded

Year	Action
1967	Legislature passed Community College Act
1991	Legislature amended Community College Act to Community and Technical College Act

## Colleges and Campuses

Institution	Number
Districts	30
Colleges	34

## State Board members

Member	City
Phyllis Gutierrez Kenney, chair	Seattle
Crystal Donner, vice chair	Everett
Ben Bagherpour	Vancouver
Mack Hogans	Kirkland
Carol Landa McVicker	Spokane
Chelsea Mason-Placek	Puyallup
Jay Reich	Seattle
Martin Valadez	Pasco
Fred Whang	Tacoma

## Executive Director

Paul Francis

## Enrollment

Category	Number
Total headcount	261,874
FTEs	130,174

Selected programs (headcount)	Number
Bachelor's	6,343
Apprentices	12,102
Corrections	4,566
I-BEST	6,729
International	7,150
Running Start	27,325
Worker Retraining	9,710

## Purpose for Attending

Student type	Percent
Academic/transfer	41%
Workforce education	32%
Basic skills	12%
Other	15%

## State Funding

Operating (2021-23 biennium)	\$1,912,112,000
Capital (2021-23 biennium)	\$499,619,000

## Attendance (headcount)

Type	Percent
Full-time	47%
Part-time	53%

## Tuition and Fees (2022-23)

Lower division	Resident	Non-resident
One quarter (15 credits)	\$1,486	\$3,402
Academic year (45 credits)	\$4,458	\$10,207
Upper division/ Bachelor's degrees	Resident	Non-resident
One quarter (15 credits)	\$2,381	\$6,595
Academic year (45 credits)	\$7,143	\$19,786

## Race/Ethnicity

Race/ethnicity	Percent <sup>1</sup>
White	63%
Hispanic/Latino	21%
Asian	17%
Black/African American	11%
Native American/Alaska Native	4%
Pacific Islander	2%

**50% of community and technical college students are students of color.**

## Gender

Gender	Percent
Female	57%
Male	42%
X	0%

## Median age

24

## Family and Finances

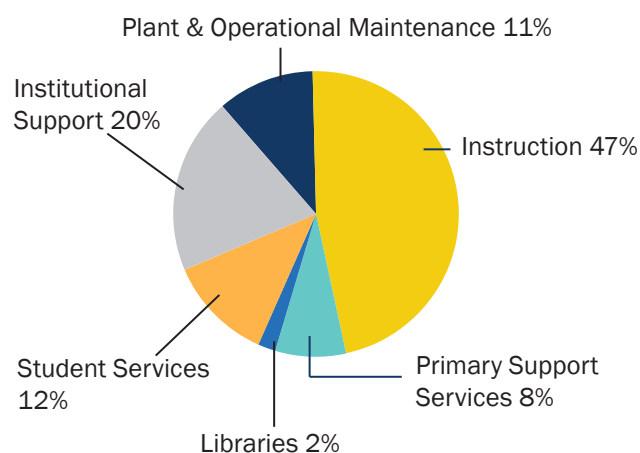
Characteristic	Percent
Students with dependents	33%
Students receiving need-based financial aid in eligible programs	29%

## Faculty and Staff

Employee type 2020-21	Headcount <sup>2</sup>
Total staff	19,430
Teaching faculty	11,275
Non-teaching faculty	4,332
Classified staff	5,499
Administrative and other	3,696

## Expenditures by Program

State general funds and operating fees: fiscal year 2020-21<sup>3</sup>



## By the Numbers

**39%** of public baccalaureate graduates in Washington start at one of the state's community or technical colleges.<sup>4</sup>

**25,490** Associate degrees awarded in 2021-22

Sources:

SBCTC Enrollment dashboard. Annual headcount, all sources.

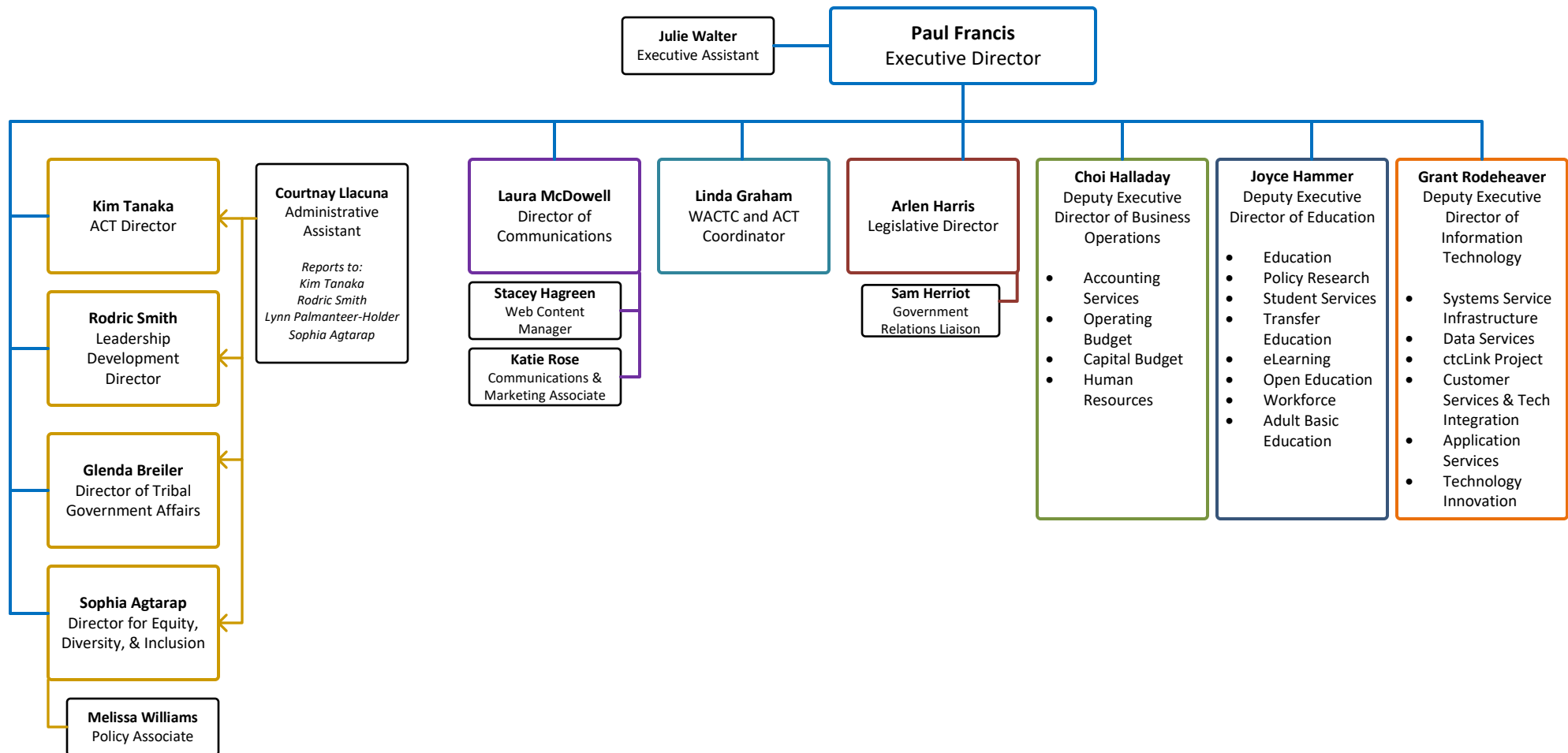
1. May not add up to 100% because students may be counted in more than one race. Percentages calculated on reported value.

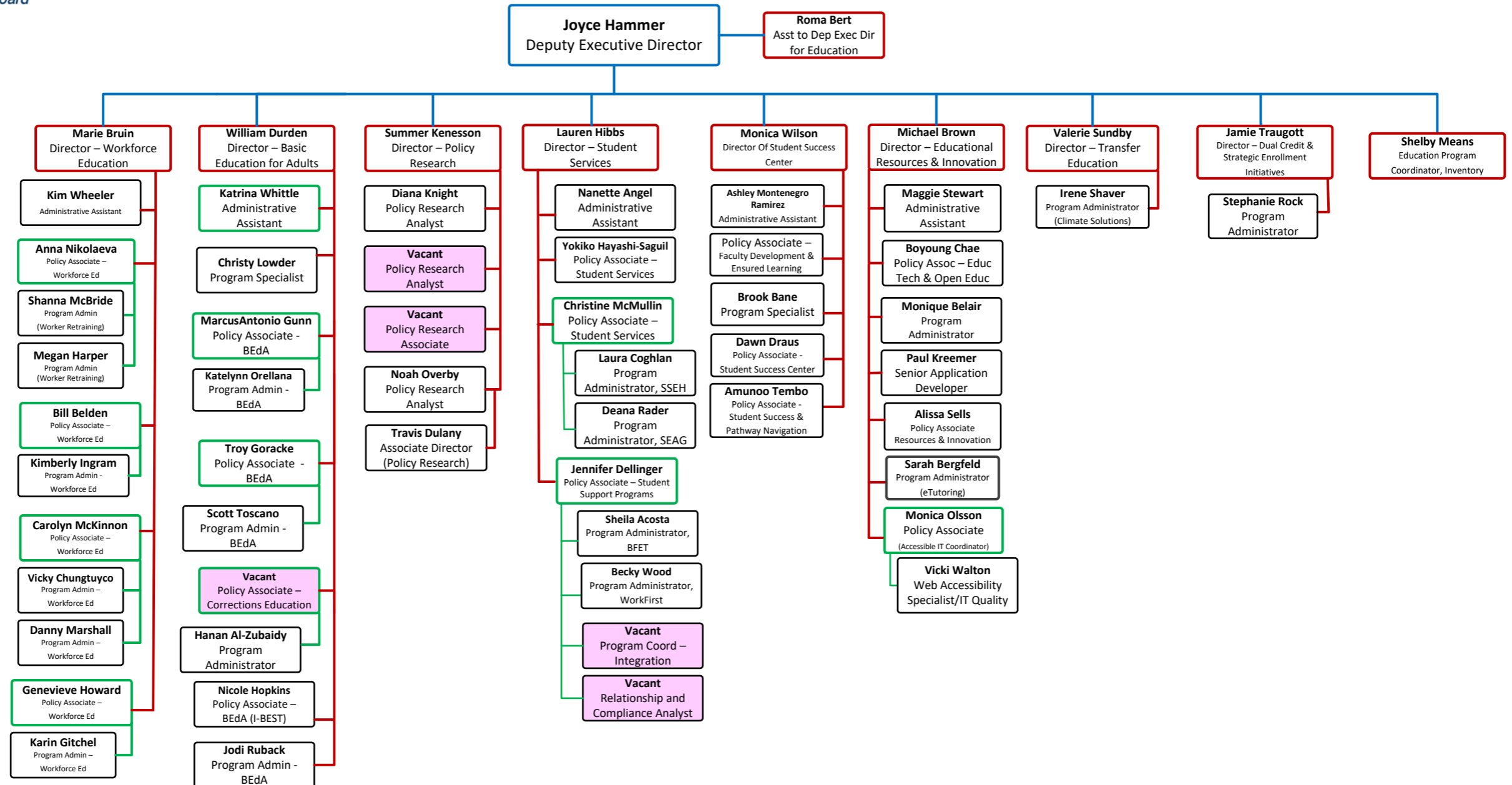
2. SBCTC Faculty and Staff Dashboard. Annual headcount, all sources.

3. SBCTC Academic Year Report: Expenditures 2020-21

4. SBCTC research report: The Role of Transfer in the Attainment of Baccalaureate Degrees at Washington's Public Bachelor's Degree Institutions, Class of 2016, published May 2018

## Executive Office and Cabinet Directors







## Education Division

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Adult Education Advisory Council & CBS  
Assessment Policy, Data Quality, & Program Reviews  
BEA Program Support/Development/Expansion  
CASAS Testing  
College and Career Readiness Standards  
Community Based Organization Grants & Liaison  
Compliance & Accountability, Federal Regulations, & State Legislation  
Department Operations, Policy, & Federal Legislation  
Diversity, Equity, & Inclusion  
English Language Acquisition  
Federal Audits & Targets  
GED Administration  
HS+/High School Completion/Equivalency  
Integrated English Literacy & Civics Education (IELCE)  
Inter-agency Communication/Messaging  
Liaison to OSPI, WTECB, & WDCs  
Master & Leadership Extension/Continuation Grants & RFAs  
Pathway Advocacy, Development, & Implementation  
Specialized Programs & Compliance  
Strategic Direction/Federal WIOA & State Title II Plans  
Transitions  
WABERS+

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<b>Corrections Education &amp; Reentry</b>	<b>Hanan Al-Zubaidy</b>	<a href="mailto:hal-zubaidy@sbctc.edu">hal-zubaidy@sbctc.edu</a>	360-704-4358
Prison & Community-based Navigators	Hanan Al-Zubaidy	<a href="mailto:hal-zubaidy@sbctc.edu">hal-zubaidy@sbctc.edu</a>	360-704-1052
<b>Educational Technology &amp; Open Education</b>	<b>Michael Brown</b>	<a href="mailto:mbrown@sbctc.edu">mbrown@sbctc.edu</a>	360-704-4363
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eLearning & Educational Technology Policy	Michael Brown	<a href="mailto:mbrown@sbctc.edu">mbrown@sbctc.edu</a>	360-704-4363
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Research and data requests, Student Achievement Initiative, IPEDS, national initiatives, baccalaureates, enrollment	Summer Kenesson	<a href="mailto:skenesson@sbctc.edu">skenesson@sbctc.edu</a>	360-704-4384
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Registration, financial aid, discrimination	Nanette Angel	<a href="mailto:nangel@sbctc.edu">nangel@sbctc.edu</a>	360-704-4315
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## Transfer

Applied bachelor degrees, university centers  
Common Course Numbering  
Math  
Academic Credit for Prior Learning  
Teacher preparation  
Transfer admissions  
Transfer degree approval  
Transfer policy, articulation projects

## Valerie Sundby

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## Workforce Education

### Industry Demand

Job Skills Program (JSP)  
Association WA Business (AWB)  
WA State Labor Council (WSLC)  
Continuing Education Council (CEC) Liaison  
Corporate and Continuing Education  
Customized Training Program (CTP)  
Centers of Excellence (CoE)  
Invest in WA  
Workforce Development Grant  
Economic Development policy, initiatives and funding  
Workforce Development, policy, and initiative

## Marie Bruin

Carolyn McKinnon  
Danny Marshall  
Carolyn McKinnon  
Carolyn McKinnon  
Carolyn McKinnon  
Carolyn McKinnon  
Danny Marshall  
Carolyn McKinnon  
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Early Learning  
Early Education/Partnering Education  
Hospital Employee Education and Training (HEET)  
Early Achievers Grant (EAG)

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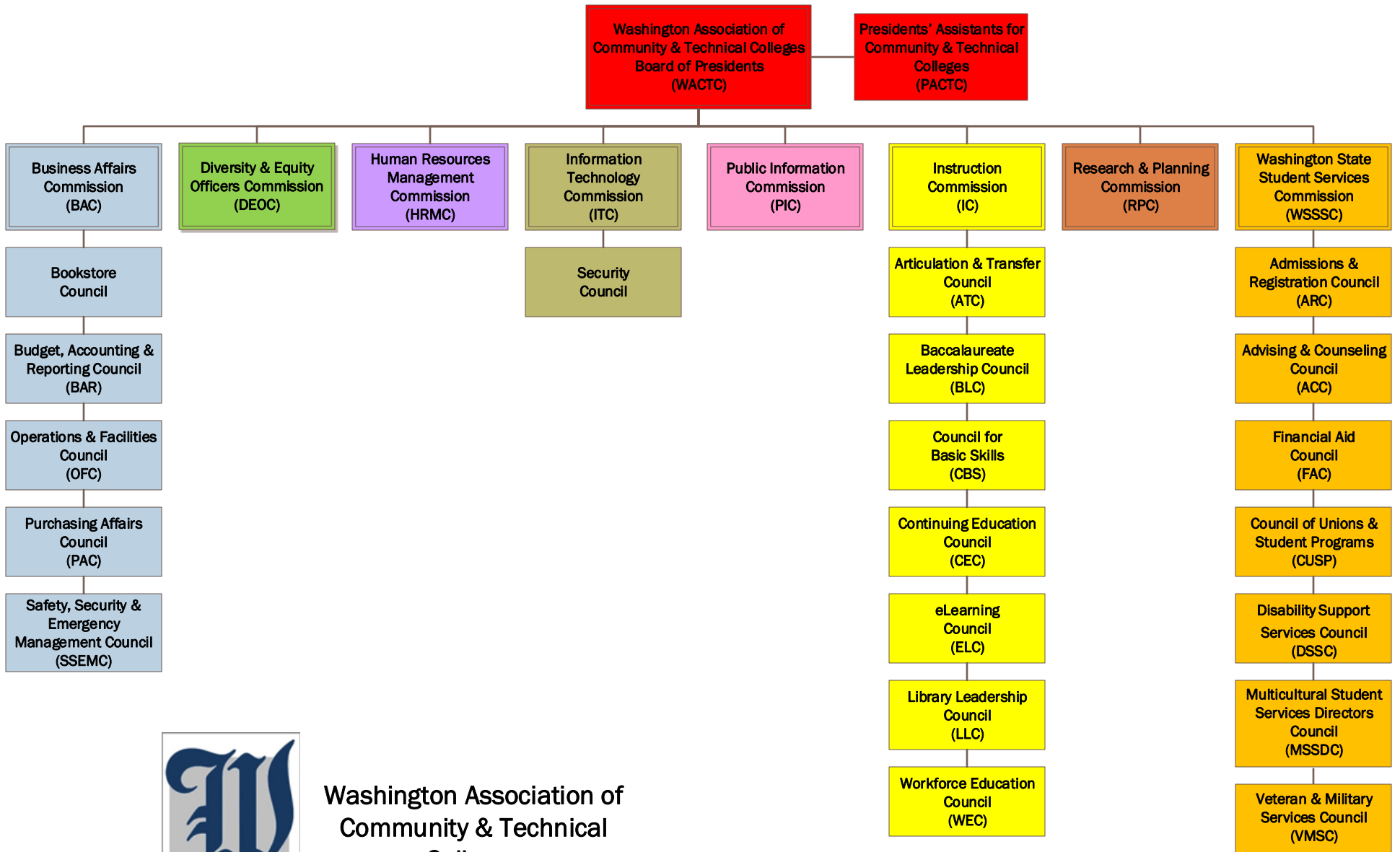


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2023-24**

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Washington Association of  
Community & Technical  
Colleges



# Guided Pathways

## Priorities

- Completion: Increasing meaningful credential completion rates of all students.
- Equity: Closing the equity gap for underserved communities.
- Learning: Offering an aligned and coherent learning agenda designed to build capacity in essential practice areas, equity competencies, and systemic change leadership.
- Research: Deepened understanding of effective practice in partnership with colleges, SBCTC, and leading researchers in the field through ongoing evaluation and dissemination of learning.

## Vision

A system that advances racial, social, and economic justice by achieving equitable student aspiration, access, economic progress, and educational and career attainment.

## Mission

The Washington Student Success Center works to create an equitable system that prepares all learners to engage in a diverse society and workforce, achieve economic mobility through educational attainment and contribute to a socially just society.

## Guiding Principles

- Guided Pathways requires urgent, radical, equity-minded, transformational organization change.
- Guided Pathways requires a culturally responsive commitment to racial and social equity by dismantling systemic policies and practices that perpetuate inequity.
- It is essential to fully engage the voices of students, faculty, staff, and community members in adaptive problem focused inquiry processes to lead to meaningful action and sustained systemic change.
- Guided Pathways requires intentional collaborative learning through professional development, partnerships, and resource development.
- Guided Pathways requires a focus on learning and outcomes aligned with community values and industry needs.

## BACHELOR'S DEGREES

MAY 2022



Washington's employers need highly trained people ready for the jobs of today and tomorrow. Washington's community and technical colleges are stepping up to help students meet the demand, and bachelor's degrees are helping that happen.

Community and technical colleges across the state offer both bachelor's degrees and applied bachelor's degrees. Students enrolled in bachelor's degree programs in areas like computer science and nursing train for their four-year degree from day 1.

Students in applied bachelor's degree programs first earn an associate degree, which can be used to go to work right away, then start their four-year degree program to build on the skills learned during their associate degree-level work.

Bachelor's degree programs at Washington's community and technical colleges means more students can earn four-year degrees. This is especially important as we look to close equity gaps among low-income students, students of color and students who are place-bound who may not have the ability or resources to leave home to pursue a four-year degree.

In the 2020-2021 school year, 6,527 students were enrolled in bachelor's degree programs and courses at Washington community and technical colleges.<sup>1</sup> Bachelor's degree graduates are older than students in similar university programs: 68% of students are aged 25 or older. Forty-seven percent of students receive need-based aid, and 48% of students are students of color.<sup>2</sup>



### Applied Bachelor's: Opening Doors for Professional-Technical Graduates

Washington's community and technical colleges believe every degree should lead to bigger and better things for students, whether it's a well-paying career, a job promotion or step toward a higher degree-level. This commitment, along with increased degree requirements in certain professions, is at the heart of our applied bachelor's degrees.

### Building Upon an AA Degree

Applied bachelor's degrees fill skill gaps in practical, market-driven fields where job requirements have advanced beyond the associate degree level.

#### CONTACT INFORMATION

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Professional-technical (vocational) degrees — like radiation technology — are considered “terminal” degrees, designed to teach students what they need to enter the workforce ready for jobs. Students who want to continue their educations typically have to start over with brand new degrees. Applied bachelor’s degrees turn that traditional model around, giving students the opportunity to take their hard-earned professional-technical degrees to the next level and advance their careers.

The degrees vary from a two-year management track on top of a two-year technical education, or a continuation of a professional-technical degree. Students build upon their already valuable two-year degrees to land higher-paying jobs and promotions, while employers get the additional skill sets they seek in bachelor’s degrees.

As one college president put it, “Applied bachelor’s degrees turn skilled frontline workers into managers.”

## Positive Outcomes

Applied bachelor’s degrees arguably offer hands-on training in a career embedded within a four-year degree. Employers seek graduates because they have technical expertise combined with communication, computation, critical thinking and people-management skills.

- In the first year after graduation, applied bachelor’s degree graduates had higher earnings than graduates of Washington’s regional public four-year universities who earned degrees in the same fields. Graduates of applied bachelor’s degree programs were also more likely to secure a job in their field.<sup>3</sup>
- 81% of applied bachelor’s degree graduates are employed within two years of graduating. Graduates who are employed full time have median annual earnings of \$62,000. Graduates in allied health fields have median annual earnings of more than \$70,000.<sup>4</sup>

Twenty-nine of our 34 community and technical colleges currently offer applied bachelor’s degrees in fields such as radiation and imaging sciences; cybersecurity; data analytics; and advanced manufacturing and materials technology. For the most recent list, visit [www.SBCTC.edu](http://www.SBCTC.edu) and search for “applied bachelor’s degrees.”

## Diverse Graduates

Most graduates of applied bachelor’s degree programs earned professional-technical degrees at community or technical colleges, which enroll more low-income students, students of color, and students who are the first in their families to go to college. Because of this, applied bachelor’s degree graduates are also more racially diverse than students in similar university programs.

## Rigor Matching Demand

Applied bachelor’s degrees not only serve students, but also businesses who are looking to hire or promote diverse and skilled workers who have both specialized skills and the more generalized knowledge of a bachelor’s degree.

For colleges, getting approval to offer applied bachelor’s degrees is a rigorous process. It requires an extensive review of employer demand, approval from the State Board for Community and Technical Colleges and new accreditation as a baccalaureate-granting institution from the Northwest Commission on Colleges and Universities. The proposed degree must align with the college’s mission and fill a need unmet by other colleges in the region.

## Doing What We do Best

Applied bachelor’s degrees build on the strengths of the community and technical college system and fill local skills gaps. As the workforce changes with lightning speed and job demands outpace employees’ credentials, applied baccalaureate degrees at community and technical colleges help Washingtonians build skills for career advancement.

Sources:

1. State Board for Community and Technical Colleges Academic Year Report dashboard.
2. University of Washington Community College Research Initiatives. (June 2020). Comparison of the Employment and Earnings Outcomes of Washington Community College Baccalaureate Graduates and University Grads.
3. State Board for Community and Technical Colleges dashboard: First-Time Entering Student Outcomes. Data provided by SBCTC research December 2020.

## Bachelor Degree Offerings by Program / by college

### Spring 2023

	Bellevue	Bellingham	Big Bend	Cascadia	Centralia	Clark	Clover Park	Columbia	Edmonds	Everett	Grays	Green River	Highline	Lake Washington	Lower Columbia	North Seattle	Olympic	Peninsula	Pierce	Renton	Seattle Central	Shoreline	Skagit Valley	SPSCC	South Seattle	Spokane	Spokane Falls	Tacoma	Walla Walla	Wenatchee Valley	Whatcom	Yakima Valley			
<b>Business Management</b>																																			
Accounting with International Accounting										✓					✓																				
Applied Accounting	✓																																		
Applied Management Human Resource														✓													✓								
Business Management	✓		✓	✓	✓	✓		✓				✓						✓	✓				✓				✓		✓		✓	✓			
Digital Marketing	✓																																		
Global Trade and Logistics													✓																						
Hospitality Management																									✓										
International Business																						✓													
Management and Entrepreneurship														✓																					
Marketing and Entrepreneurship												✓																							
Operations Management		✓					✓																												
Organizational Management										✓				✓		✓																			
Project Management								✓																											
Residential and Commercial Property Management																✓																			
Transportation, Logistics, Supply Chain													✓																						
Workforce and Trades Leadership																									✓										
<b>STEM Fields</b>																																			
Advanced Manufacturing and Materials Engineering									✓																										
Aeronautical Science												✓																							
Agricultural Systems																														✓					✓
Engineering Technology		✓																			✓														
Environmental Conservation																							✓												
Forest Resource Management											✓	✓																							
Molecular Biosciences	✓																																		
Product Development																							✓												
Sustainable Building Technology																									✓										
Sustainable Practices				✓																															



# Bachelor Degree Offerings by Program / by College

## Spring 2023

	Bellevue	Bellingham	Big Bend	Cascadia	Centralia	Clark	Clover Park	Columbia	Edmonds	Everett	Grays	Green River	Highline	Lake Washington	Lower Columbia	North Seattle	Olympic	Peninsula	Pierce	Renton	Seattle Central	Shoreline	Skagit Valley	SPSCC	South Seattle	Spokane	Spokane Falls	Tacoma	Walla Walla	Wenatchee Valley	Whatcom	Yakima Valley			
<b>Health Care, Wellness, and Safety</b>																																			
Allied Health Science																						✓													
Behavioral Healthcare					✓									✓								✓						✓							
Child, Youth, and Family Studies									✓																										
Community Health								✓																					✓						
Dental Hygiene						✓		✓						✓					✓		✓	✓												✓	
Fire Sciences Leadership																			✓																
Funeral Services														✓																					
Health and Wellness	✓																																		
Health Information Management	✓								✓																				✓						
Health Physics								✓																											
Healthcare Management	✓																																		
Homeland Security																			✓																
Human Services						✓																													
Nursing	✓	✓						✓				✓		✓			✓				✓											✓			
Physical Therapy Assistant														✓																					
Public Health Administration														✓																					
Radiology and Imaging	✓																																		
Respiratory Care													✓														✓								
Social Work																																	✓		
Youth Development													✓																						
<b>Trades, Construction, Manufacturing</b>																																			
Advanced Manufacturing and Materials									✓																										
Construction Management																			✓																
Craft Beverage Management					✓																			✓											
Diesel Technology					✓																														
Mechatronics and Automation							✓																				✓								

## Information Technology

Application Development				✓	✓				✓					✓		✓				✓												
Computer Science	✓			✓	✓	✓			✓			✓		✓		✓				✓												
Cybersecurity	✓					✓	✓	✓					✓																		✓	
Information System Tech																																

## Bachelor Degree Offerings by Program / by College Spring 2022

	Bellevue	Bellingham	Big Bend	Cascadia	Centralia	Clark	Clover Park	Columbia	Edmonds	Everett	Grays	Green River	Highline	Lake Washington	Lower Columbia	North Seattle	Olympic	Peninsula	Pierce	Renton	Seattle Central	Shoreline	Skagit Valley	SPSCC	South Seattle	Spokane	Spokane Falls	Tacoma	Walla Walla	Wenatchee Valley	Whatcom	Yakima Valley		
<b>Information Technology (continued)</b>																																		
Data Analytics	✓																															✓		
Digital Filmmaking																	✓																	
Digital Gaming														✓																				
Healthcare Informatics	✓																																	
Information Systems	✓							✓									✓									✓		✓						
Integrated Design													✓	✓																				
Network Administration												✓										✓										✓	✓	
Network Architecture																				✓														
Robotics and Artificial Intelligence									✓																									
Software Development												✓		✓																				
<b>Education</b>																																		
Early Childhood												✓	✓	✓		✓																		
Professional-Technical Education																									✓									
Teacher Education					✓	✓		✓			✓		✓		✓				✓												✓		✓	
<b>Other</b>																																		
Court Reporting and Captioning												✓																						
Interior Design	✓						✓																											

\*Programs Approved Through Spring 2023

## 2023 Approved Transfer Degrees Inventory Currently Offered (by College)

College	Associate in Science-Transfer (AS-T Track 1 & AS-T Track 2)						Direct Transfer Agreement (DTA)	Direct Transfer Agreement/Major Related Program (DTA/MRP)									Non-Direct Transfer Degree		
	AS-T Track 1	AS-T Track 2						General	Biology	Business	Computer Science	Math Ed	Music	Pre-Nursing	Nursing	BSN		Construct. Management	General Studies
	BIO/ENVR/CHEM/GEOL/EARTH	ENGR/CS/PHYS/ATMOS	Engineering: Biological Chemical	Engineering: Computer Electrical	Engineering: Mechanical Civil	MSE & MFGE Pathway													
BATES									√										
BELLINGHAM									√	√			√	√					
BELLEVUE	√	√	√	√	√		√		√		√	√		√	√			√	
BIG BEND	√	√		√	√		√		√	√			√	√				√	
CASCADIA	√	√	√	√	√		√	√	√				√					√	
CENTRALIA	√	√	√		√		√	√	√		√	√	√			√		√	
CLARK	√	√	√	√	√	√	√	√	√		√	√	√	√				√	
CLOVER PARK													√						
COLUMBIA BASIN	√	√					√			√	√		√		√			√	
EDMONDS	√	√	√	√	√		√	√	√	√		√	√					√	
EVERETT	√	√		√	√		√		√				√	√				√	
GRAYS HARBOR	√	√					√	√	√			√	√	√		√		√	
GREEN RIVER	√	√	√	√	√		√		√	√	√		√		√			√	
HIGHLINE	√	√	√		√		√	√	√				√						
LAKE WASHINGTON			√	√	√			√	√	√	√		√			√			
LOWER COLUMBIA	√	√	√	√	√		√	√	√		√	√	√	√	√			√	
OLYMPIC	√	√	√	√	√		√		√				√		√			√	
PENINSULA	√	√					√		√	√	√			√				√	
PIERCE	√	√					√	√	√	√	√	√				√		√	
RENTON										√			√			√			
SEATTLE CENTRAL	√	√		√	√		√		√	√				√	√				
SEATTLE NORTH	√	√		√	√		√		√	√				√				√	
SEATTLE SOUTH	√	√		√	√		√		√	√									
SHORELINE	√	√	√	√	√		√		√	√			√			√			
SKAGIT VALLEY	√	√	√	√	√	√	√	√	√	√		√	√	√				√	
SOUTH PUGET SOUND	√	√					√	√	√	√		√	√	√				√	
SPOKANE	√	√	√	√	√		√	√	√		√		√	√					
SPOKANE FALLS	√	√	√	√	√		√	√	√	√	√	√	√						
TACOMA	√	√	√	√	√	√	√	√	√	√	√	√	√	√				√	
WALLA WALLA	√	√			√		√	√	√		√			√					
WENATCHEE VALLEY	√	√					√		√			√		√	√			√	
WHATCOM	√	√	√	√	√	√	√		√			√		√				√	
YAKIMA VALLEY	√	√					√		√	√				√				√	

College personnel: Please see the SBCTC Coding Manual for complete list of EPC's, CIP's, Exit Codes, and Plan Codes for each degree.

dated June 9, 2023





# OPERATING BUDGET & ALLOCATION OVERVIEW

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**Stephanie Winner** SBCTC Interim Operating Budget Director  
September 2023



# SHARED SYSTEM GOVERNANCE

## STATE BOARD VS. DISTRICT COMPOSITION

### STATE BOARD

RCW 28B.50.050

- Nine members who represent the geographic diversity of the state
- Appointed by the governor, with the consent of the senate
- At least two members shall reside east of the Cascade mountains
- The governor shall attempt to provide geographic balance and give consideration to representing labor, business, women, and racial and ethnic minorities
- At least one member of the board shall be from business and at least one member of the board shall be from labor
- Appointed for terms of four years

### DISTRICT TRUSTEES

RCW 28B.50.100-140

- Five member local Board of Trustees for each of the 30 districts
- Appointed by governor
- Every trustee shall be a resident and qualified elector of the college district
- The governor shall give consideration to geographical diversity, and representing labor, business, women, and racial and ethnic minorities, in the membership of the boards of trustees
- The boards of trustees for districts containing technical colleges shall include at least one member from business and one member from labor

## STATE BOARD VS. DISTRICT FISCAL RESPONSIBILITIES

### STATE BOARD

RCW 28B.50.090

- General supervision and control over the state system
- Prepare a single budget for the support of the system
- Establish guidelines for the disbursement of funds; and receive and disburse such funds for operations and capital support of college districts
- Sell or exchange and convey any or all interest in any community and technical college real and personal property when it determines that such property is surplus or that such a sale or exchange is in the best interests of the community and technical college system

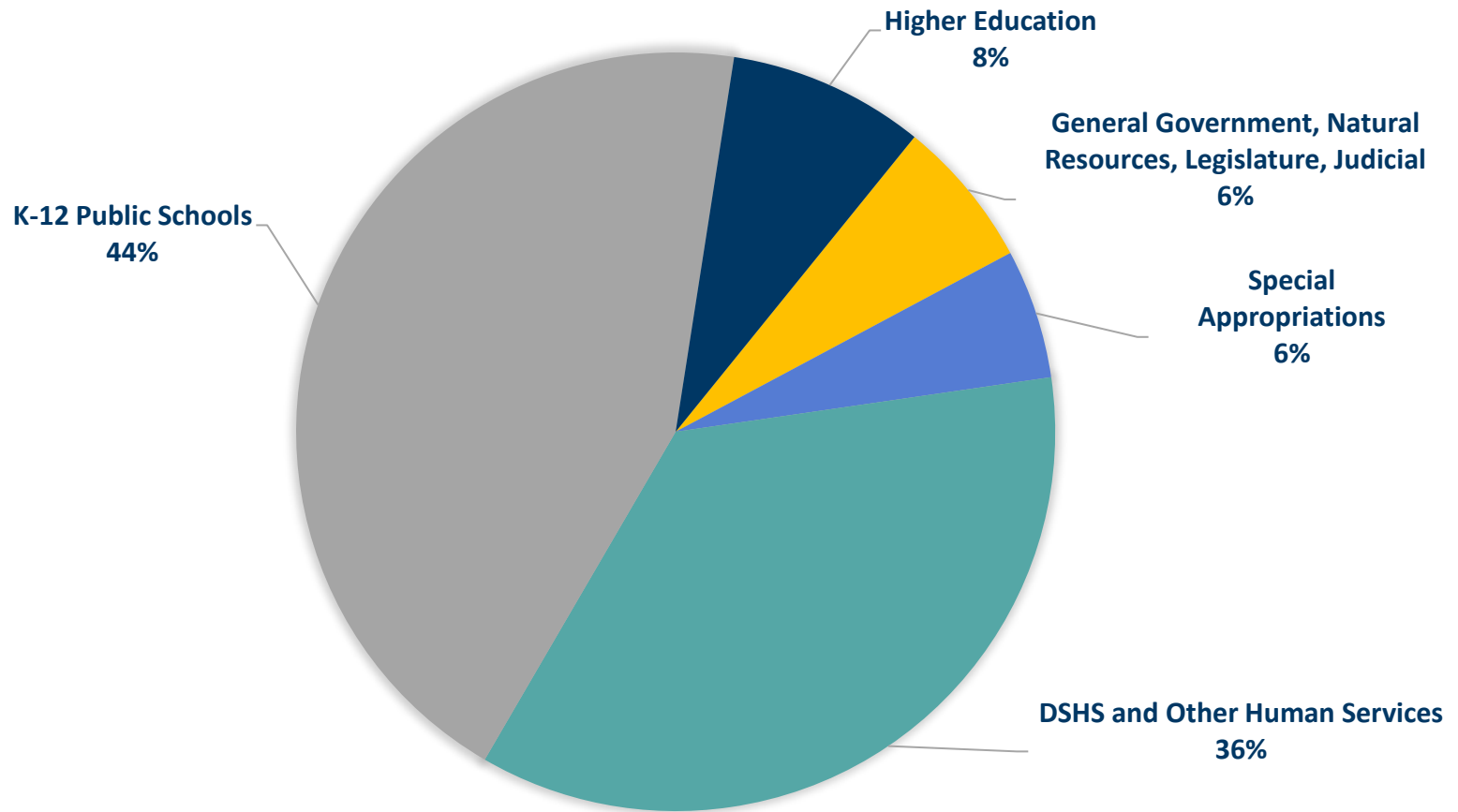
### DISTRICT TRUSTEES

RCW 28B.50.100-140

- College operations - hires president
- Prepare local priorities for operating and capital budgets and submit to State Board
- Establish new campus facilities
- Establish fees
- Spend operating and capital allocations consistent with local priorities and Legislative/State Board guidance

# HIGHER EDUCATION WITHIN THE STATE OPERATING BUDGET

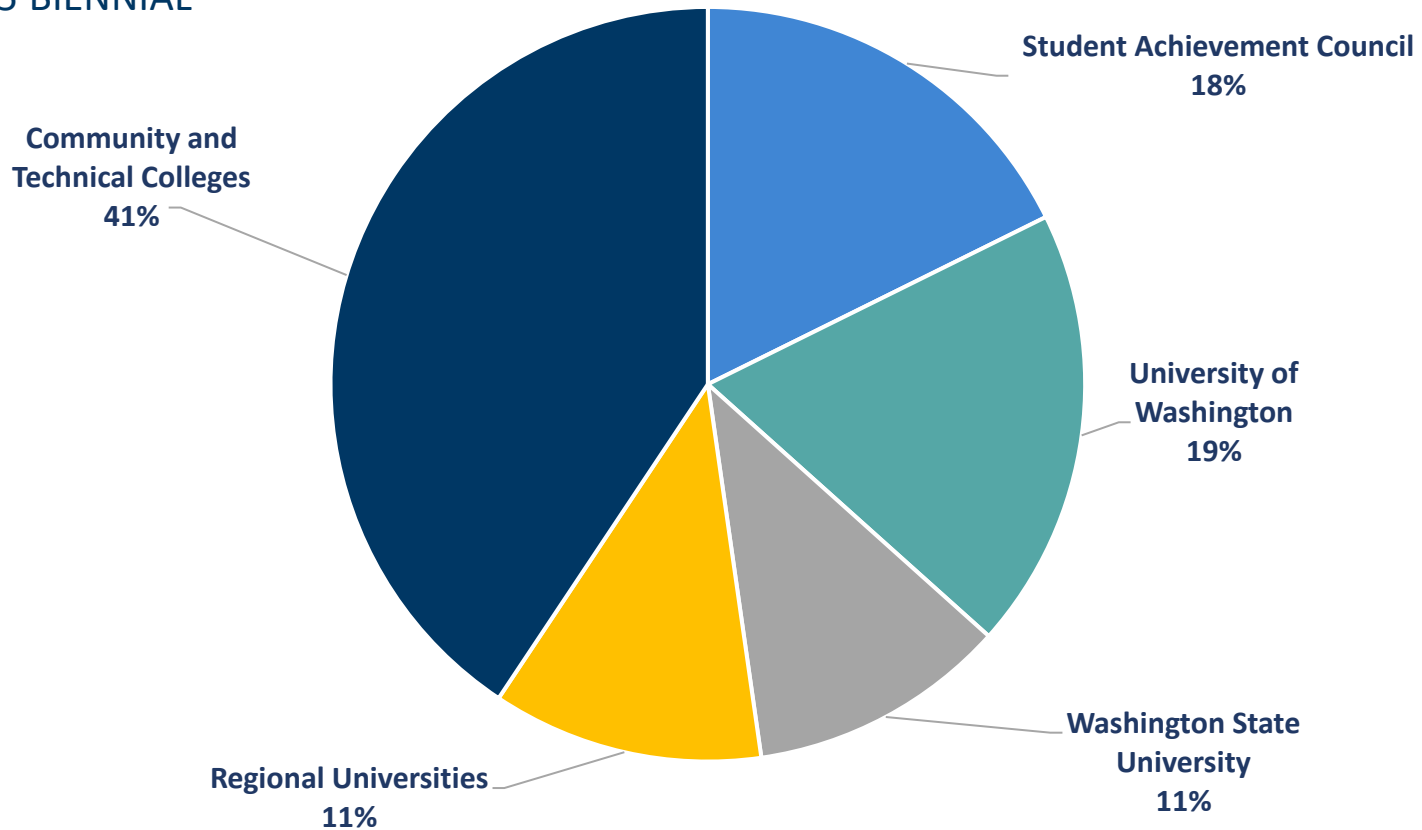
2023-25 BIENNIAL BUDGET



**\$70 Billion**

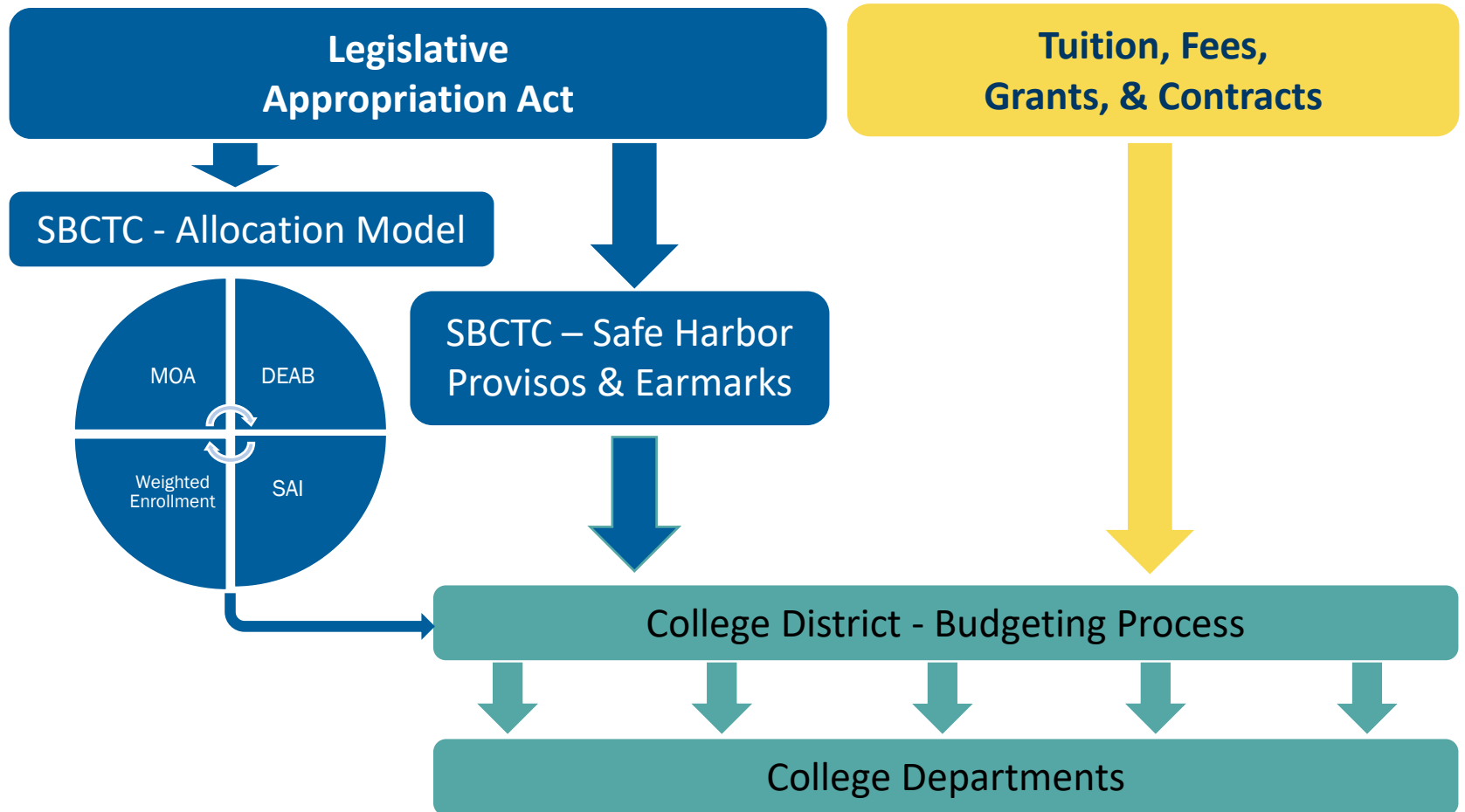
# STATE FUNDING FOR HIGHER EDUCATION

2023-25 BIENNIAL



**\$5.8 Billion**

## HOW THE DOLLARS FLOW...





# **LEGISLATIVE APPROPRIATIONS**

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**SBCTC ALLOCATION MODEL & SAFE HARBOR**



# WHAT IS IN THE ALLOCATION MODEL

## MINIMUM OPERATING ALLOCATION

Minimum amount for operations  
\$2.85 million per campus  
*(includes some M&O provided  
in the capital budget due to  
a Legislative fund swap in  
early 2000)*

MOA

## STUDENT ACHIEVEMENT INITIATIVE (SAI) PERFORMANCE FUNDING

\$5.25 million in budget bill.  
State Board policy allocates 5%  
of total State Appropriations  
\$57 million in FY 24

SAI

## WEIGHTED/PRIORITY ENROLLMENT FTE

Four enrollment  
categories receive an  
additional weight of .3 per  
student FTE:

- Adult Basic Education
- STEM
- Upper-level BAS
- Skills Gap

WEIGHTED  
PRIORITY  
FTE

## DISTRICT ENROLLMENT ALLOCATION BASE (DEAB)

Provides base funding  
and an annual enrollment  
target based on a rolling,  
3-year average of past state  
enrollments. If no colleges are  
over target, colleges retain their  
target from the prior year.

DEAB

## WHAT IS OUTSIDE THE MODEL – SAFE HARBOR

### BUDGET PROVISOS

- Language in budget bills that places conditions on the use of appropriations by the Legislature
- Examples: Guided Pathways, Worker Retraining, MESA, I-BEST, and college-specific projects such as Wildfire Prevention Program at Wenatchee Valley College

### COMPENSATION M&O LEASES

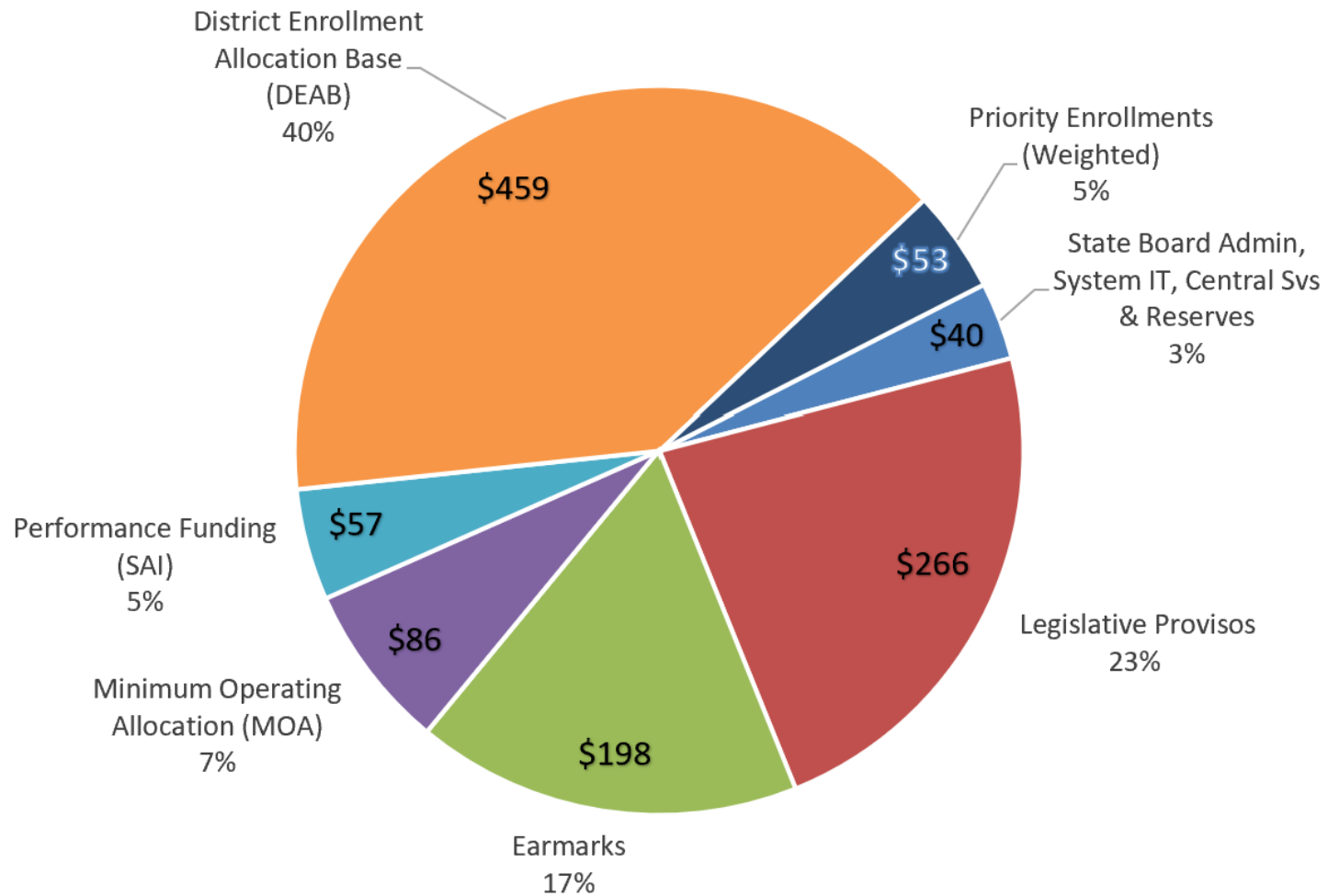
- Compensation funding includes wage increases, health benefit rate changes, paid family leave and pension rate change
- Compensation funds are distributed based on each district's share of salary or benefit expenditures in the prior fiscal year
- Held in safe harbor for four years. In year five, the annual allocations that have been held in safe harbor for prior four years will be added to the allocation model for distribution.

### STATE BOARD EARMARKS

- Program or population-specific funds identified by the State Board
- Reviewed annually, funds can remain in Safe Harbor indefinitely
- Examples: Opportunity Scholarship, Centers of Excellence, Workforce Development Projects, funds for Disability Accommodations and Students of Color

# 2023-24 OPERATING BUDGET ALLOCATION

*\$ IN MILLIONS*



# QUESTIONS?

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**Stephanie Winner** Interim Operating Budget Director

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## 2023-25 CAPITAL BUDGET REQUEST

SEPTEMBER 15, 2022

### Capital Investments Serve Students and Communities

Washington's system of 34 community and technical colleges deeply appreciates the Governor's and Legislature's support over the past two sessions.

For the 2023-25 capital budget, our system requests \$1.7 billion in capital investments to maintain and modernize our aging campuses and ensure we provide effective teaching and learning environments for the next generation of students.

### Minor Works

Only 68% of our system's 21 million square feet of facilities is in at least adequate condition. As facilities age, the costs to repair, maintain and preserve existing facilities grows.

With minor works funding, colleges undertake small but critical projects that preserve and keep campus spaces viable, relevant and useful. The projects prolong the life of buildings, preventing or delaying more costly renovation and replacement projects in the future.

Under our request, our state's 34 community and technical colleges will receive funding for high-priority facility repairs – such as roofs, walls, windows, mechanical systems and site repairs – and for infrastructure replacement projects.

All colleges will also receive funding to reconfigure existing space to meet post-pandemic education needs. For example, the funding will allow colleges to modify classroom space to facilitate hybrid teaching and learning, create active learning and multimedia rooms, expand shared areas, and repurpose open space.

### Major Projects

Our capital budget request also includes funding for 41 major projects, which are ranked based on a rigorous assessment of the need for space, condition of existing facilities, systemwide policy objectives, and estimated costs.

The projects will support space for instruction, labs, student services, and vocational programs in high-demand fields like clean energy, automotive technology, advanced manufacturing and allied health. Nearly 1.4 million square feet of the college system's oldest and least functional teaching and learning space will be replaced or renovated.

As requested by the State Board and directed by the Legislature, we are requesting funds to both design and construct each project rather than making separate requests for each project phase over different state budget cycles.

Fully funding our capital request will benefit students at every college, create valuable public assets for local communities, and put people to work in well-paying jobs that support the local economy in every corner of the state.



#### CONTACT INFORMATION

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# 2023-25 SBCTC Capital Request for New Appropriations

Priority	College	Funding Phase	Project	2023-25 request	Cumulative total
1	Statewide	2003 operating fund swap	Preventive Facility Maintenance and Building System Repairs	\$ 22,800,000	\$ 22,800,000
2	Statewide	Design & Construct	2023-25 Minor Works - Preservation	\$ 28,724,000	\$ 51,524,000
3	Statewide	Design & Construct	2023-25 Minor Repairs - Roof	\$ 11,207,000	\$ 62,731,000
4	Statewide	Design & Construct	2023-25 Minor Repairs - Facility	\$ 39,446,000	\$ 102,177,000
5	Statewide	Design & Construct	2023-25 Minor Repairs - Site	\$ 6,171,000	\$ 108,348,000
6	Statewide	Design & Construct	2023-25 Minor Repairs - Infrastructure	\$ 40,300,000	\$ 148,648,000
7	Statewide	Design & Construct	2023-25 Minor Works - Program	\$ 68,000,000	\$ 216,648,000
8	Lake Washington	Construct	Center for Design	\$ 38,949,000	\$ 255,597,000
9	Bates	Construct	Fire Service Training Center	\$ 38,135,000	\$ 293,732,000
10	Olympic	Construct	Innovation & Technology Learning Center	\$ 27,678,000	\$ 321,410,000
11	Everett	Design & Construct	Baker Hall Replacement	\$ 37,904,000	\$ 359,314,000
12	Tacoma	Construct	Center for Innovative Learning and Engagement	\$ 35,514,000	\$ 394,828,000
13	Wenatchee	Construct	Center for Technical Education and Innovation	\$ 46,471,000	\$ 441,299,000
14	Shoreline	Construct	STE(A)M Education Center	\$ 39,692,000	\$ 480,991,000
15	Lower Columbia	Construct	Center for Vocational and Transitional Studies	\$ 39,522,000	\$ 520,513,000
16	Columbia Basin	Design & Construct	Performing Arts Building Replacement	\$ 44,505,000	\$ 565,018,000
17	Whatcom	Design & Construct	Technology and Engineering Center	\$ 39,981,000	\$ 604,999,000
18	Cascadia	Construct	CC5 Gateway building	\$ 38,136,000	\$ 643,135,000
19	Edmonds	Construct	Triton Learning Commons	\$ 40,357,000	\$ 683,492,000
20	Renton	Construct	Health Sciences Center	\$ 50,682,000	\$ 734,174,000
21	Bellingham	Design & Construct	Engineering Technology Center - Bldg J Replacement	\$ 17,359,000	\$ 751,533,000
22	Centralia	Construct	Teacher Education and Family Development Center	\$ 10,501,000	\$ 762,034,000
23	Spokane	Construct	Apprenticeship Center	\$ 36,177,000	\$ 798,211,000
24	Skagit	Construct	Library/Culinary Arts Building	\$ 30,603,000	\$ 828,814,000
25	Highline	Design & Construct	Welcome Center for Student Success	\$ 44,401,000	\$ 873,215,000
26	Clark	Design & Construct	Hanna/Foster/Hawkins Complex Replacement	\$ 29,507,000	\$ 902,722,000
27	Peninsula	Design & Construct	Advanced Technology Center	\$ 22,522,000	\$ 925,244,000
28	South Seattle	Design & Construct	Rainier Hall Renovation	\$ 47,916,000	\$ 973,160,000
29	Seattle Central	Design & Construct	Broadway Achievement Center	\$ 31,995,000	\$ 1,005,155,000
30	Yakima	Design & Construct	Prior-Kendall Hall	\$ 28,275,000	\$ 1,033,430,000
31	Everett	Design & Construct	Student & Family Resource Center	\$ 18,867,000	\$ 1,052,297,000
32	Tacoma	Design & Construct	Student Support Center	\$ 35,421,000	\$ 1,087,718,000
33	Renton	Design & Construct	Trades and Industries Building	\$ 50,066,000	\$ 1,137,784,000
34	Columbia Basin	Design & Construct	Center for Applied Science and Agriculture	\$ 49,840,000	\$ 1,187,624,000
35	Clover Park	Design & Construct	Center for Innovative Teaching and Community Connections	\$ 46,703,000	\$ 1,234,327,000
36	South Seattle	Design & Construct	Georgetown Campus, Building B	\$ 23,648,000	\$ 1,257,975,000
37	Bates	Design & Construct	Student Success Center	\$ 29,929,000	\$ 1,287,904,000
38	Wenatchee	Design & Construct	Immersive Technology and Engineering Center	\$ 18,790,000	\$ 1,306,694,000
39	Seattle Central	Design & Construct	Welcome Center & Edison Technical Modernization	\$ 45,233,000	\$ 1,351,927,000
40	Highline	Design & Construct	Academic Pathways and Technology Center	\$ 45,124,000	\$ 1,397,051,000
41	Spokane Falls	Design & Construct	Teaching & Learning Commons	\$ 52,018,000	\$ 1,449,069,000
42	Lower Columbia	Design & Construct	Welcome Center	\$ 33,229,000	\$ 1,482,298,000
43	Shoreline	Design & Construct	Comprehensive Student Services Center	\$ 33,687,000	\$ 1,515,985,000
44	Big Bend	Design & Construct	Health Science and Performing Arts Center	\$ 31,953,000	\$ 1,547,938,000
45	Skagit	Design & Construct	Industrial Technology & Public Safety Building	\$ 49,918,000	\$ 1,597,856,000
46	Spokane	Design & Construct	Allied Health Building	\$ 47,171,000	\$ 1,645,027,000
47	Lake Washington	Design & Construct	East Building Renovation and Expansion	\$ 48,469,000	\$ 1,693,496,000
48	Bellingham	Design & Construct	Building A Renovation & Building Y Replacement	\$ 9,974,000	\$ 1,703,470,000



## 2023-25 OPERATING BUDGET REQUEST

SEPTEMBER 9, 2022

The COVID-19 pandemic fundamentally changed higher education in Washington. Our 2023-25 operating budget request would turn the lessons learned during the pandemic into greater opportunities for social and economic mobility for the people, businesses, and communities of Washington.

### Provide Fully Funded, Competitive Compensation (\$157 million)

Colleges are losing outstanding employees and job applicants to better paying K-12 schools, private employers, and other colleges and universities. Low pay has been an issue for a long time, but the consequences are more severe as we work to teach and serve students derailed during the pandemic. Faculty and staff are leaving to work in the very fields students hope to learn. A salary increase of 6.5% for each year of the biennium, for a total increase of 13%, would keep talent at our colleges. We are requesting that any and all increases be fully funded so colleges are not forced to cut instructional programs and student services to pay for the funding gap. The 13% increase would be in addition to routine state general wage increases.

### Advance Equity, Diversity and Inclusion (\$26 million)

Students of color have been profoundly affected by racial injustice, institutional barriers and the COVID-19 pandemic. Our colleges' ongoing, mission-driven work to advance equity, diversity and inclusion was strengthened by the Legislature in 2021 with the passage of Senate Bills 5194 and 5227. Additional investments will support further implementation of college EDI plans, close equity gaps, and improve the employment, earnings and economic mobility of students of color. In doing so, colleges will help create a more equitable and prosperous Washington.

### Support Workforce Development Programs (\$77 million)

Many industries in Washington — such as healthcare, advanced manufacturing, transportation, and aerospace — were struggling to find skilled employees even before the pandemic. COVID-19 made skill gaps worse. However, colleges are having difficulty maintaining workforce programs because of the high cost of small class sizes, specialized equipment, consumable materials, and inflation. In many cases, these programs are the only pipeline into specialized fields. Investments would help colleges sustain workforce programs and update equipment to ensure students learn in classrooms that mirror today's work environments.

### Expand Learning Technology (\$93 million)

Remote options hastened by the pandemic are now the new normal. Students, especially working adults, value the flexibility of learning in classrooms, online, or in a mix of the two. Unlike one-time emergency funding during the pandemic, this investment would support lasting progress in the digital evolution of higher education. Colleges would expand hybrid and online options, upgrade audio and visual equipment, equip students with laptops and hotspots, and train faculty and staff to support student success. Investments would also support back-end IT operations and protect students and colleges from cybersecurity threats. Remote options would stretch beyond the classroom to include services such as advising and financial aid.

#### CONTACT INFORMATION

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## STUDENT ACHIEVEMENT INITIATIVE 3.0: A POLICY FOCUS ON EQUITY

### Introduction

The Student Achievement Initiative (SAI) is the guiding framework for the Washington state community and technical college system's goals for student success. SAI emphasizes student momentum for college success by both building college readiness (such as basic skills gains and completion of precollege education, sometimes known as developmental education) and earning college credits, including college math and English. In this way, SAI captures critical educational gains made by all students, from those who come in the least prepared to those who are college ready. This progressive continuum of points recognizes the system's strategic goal of increased educational attainment for all residents by supporting the key milestones that students make along the way to completion, as well as completion.

SAI has been the performance-based funding (PBF) system for the community and technical colleges since 2006. The system underwent reviews in 2012 and 2016, following national experts' recommendations for continuous evaluation of PBF systems to ensure its overall goals and principles are being met and to incorporate best practices. In each review, a system-wide group of stakeholders came together to evaluate the goals and principles behind SAI and analyzed data to ensure the outcomes were aligned with those priorities.

In the 2012 review, the growing national spotlight on higher education outcomes through the Completion Agenda raised the need to focus on credential completion. However, to meet the policy goals of serving historically underserved students, extra incentives were built in for students beginning in basic skills and precollege in order to support students with a long path ahead of them to completion. Another area of increased focus was the second year of college, with new milestones added for retention and moving along a specific pathway (45 credits) towards an academic transfer or professional-technical degree program.

In the 2016 review, new guiding principles were established that reflected a focus on college-level credit accrual leading to credential attainment and closing equity gaps for historically underserved students. The review included an analysis of student outcomes with the goal of identifying group differences and how revisions might aid student populations who are falling behind. The results reiterated that basic education students, low-income students, and historically underserved students of color (American Indian, Black/African American, Hispanic, and Pacific Islander) were attaining college level credits and degree completions at a lower rate. The exception was in certificate attainment, where students of color tend to achieve at a higher rate compared to their makeup in the student population.

Based on that analysis, the SAI framework was revised to emphasize success in transitioning from basic



skills and precollege to college-level, college English/Communication attainment, and retention and completion for historically underserved students. These changes included additional weighting of the milestones for the first 15 college-level credits and degree and apprenticeship attainment, a new 6 credit transition milestone for basic education students, a de-emphasis on precollege course completion and a new emphasis on English/Communication college-level attainment. The draft new framework and milestones were tested to ensure the new equity principle was being met. The analysis revealed a conflict between the new emphasis on college-level milestones and the focus on underserved students to where colleges with high numbers of the best prepared students (primarily dual enrollment/Running Start) were benefitting the most from the changes. As a result, all dual enrollment and other non-state funded students were removed from the SAI framework to create more parity for colleges with a greater share of underprepared students. The 2016 revisions to the SAI milestones became effective as of the 2017-18 year.<sup>1</sup>

The remainder of this paper is organized into three main sections. The first section provides a five-year summary of the key milestone areas from SAI 2.0 that influenced revisions for 3.0 and highlights colleges who have made the highest gains in each area. The second section analyzes the outcomes from the changes made in SAI 3.0 to focus on equity, henceforth referred to as “equity points.” This analysis studies the number and proportion of equity points earned over a three-year time period and highlights the top five colleges who have made the most gains. The third section focuses on outcomes for the Basic Education for Adults population and again highlights colleges whose populations are making the most gains in college-level progression and earning the most equity points in the system.

## **Student Achievement Initiative (SAI) 2.0: 5-year summary**

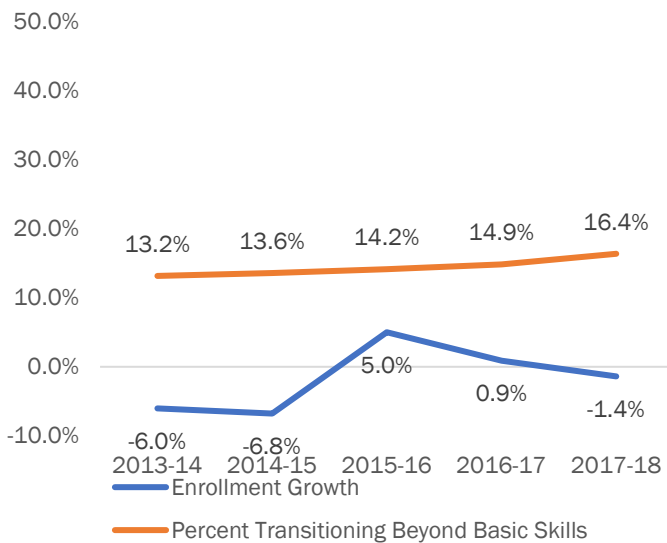
### **Basic Education for Adults (BEa) transition**

The focus on basic education student transition into college-level courses has increased significantly since the inception of SAI. Major policy changes over time, such as new requirements in the Workforce Innovation and Opportunity Act (WIOA), have made transition one of the most critical success metrics for the population. Each revision of SAI has reflected the importance of this metric by creating targeted focus areas within the framework. In 2012 a greater incentive was placed on supporting BEa students through to college-level by giving an extra achievement point for each milestone they achieve beyond basic skills.

The percentage of basic education students who move on to further precollege and college coursework has increased about three percentage points over the past five years. The increase has happened while the overall number of students enrolled in basic skills coursework has decreased from about 51,000 in 2013-14 to 47,800 in 2017-18, or about six percent (Figure 1). Colleges showing the highest growth in this metric include Skagit Valley College, Spokane Community Colleges, and Centralia College.

<sup>1</sup> For more detail about the advisory committee work and findings see [Research Brief 18-4](#)

Figure 1. Current or prior basic education students transitioning beyond basic skills



### Precollege to college-level transition

The precollege component of the community and technical college system has undergone the most transformative reform over the past 10+ years with SAI. Much research has demonstrated the challenges associated to long precollege sequences and students’ ability to continue successfully through to college-credits. Colleges have implemented significant changes in this area by improving placement practices, offering accelerated/competency-based course models, shortening their precollege sequences, and providing college-level courses with supports (co-requisite). These efforts can be considered the earliest work of the Guided Pathways efforts and

were a major factor in the pilot college selection process for the College Spark Washington grants. Due in part to this work, significantly fewer students each year are enrolling in precollege math and English. Therefore, the definitions of the precollege milestones within SAI also have changed over time to reflect the new realities of the precollege education experience.

In precollege English, enrollment declined a total of 40 percent between 2013-14 and 2017-18. This is due, in part, to colleges shortening the precollege sequence from an average of 2.5 classes to 2.2. The percentage of students completing their precollege sequence has remained flat over that period, at about 64 percent. The percentage completing precollege and college-level English has increased from 31 to 36 percent since 2013-14. Colleges showing the most growth in this area over the past five years include Clover Park Technical College, Seattle North and South, South Puget Sound Community College, Whatcom, and Wenatchee Valley.

Precollege math shows a similar declining enrollment pattern to English and the average number of courses in the precollege sequence dropped from 3.4 in 2013-14 to 2.9 in 2017-18. The percentage of students who successfully complete precollege math has increased significantly (10 percentage points) as has the number of precollege students going on to complete their college-level math requirement (5 percentage points). While the system-wide percentage of students completing college-level math only increased from 14 to 16 percent, the population coming from precollege has contributed significantly to that. This represents a positive reflection of colleges’ efforts in reforming precollege education to move students more quickly through to the college-level and increasing overall attainment. Colleges showing the most growth in this area over the past five years include Clover Park Technical College, Big Bend, Spokane Community Colleges, and Centralia College.

Figure 2. Precollege to college-level English/Communication

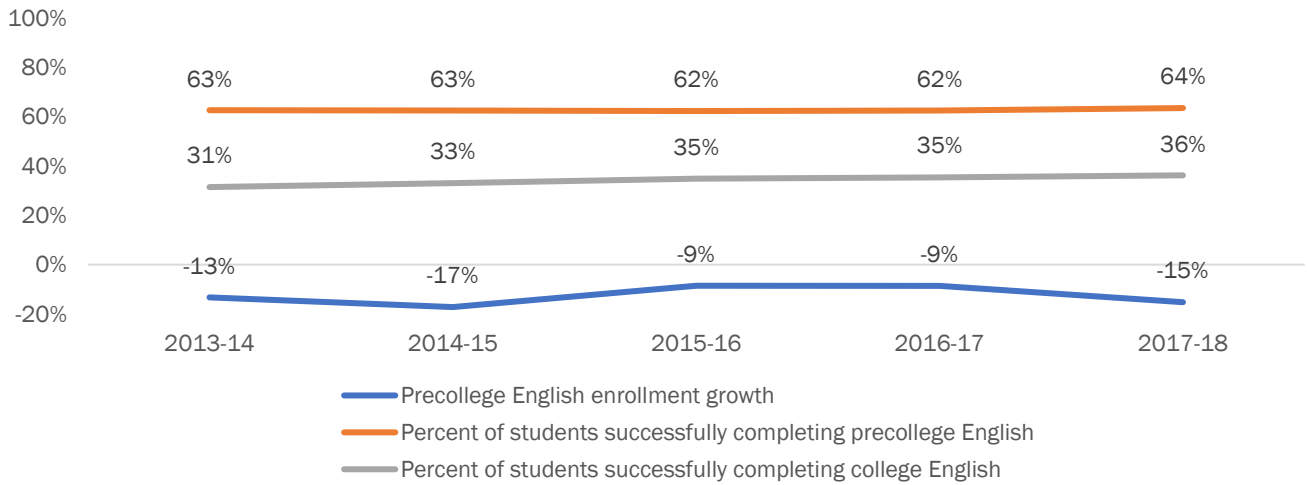
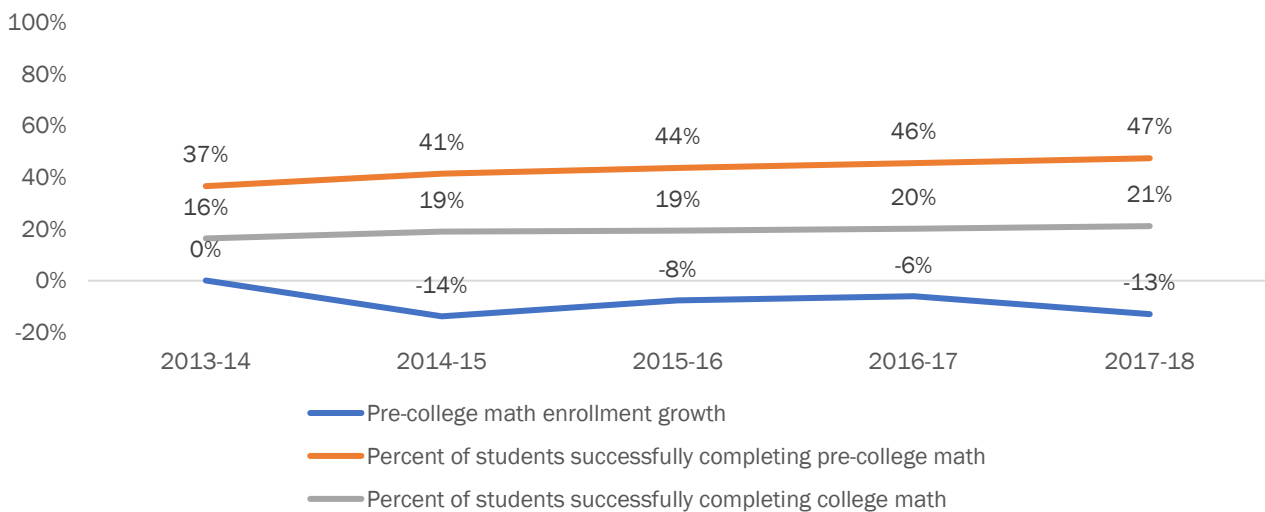


Figure 3. Precollege to college-level math



### Second year retention and 45 credits in a pathway

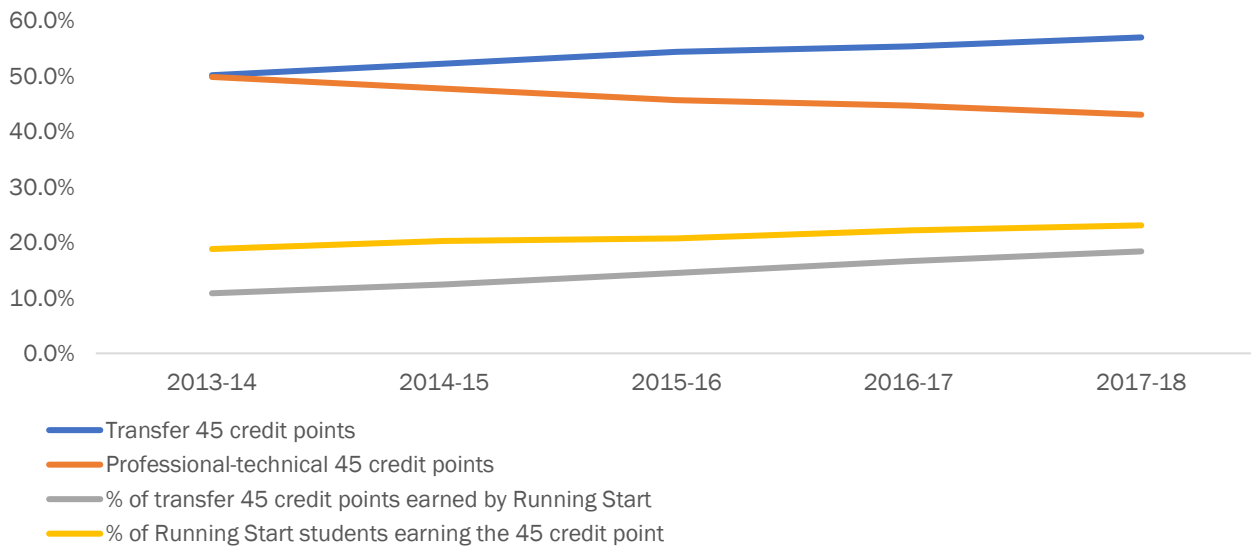
Resulting from the 2012 review, a new milestone for completing 45 credits of coursework in either a professional-technical (Workforce) or academic transfer pathway was added to the SAI framework. A retention point also was added to put a greater focus on the second year. Evaluation of student progression in these two areas between 2013-14 and 2017-18 indicates a small change of about one percent more students completing the 45-credit milestone.

One finding of note is there has been a significant shift in the type of 45 credit milestone achieved. In 2013-14, academic transfer and professional-technical pathways made up about 50 percent each of all 45 credit milestones achieved. In 2017-18, that had shifted to 57 percent academic transfer. A significant portion of this increase is due to a large increase in Running Start students in taking more credits progressively each year. In 2013-14 Running Start made up 11 percent of the 45 credit milestones earned while in 2017-18

this increased to 18 percent. In 2013-14 19 percent of all Running Start students achieved the milestone which increased to 23 percent in 2017-18.

This pattern reinforces the findings from the 2016 review which showed the most prepared students were continuing to demonstrate positive gains. To keep a close eye on the equity gap it is critical to continue to disaggregate these kinds of outcomes to see how changes in student success policy might be impacting the students in the focus populations.

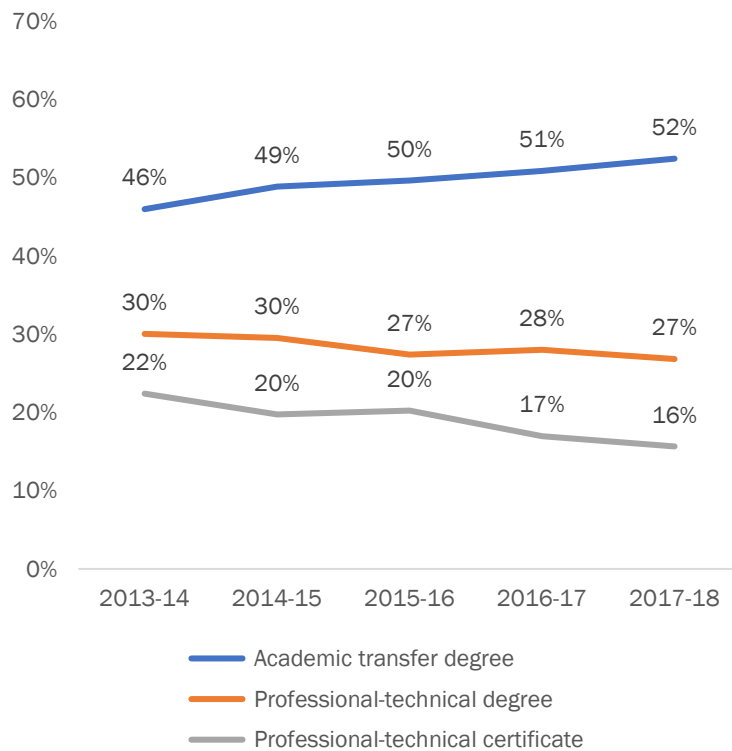
Figure 4. 45 credit milestone in pathways



### Credential completion

Similar to the pattern in 45 credit attainment, the overall total number of credential completions counted within SAI remained relatively consistent between 2013-14 and 2017-18. However, there has been a marked shift in the highest credential earned. Academic transfer associate degrees increased 16 percent while certificates and professional-technical associate degrees decreased (29 and 9 percent, respectively) (Figure 5). As noted in the previous section, increases in Running Start enrollments play a role in the rise in academic transfer degrees as many more of those students are staying through completion. Colleges showing the highest level of growth (25 percent) in degrees as the highest credential earned include Cascadia College, Grays Harbor College, Pierce District, and Skagit Valley College.

Figure 5. Credential completions: Highest attainment



### Student Achievement Initiative (SAI) 3.0: Equity focus

As noted in the introduction, several changes were made to the SAI framework following the 5-year review that took place in 2016-17. The most significant was the addition of equity points for low-income and historically underserved students of color (HU-SOC). The decision behind the equity points derived from the principles for SAI which state:

- The initiative supports improved educational attainment for students, specifically degree and certificate completion.
- The initiative allows colleges flexibility and supports innovation to improve student achievement according to their local needs.
- The initiative accounts for opportunity gaps for underrepresented students and provides incentive for colleges to close the achievement gap.

For these specific populations, the additional point is awarded at completion of the first 15 college-level credits and completion of a degree or apprenticeship. BEdA students were already a focus population in SAI 2.0, receiving an extra point for every SAI point earned beyond basic skills. In 3.0, the same framework continues for BEdA students with the low-income and HU-SOC focus populations being additive for the two key milestones. This means that if a student began in Basic Skills and is also low-income and a HU student of color, they would receive 3 equity points at the completion of either 15-credit or completion milestone. The theory behind this model supports the principle of accounting for the opportunity gap in that colleges with a significant number of students from underserved populations need significant resources to best serve those students. The equity points also provide a framework for analysis to understand how well students who are eligible for equity points are achieving college success and which colleges are showing the highest growth in each milestone area.

### Total equity points

As noted above, equity points are earned when a student who meets the criteria of HU-SOC, low-income, or BEdA achieves the 15-credit milestone as well as completion of a degree or apprenticeship. In addition, BEdA students earn an equity point for each of the other college-level milestones of 30 credits, 45 credits, college-level English and math, and certificate attainment. Therefore, the total number of equity points earned in a college in a given year are a function of two key things: the number of HU and BEdA students in the population, and those students' progression. The first analysis in this section calculates the total equity points by college, plus the percent of the college's total points that come from equity points, over a three-year time period. The purpose of this analysis is to gauge which colleges' points are most heavily impacted

by the policy of weighting the outcomes for HU student populations as well as to see changes over time. The results by college are reported in **Appendix A**.

The five colleges with the largest proportion of their total points made up from equity points are reported in Figure 6. These are a combination of small and medium-sized colleges, and each had a similar proportion of equity points at around 30 percent of the total points. Skagit Valley (a medium sized college) was the third highest in proportion of total and was also the college to show the largest gains in equity points over the three-year time period studied. Figure 7 shows the other top four colleges with these gains as Clover Park, Renton, Seattle North, and Spokane Falls. This basic analysis highlights the colleges where equity points are having the largest impact as well as where improvements are happening.

Figure 6. Total equity points and impact: Top five colleges

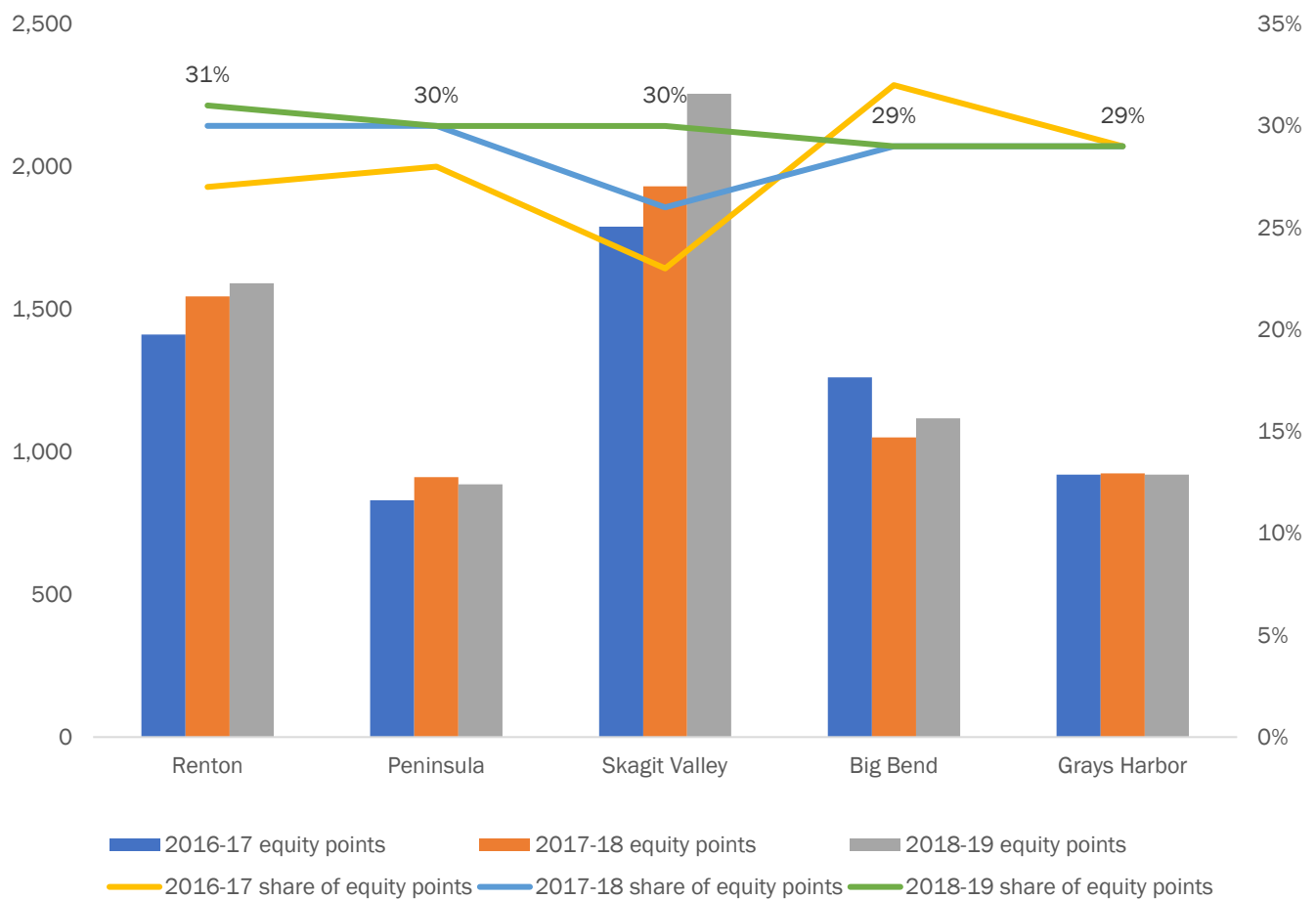
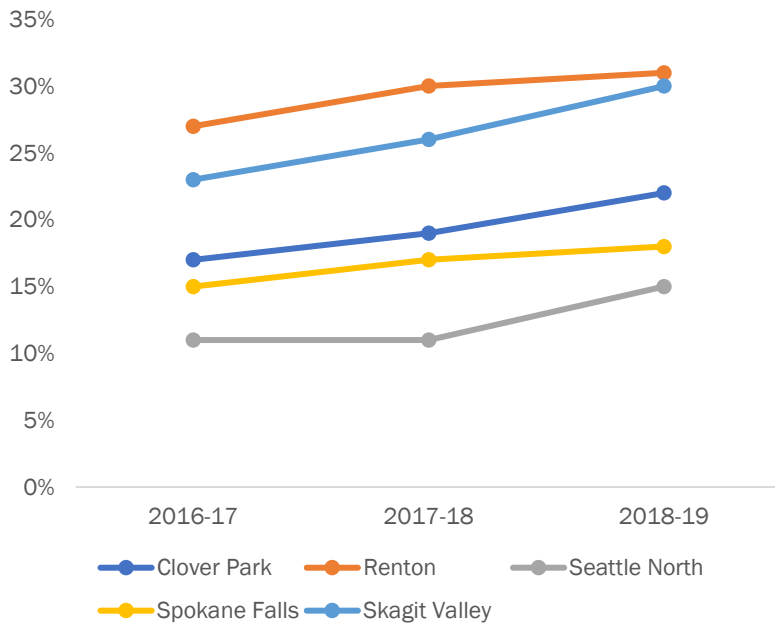


Figure 7. Share of equity points: Top five colleges with largest gain



### First 15 college-level credits equity points

The next analysis looks specifically at the first 15 credit milestone, and the number of equity points earned by college as well as the percent of all 15 credit points that come from the equity point focus. The data by college is displayed in **Appendix B**. Similar to the display for all equity points, Figure 8 shows the top five colleges based on share of total 15 college-level credit points that were equity points. In this view, Yakima Valley is the highest at 55 percent, and the number of equity points earned as a result of the first 15 milestone has increased the past three years. Yakima

has a relatively high number of students earning this point at nearly 1,500 in 2018-19. The next three colleges by way of proportion of equity points earned are smaller colleges (Big Bend, Grays Harbor, Wenatchee Valley) but with all showing around 50 percent equity points. Skagit Valley appears as the fifth college with share of equity points, and similar to previous analysis, shows substantial growth as of 2018-19. Figure 9 displays the five colleges with the largest growth in share of equity points within the first 15 credit milestone, where Skagit Valley is joined by Clover Park, Olympic, Renton, and North Seattle.

Figure 8. First 15 credits equity points and impact: Top five colleges

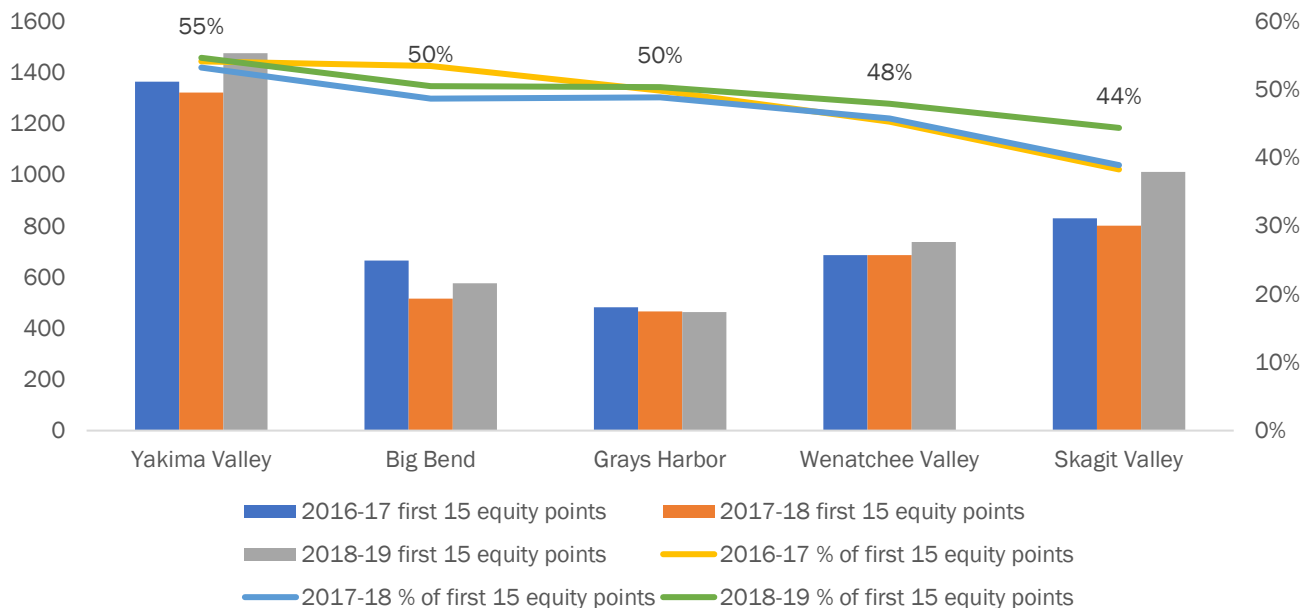
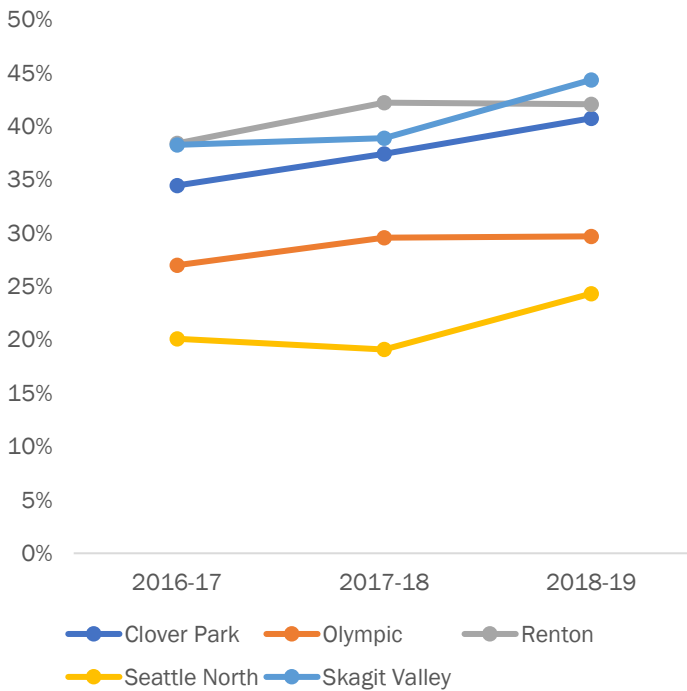


Figure 9. First 15 credits share of equity points: Top five colleges with largest gain



### Completion equity points

The next analysis also evaluates the number of equity points and proportion of the whole that come from equity points, this time by the completion milestone. The makeup of equity points in this milestone is more varied than in the first 15 credit milestone because the criteria is different for the three groups. HU-students of color and low-income students earn one additional point for completion of a degree or apprenticeship. Basic education students also earn an additional point for those credentials, but they are also awarded an equity point for certificate completion. The data by college is displayed in **Appendix C**.

Similar to the previous displays, Figure 10 shows the top five colleges based on share of total completion points that were equity points.

Yakima Valley is once again the highest with

nearly half of all completion points (49 percent) being equity points (over 800 in 2018-19). Yakima has a relatively high number of students earning this point at nearly 1,500 in 2018-19. The next four colleges by way of proportion of equity points earned are smaller colleges (Big Bend, Grays Harbor, Peninsula, and Wenatchee Valley) with each above 40 percent of completion points being equity points. Figure 11 displays the five colleges with the largest growth in share of completion equity points, where Yakima Valley appears at the top, followed by Centralia, Skagit Valley, Spokane Community College, and North Seattle.

Figure 10. Completion equity points and impact: Top five colleges

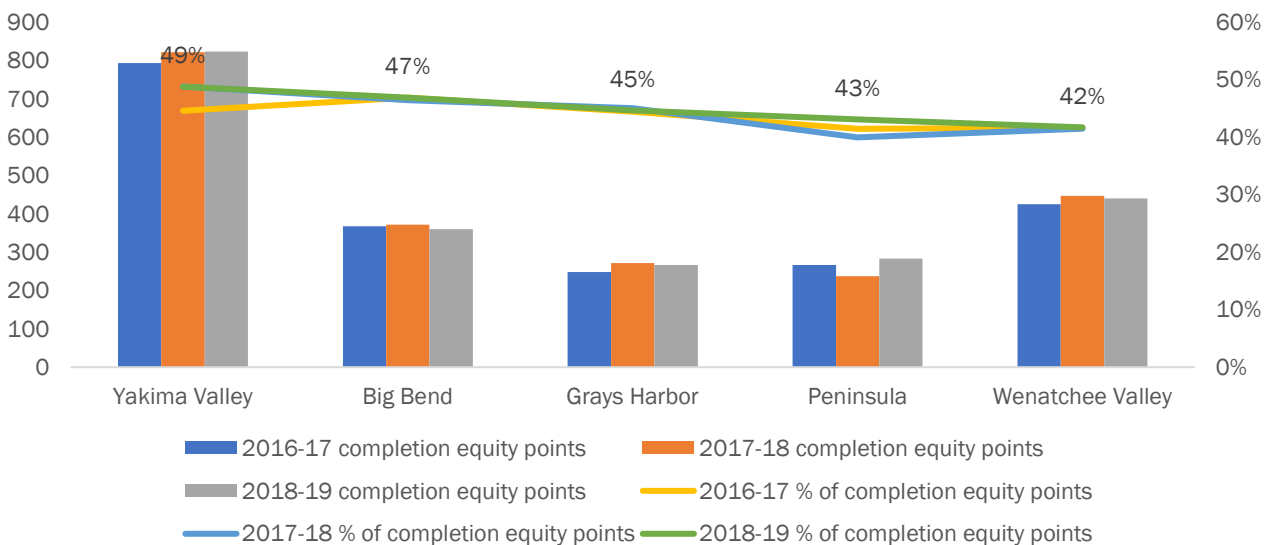
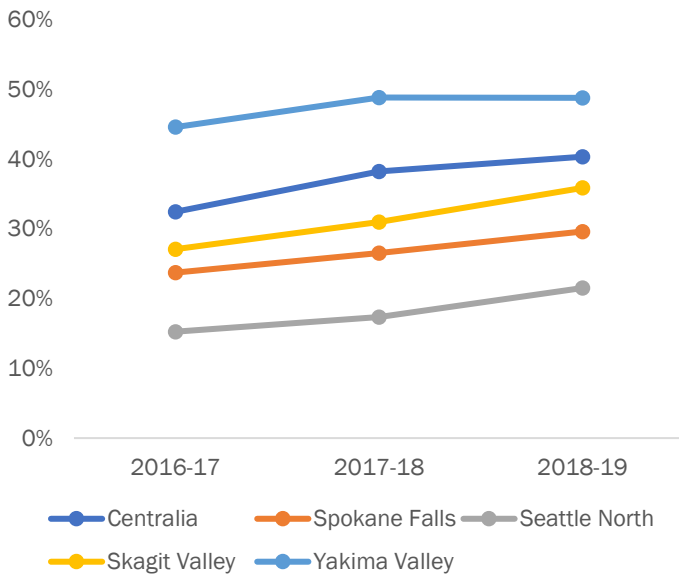




Figure 11. Completion share of equity points: Top five colleges with largest gain



### Hispanic/Latino student equity points

The final analysis in this section evaluates the number of equity points and proportion of the whole that come from students who identify as Hispanic/Latino. Intentional focus on this demographic is important for a couple of reasons. First, demographic patterns have shown this group to be the one with the most growth in the past few years; in fact, in some areas it is the only group that is growing. Second, the analysis from the SAI advisory committee in 2017 revealed a significant number of Hispanic/Latino students who exit college before meeting the first 15 credit milestone. The equity point was established at

this point due in large part to this finding in order to reinforce and support the importance of this matriculation milestone. The data by college is displayed in **Appendix D**.

Figure 12 shows the top five colleges based on share of total equity points that were earned by Hispanic/Latino students. All five colleges are located on the east side of the state, which matches the demographic makeup of the student populations. Yakima Valley is again the highest with over 80 percent of all equity points earned by Hispanic/Latino students. Yakima has a high volume of Hispanic/Latino students earning points (around 1,900 in 2018-19), and has increased over the 3-year time period. The next three colleges by way of proportion of equity points earned by Hispanic/Latino students are Columbia Basin (80 percent), Wenatchee Valley (72 percent), and Big Bend (70 percent). Walla Walla is the 5<sup>th</sup> highest college in the system for proportionality, but the percentage drops to 53 percent of the college total in comparison.

Figure 13 displays the five colleges with the largest growth in share of completion equity points, where the findings are different than the previous graph. The proportionality is quite similar for the five, with Grays Harbor, Green River, and Shoreline all showing about six percentage points increase in the three-year time period. Big Bend and Yakima, both with significantly higher proportions of equity points earned by these students, showed five percentage point increases.

Figure 12. Equity points earned by Hispanic/Latino students and impact: Top five colleges

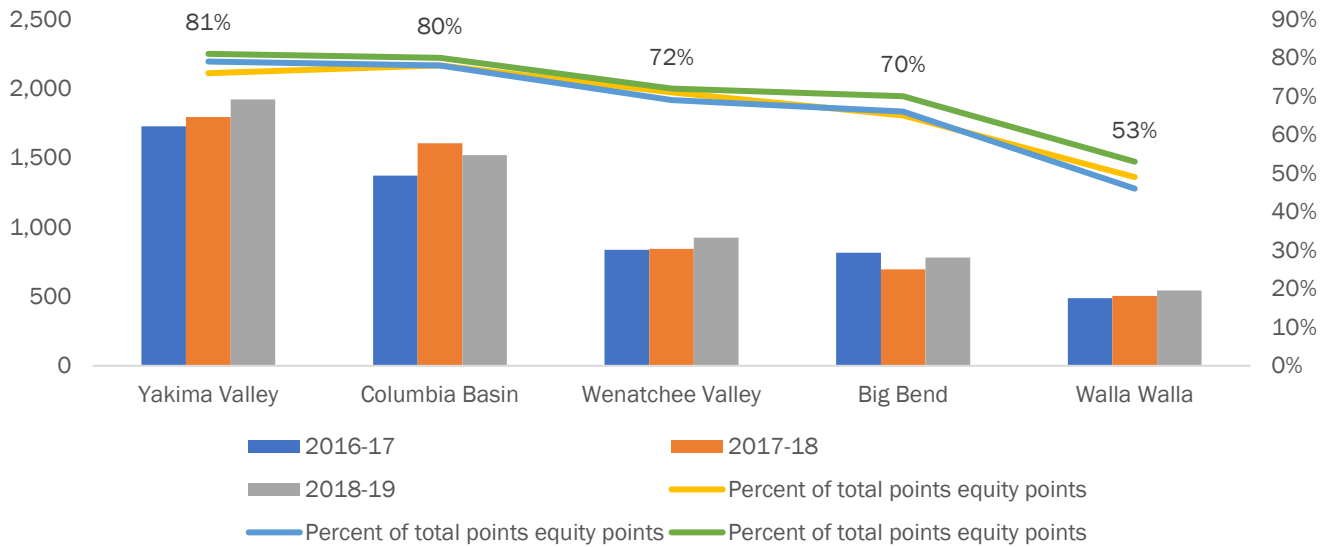
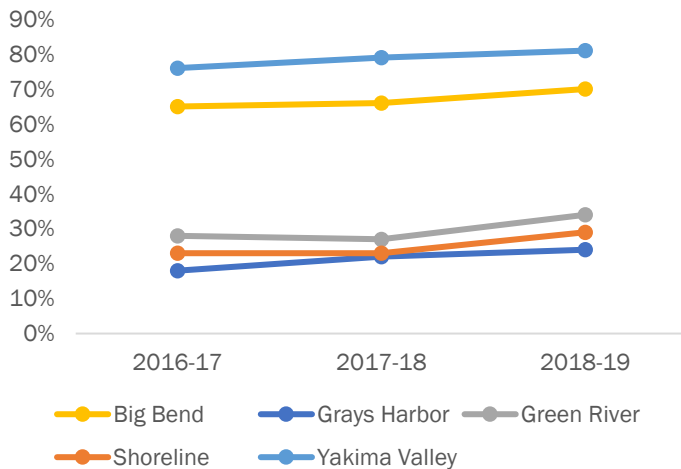


Figure 13. Share of equity points by Hispanic/Latino students: Top five colleges with largest gain



### Basic Education for Adults: Focus population

Students who attend classes for basic education have a prominent role in within SAI framework. Per the guiding principles, academic momentum begins with building skills towards readiness for college. The five -year reviews that took place in 2012 and 2017 highlighted how well the framework was working to incentivize colleges to support moving BEdA students through college milestones and on to completion. The 2012 review revealed that

there was not enough focus, which is where the first equity point was born that awarded the additional point for any milestone achieved beyond basic skills.

The 2017 review (which included the revision to the principles for further emphasis on completions and equity) also considered the legislative purpose of WIOA, which is to, “increase, for individuals in the United States, particularly those individuals with barriers to employment, access to and opportunities for the employment, education, training and support services they need to succeed in the labor market.” WIOA requires Title II (basic skills) to implement pathways for adults that allow them the opportunity to develop the skills needed to secure a living-wage job while providing access to programming that allows individuals to attain a secondary school diploma and transition to postsecondary education and training through the implementation of career pathways that lead to certificates and degrees in high demand, living-wage employment. In addition to federal level gains and focus on college-programming leading to living-wage

employment, WIOA requires attention be given to reducing the barriers to employment for underrepresented populations and the basic skills and equity points address this by providing incentives to move basic skills students to college-level programming and meaningful completions. As a result, there is less emphasis on basic skills gains in SAI 3.0 and more weight on college-level credit attainment and completion. However, on the whole, the framework is still designed to weight BEdA students with the highest possibility of point gain. The model is designed (per best practices in performance-based funding) to recognize the level of support students starting in basic education need and provide financial support to colleges.

This section evaluates a couple different data points to understand BEdA student performance in SAI and the role of equity points. The first set is the same analysis as conducted in the previous section, which studies the equity points earned by BEdA students by college and highlights the five with the most growth in impact over a three-year time period. The data by college is available in **Appendix E**. Figure 14 displays the five colleges with the largest share of total equity points that were earned by BEdA students as of 2018-19. In this look, Renton Technical College is the highest with nearly three-quarters of equity points for the college (72 percent) earned by BEdA students. This is significant for the college in that their BEdA students earned over 1,100 equity points in that year, a number which has increased over the three-year time period. The next highest colleges by way of share of equity points earned by BEdA students are Spokane Community College, Peninsula College, Skagit Valley College, and Bellingham Technical College. Of these four, Spokane has a substantially high number of equity points earned by BEdA students (2,224) in 2018-19), which is about 65 percent more than the next closest college (Skagit Valley at 1,449 in 2018-19).

Figure 15 displays the five colleges with the largest growth in share of equity points earned by BEdA students, where the findings highlight some different colleges than the previous graph. In this view, Everett Community College appears at the top having increased the share of equity points earned by BEdA students nearly 20 percentage points in the three-year time period. The next four colleges showed significant increases as well with Clover Park Technical College at 18 percent, Seattle North at 13 percent, Highline College at 12 percent, and Spokane Falls Community College at 11 percent.

Figure 14. Equity points earned by BEdA students and impact: Top five colleges

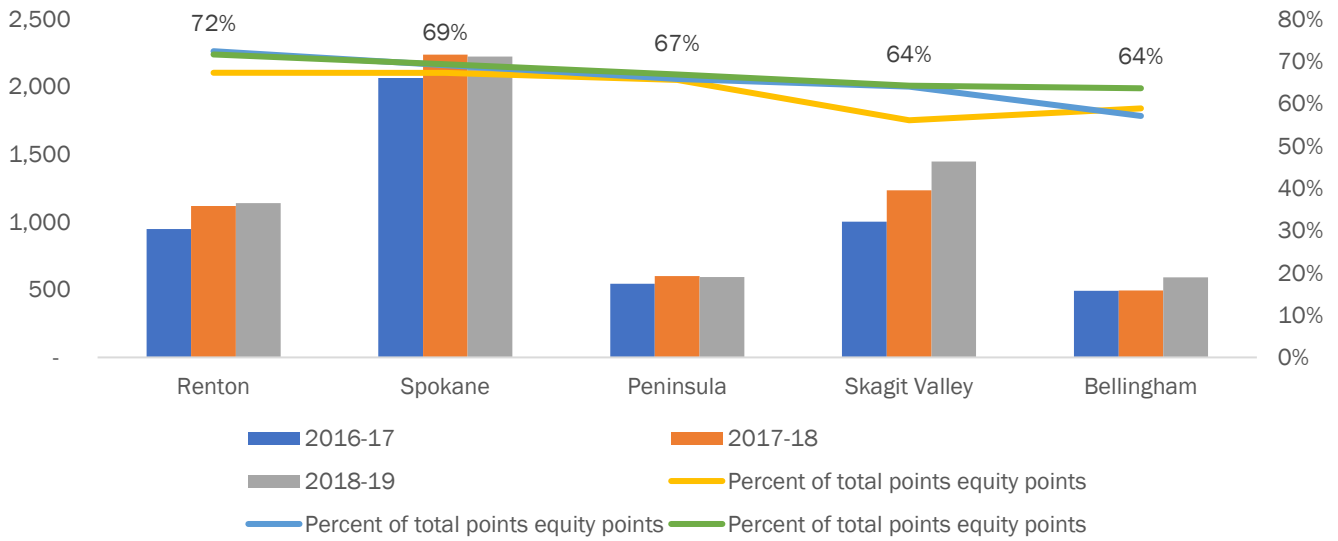
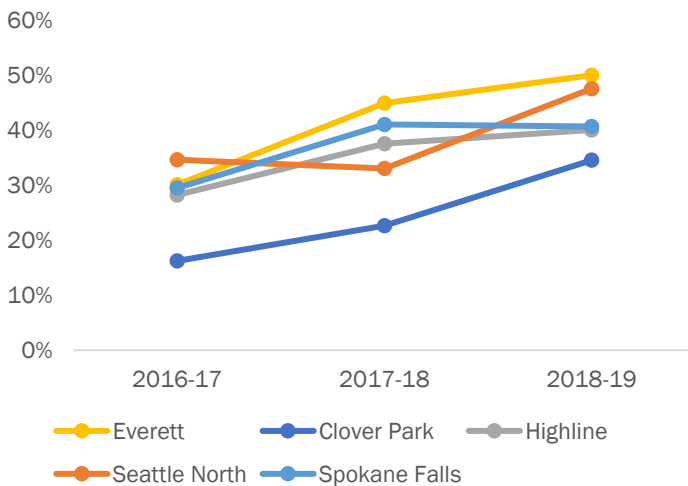


Figure 15. Share of equity points by BEdA students: Top five colleges with largest gain



The second set of analysis to understand BEdA student progression and impact is a calculation of the total points earned by BEdA students as a function of the size of the BEdA mission at each college. The context of mission size is important because just looking at total points earned by BEdA students (a common question), does not explain the different levels of progression. The display in Figure 16 represents the difference (or gap) between two measures.

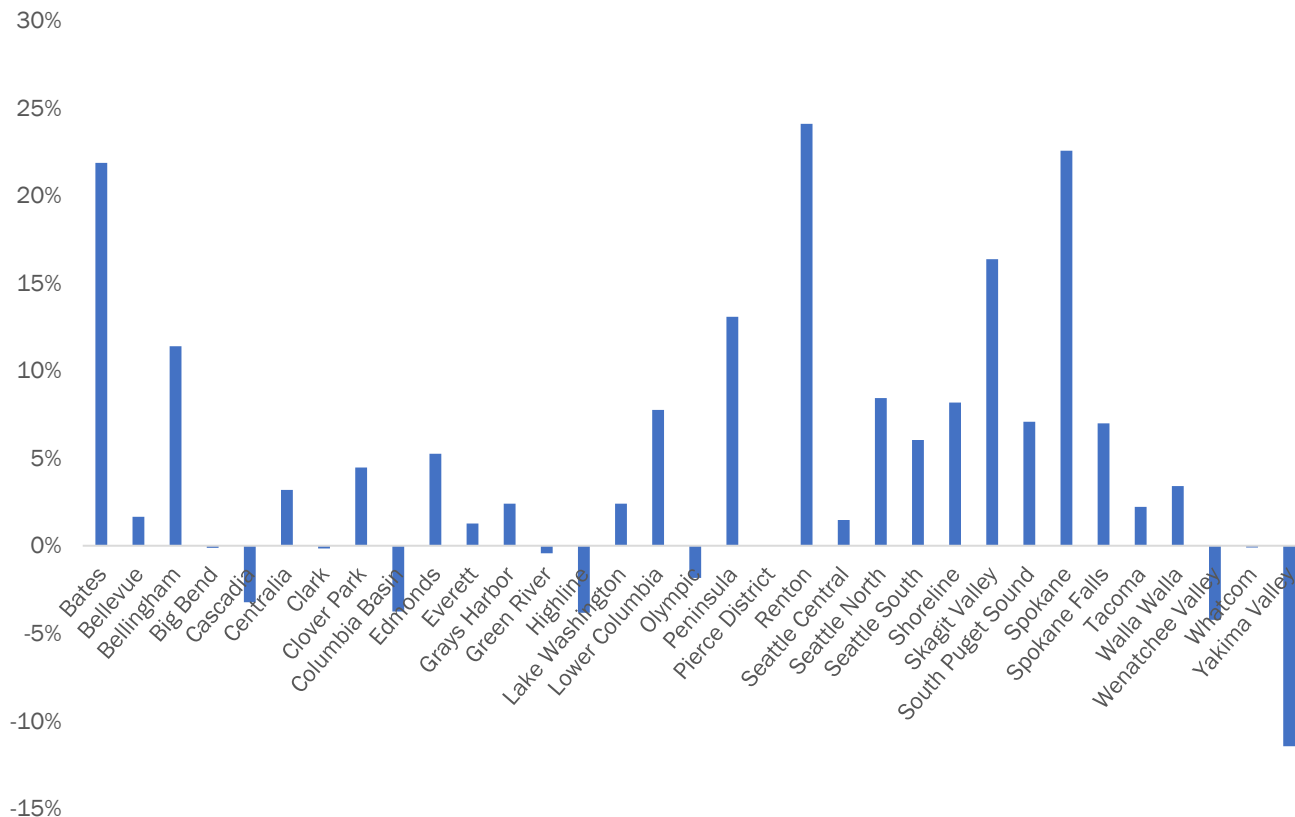
The first measure is the percent of a college's total points that are earned by BEdA students, and the second measure is the percent of the

college's total headcount that BEdA represents. The number displayed is the difference between these two measures. Using Bates Technical College as an example, their share of points earned by BEdA students was 33 percent and share of headcount that is BEdA students is 11 percent. The difference between these numbers is 22 percent, which is displayed on the chart. Colleges whose BEdA students earn a higher proportion of the college's total points than their proportion of headcount appear above zero, while those whose BEdA students earn less than the headcount proportion appear below zero. The top five colleges with the highest percentage of points earned above and beyond headcount proportion are Renton (24 percent), Spokane<sup>2</sup> (23 percent), Bates (22 percent), Skagit Valley (16 percent), and Peninsula (13 percent). The point

<sup>2</sup> While all basic education classes are delivered at Spokane Falls Community College, students may earn equity points while participating at either college in the Spokane District.

totals represent all points earned, including the additional equity points if BEdA students are also low-income or an HU-SOC. This means colleges with a high positive number could be either doing well with getting BEdA students through multiple milestones, have larger numbers of HU-SOC or low-income students, or a combination of both. Colleges showing a negative number should look carefully at their BEdA student population to understand where progress may be stuck.

Figure 16. Basic education for adults: Gap between share of headcount and share of points

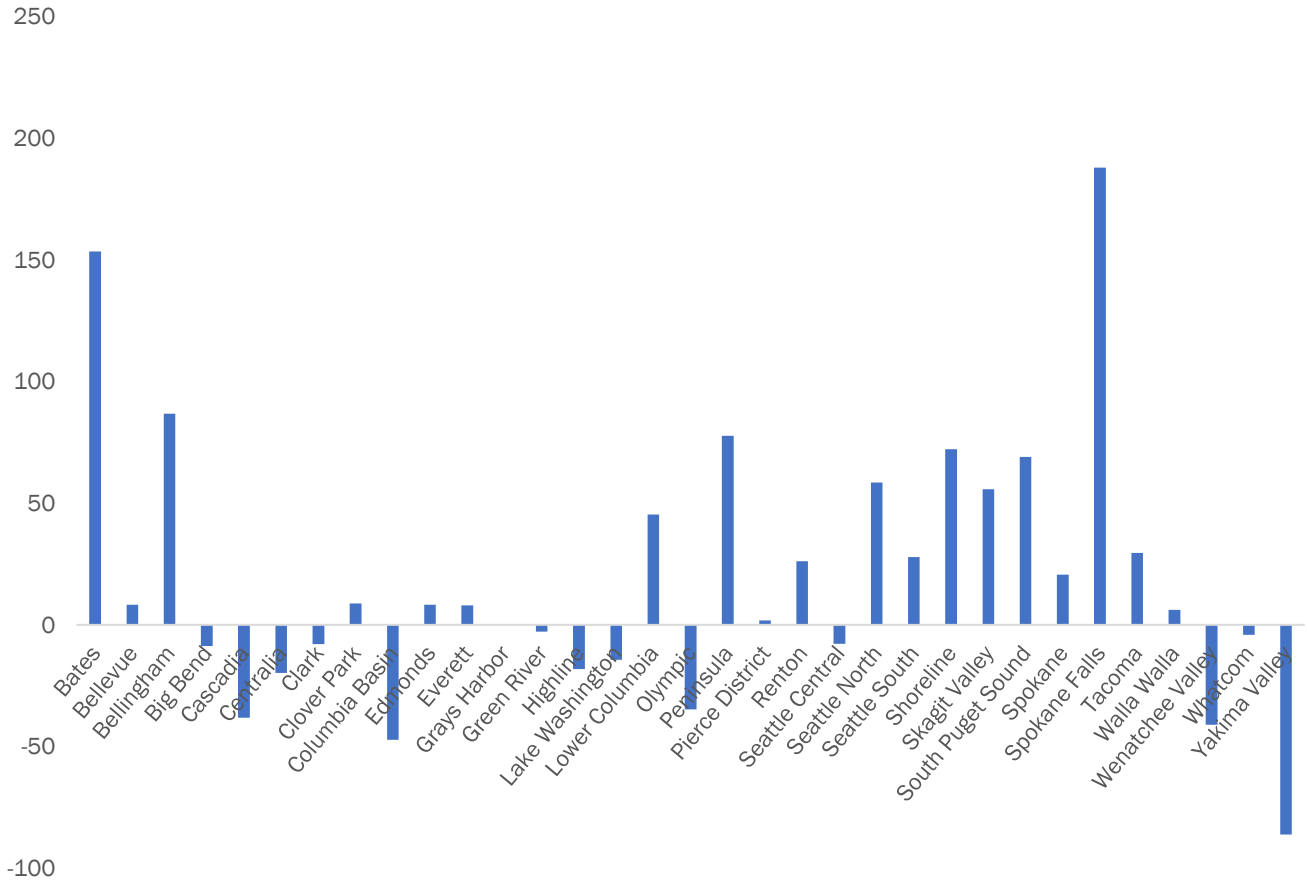


The final set of analysis for BEdA is similar but evaluates the measure of **points per student (PPS)**. As described above, BEdA students have the highest possible point total opportunity than any other student attending the college. This is because BEdA students are the only ones eligible to earn basic skills points, plus they are the only group who can earn the full range of equity points possible (BEdA, low-income, and HU-SOC). Therefore, the average PPS value for BEdA students should be higher than the college average total, if those students are in fact making gains and achieving milestones within the SAI framework.

Figure 17 shows the difference between the PPS values for the college as a whole and for BEdA students alone. The five colleges where BEdA students have the larger PPS values than the college total are Spokane Falls, Bates, Bellingham Technical College, Peninsula, and Shoreline Community College. Colleges whose BEdA PPS values fall below the college total should evaluate this mission area carefully to understand the reason for the gap. While not described in depth in this paper, another reason PPS is particularly important is it is worth 40 percent of the 45 million allocation portion of SAI. From the college’s financial perspective, PPS is where the SAI framework helps to align financial resources with the outcomes of students, bolstered

by equity points in BEdA, HU-SOC, and low-income. Improving PPS, particularly for those colleges with significant proportions of these students yields more funding to continue to close equity gaps.

Figure 17. Basic education for adults: Points per student comparison



### Summary and next steps

This paper was constructed to evaluate several concepts related to the Student Achievement Initiative (SAI). First, a summary of SAI 2.0 provided a roadmap to the outcomes of the policies adopted in 2012. It showed which colleges have made the most gains during that time. This meets one intended goal of SAI as a student success framework for colleges to understand how students are doing and where there continue to be gaps. The ongoing evaluation of outcomes also provides a strategic direction to policy revision to meet the principles and education landscape of current times. In 2016, the most significant policy principles for the system were focus on credential completions and equity. The second part of the analysis, which is the first for SAI under the 3.0 model, highlighted a few key concepts. First, it evaluated the newly established equity points as a function of the total points within a college. This allows for an understanding of how much of an impact the equity points have on different colleges from a total point perspective. Equity points generated by college represent both the demographic makeup of the institution and progression by those students. This is evident in looking at the five colleges with the highest proportion of equity points, in that most of them serve a diverse population.

However, an important aspect about the equity points is they are only awarded when students reach the milestone. Some performance-based funding model designs in other states award points or provide weight simply for the makeup of the student population, without tying the award to outcome achievement. The equity points in SAI are also duplicative for students who are in multiple focus population groups. This is critically important in understanding the impact of basic education students on a college's overall point generation and ultimately their potential funding impact. Basic education students are the only group who continue to earn an equity point for every college-level milestone reached. If a BEdA student is also low-income and a member of a historically underserved race or ethnicity, they will earn the most points of any other type of student. This was highlighted in the third analysis that assessed the total contribution of basic skills equity points to the college total. This is the ultimate design of performance-based funding with an equity focus. Recognizing that significant resources are needed to help students from underserved backgrounds succeed, it is intended to provide the greatest incentive for serving students from underserved populations by weighting outcomes to provide more funding. In addition to highlighting the current makeup of basic skills point contributions, this analysis also provides insight for where more work is needed.

While SAI has been the student success framework for over 10 years now, the system has been working on a Guided Pathways model in the colleges for the past four years. The student success framework and milestones in SAI are the same as those for evaluating Guided Pathways outcomes; however, the Guided Pathways focus is more on "first-time ever in college" cohorts. The milestones are the same (first 15, 30, 45 credits, math and English, etc.), but the first-time in college cohort puts all students at the start line together in order to best track effectiveness of the Guided Pathways essential practices over time. The other difference between SAI and Guided Pathways is time-based milestone achievement. Research has shown that it is not impactful enough to just attain 15 credits for example, but that it needs to be done in a timely manner to have the best chance of impacting final success in credential completion.

The colleges highlighted in this report as making gains over the past few years with closing equity gaps are also showing gains in the Guided Pathways metrics<sup>3</sup>. Skagit Valley appeared in several of the metrics as in the top five, and can be seen making gains with closing gaps for their first-time ever in college cohorts in Guided Pathways analysis as well. Yakima Valley appeared in the top colleges with respect to SAI equity points growth in first 15 credits and completions, and their outcomes in Guided Pathways show similar progress in closing gaps and higher than system-level rates in both of these areas as well. Wenatchee Valley College is one of the top colleges for total equity points earned by Hispanic/Latino students, a number which has increased substantially the past three years. A similar result appears in the Guided Pathways metric of 15 credits in the first year where the percent of first-time ever in college students meeting this outcome increased from 52 percent in the 2017 cohort to 66 percent in the 2018 cohort, which exceeded that of white students.

The next steps for research in this area include a continuous evaluation and conversation with colleges about what the data is showing and integration of qualitative data that highlights what colleges are doing to achieve these results. The SBCTC policy research department will continue studying the Guided Pathways outcomes at a deeper level to understand if the observed differences are significant at a statistical level in order to provide more information about real change in closing equity gaps. Finally, at the conclusion of the

<sup>3</sup> SBCTC policy research [First-Time Entering Student Outcomes dashboard](#) (college access only) is the primary data tool for assessing Guided Pathways

2020-21 academic year, there will be a fiscal analysis to assess how improvements in SAI 3.0 performance funding metrics have an impact on the college's allocation outcomes.

Attached:

- Appendix A: Total equity points by college
- Appendix B: First 15 credits equity points by college
- Appendix C: Completion equity points by college
- Appendix D: Equity points by Hispanic/Latino students by college
- Appendix E: Equity points by BEdA students by college



## Appendix A: Total equity points by college

	2016-17 total equity points	2017-18 total equity points	2018-19 total equity points	2016-17 % of total equity points	2017-18 % of total equity points	2018-19 % of total equity points
Bates	1,833	1,857	1,662	31%	28%	26%
Bellevue	1,461	1,286	1,280	10%	10%	10%
Bellingham	835	865	930	19%	19%	21%
Big Bend	1,261	1,051	1,118	32%	29%	29%
Cascadia	262	262	324	7%	7%	9%
Centralia	950	951	893	24%	23%	23%
Clark	1,513	1,409	1,536	14%	13%	14%
Clover Park	1,082	1,233	1,630	17%	19%	22%
Columbia Basin	1,769	2,062	1,905	21%	23%	21%
Edmonds	1,265	1,324	1,378	16%	17%	18%
Everett	1,287	1,436	1,475	14%	15%	16%
Grays Harbor	920	924	920	29%	29%	29%
Green River	1,506	1,470	1,478	16%	16%	16%
Highline	1,740	1,895	1,889	19%	21%	21%
Lake Washington	542	516	538	12%	11%	12%
Lower Columbia	999	962	1,047	23%	23%	25%
Olympic	1,032	1,131	1,108	11%	12%	12%
Peninsula	830	911	886	28%	30%	30%
Pierce District	2,149	2,223	2,389	17%	17%	19%
Renton	1,411	1,545	1,591	27%	30%	31%
Seattle Central	1,342	1,414	1,465	15%	16%	17%
Seattle North	744	695	886	11%	11%	15%
Seattle South	1,330	1,266	1,127	16%	17%	17%
Shoreline	1,161	1,086	1,082	16%	14%	15%
Skagit Valley	1,790	1,931	2,255	23%	26%	30%
South Puget Sound	1,193	1,153	1,434	17%	17%	19%
Spokane	3,069	3,240	3,206	25%	27%	27%
Spokane Falls	1,313	1,503	1,537	15%	17%	18%
Tacoma	1,647	1,515	1,509	17%	16%	17%
Walla Walla	999	1,106	1,034	19%	20%	21%
Wenatchee Valley	1,186	1,219	1,276	23%	24%	25%
Whatcom	702	737	679	12%	13%	13%
Yakima Valley	2,277	2,265	2,383	29%	28%	29%
System total	43,400	44,443	45,850	18%	19%	19%

## Appendix B: First 15 credits equity points by college

	2016-17 first 15 equity points	2017-18 first 15 equity points	2018-19 first 15 equity points	2016-17 % of first 15 equity points	2017-18 % of first 15 equity points	2018-19 % of first 15 equity points
Bates	767	824	762	35%	33%	29%
Bellevue	958	790	776	23%	21%	22%
Bellingham	349	369	391	30%	31%	32%
Big Bend	664	515	575	53%	49%	50%
Cascadia	190	165	189	19%	18%	21%
Centralia	546	483	421	45%	42%	40%
Clark	849	741	822	29%	27%	30%
Clover Park	739	835	1,028	34%	37%	41%
Columbia Basin	1,106	1,379	1,306	41%	45%	43%
Edmonds	658	696	669	28%	30%	30%
Everett	779	793	770	30%	31%	31%
Grays Harbor	482	466	463	50%	49%	50%
Green River	847	805	780	34%	33%	32%
Highline	1,067	1,121	1,027	39%	41%	40%
Lake Washington	286	262	292	21%	20%	22%
Lower Columbia	469	461	466	40%	37%	40%
Olympic	626	718	724	27%	30%	30%
Peninsula	300	377	304	41%	44%	44%
Pierce District	1,402	1,366	1,453	36%	36%	39%
Renton	665	731	695	38%	42%	42%
Seattle Central	818	866	898	30%	31%	32%
Seattle North	471	430	522	20%	19%	24%
Seattle South	952	854	728	28%	29%	30%
Shoreline	609	547	556	26%	24%	26%
Skagit Valley	829	800	1,011	38%	39%	44%
South Puget Sound	612	591	701	31%	32%	34%
Spokane	1,318	1,328	1,241	38%	39%	39%
Spokane Falls	816	790	786	29%	30%	31%
Tacoma	1,009	955	877	34%	34%	34%
Walla Walla	507	511	520	35%	37%	38%
Wenatchee Valley	685	686	737	45%	46%	48%
Whatcom	428	394	375	26%	25%	26%
Yakima Valley	1,363	1,321	1,474	54%	53%	55%
System total	24,166	23,970	24,339	33%	34%	35%

## Appendix C: Completion equity points by college

	2016-17 completion equity points	2017-18 completion equity points	2018-19 completion equity points	2016-17 % of completion equity points	2017-18 % of completion equity points	2018-19 % of completion equity points
Bates	386	366	350	40%	40%	37%
Bellevue	289	326	325	16%	16%	16%
Bellingham	210	233	180	25%	27%	23%
Big Bend	368	372	360	47%	46%	47%
Cascadia	48	77	84	13%	17%	17%
Centralia	242	309	369	32%	38%	40%
Clark	384	382	444	21%	20%	23%
Clover Park	258	238	347	24%	21%	28%
Columbia Basin	611	614	543	34%	36%	35%
Edmonds	213	197	217	19%	18%	21%
Everett	309	301	281	21%	21%	20%
Grays Harbor	248	272	267	44%	45%	45%
Green River	366	352	401	22%	22%	24%
Highline	432	413	442	30%	30%	31%
Lake Washington	127	110	123	16%	15%	16%
Lower Columbia	289	232	264	37%	36%	39%
Olympic	313	334	312	18%	19%	19%
Peninsula	267	237	283	41%	40%	43%
Pierce District	581	681	579	30%	32%	32%
Renton	305	265	325	27%	25%	29%
Seattle Central	244	263	271	23%	23%	25%
Seattle North	124	115	134	15%	17%	22%
Seattle South	218	217	215	27%	27%	26%
Shoreline	294	273	268	25%	23%	23%
Skagit Valley	345	397	450	27%	31%	36%
South Puget Sound	310	281	325	28%	27%	28%
Spokane	550	591	632	29%	30%	33%
Spokane Falls	273	336	371	24%	27%	30%
Tacoma	399	372	357	29%	29%	28%
Walla Walla	311	370	335	32%	35%	34%
Wenatchee Valley	425	447	440	42%	42%	42%
Whatcom	179	213	186	19%	22%	21%
Yakima Valley	793	822	823	45%	49%	49%
System total	10,711	11,008	11,303	28%	28%	29%

## Appendix D: Equity points by Hispanic/Latino students by college

	2016-17 Hispanic/ Latino equity points	2017-18 Hispanic/ Latino equity points	2018-19 Hispanic/ Latino equity points	2016-17 % of equity points by Hispanic/ Latino	2017-18 % of equity points by Hispanic/ Latino	2018-19 % of equity points by Hispanic/ Latino
Bates	316	306	275	17%	16%	17%
Bellevue	589	536	573	40%	42%	45%
Bellingham	225	209	226	27%	24%	24%
Big Bend	816	695	780	65%	66%	70%
Cascadia	128	143	163	49%	55%	50%
Centralia	274	293	250	29%	31%	28%
Clark	505	529	514	33%	38%	33%
Clover Park	276	313	345	26%	25%	21%
Columbia Basin	1,371	1,605	1,519	78%	78%	80%
Edmonds	327	381	354	26%	29%	26%
Everett	438	510	479	34%	36%	32%
Grays Harbor	165	204	219	18%	22%	24%
Green River	427	403	509	28%	27%	34%
Highline	471	490	481	27%	26%	25%
Lake Washington	196	187	215	36%	36%	40%
Lower Columbia	210	202	226	21%	21%	22%
Olympic	276	322	318	27%	28%	29%
Peninsula	157	151	137	19%	17%	15%
Pierce District	659	779	803	31%	35%	34%
Renton	263	335	367	19%	22%	23%
Seattle Central	291	339	339	22%	24%	23%
Seattle North	206	225	230	28%	32%	26%
Seattle South	299	293	244	22%	23%	22%
Shoreline	272	251	310	23%	23%	29%
Skagit Valley	671	772	793	37%	40%	35%
South Puget Sound	354	347	401	30%	30%	28%
Spokane	304	338	400	10%	10%	12%
Spokane Falls	305	302	323	23%	20%	21%
Tacoma	426	389	409	26%	26%	27%
Walla Walla	489	504	543	49%	46%	53%
Wenatchee Valley	837	844	923	71%	69%	72%
Whatcom	318	321	295	45%	44%	43%
Yakima Valley	1,727	1,794	1,922	76%	79%	81%
System total	14,588	15,312	15,885	34%	34%	35%

## Appendix E: Equity points by BEdA students by college

	2016-17 BEdA equity points	2017-18 BEdA equity points	2018-19 BEdA equity points	2016-17 % of equity points by BEdA	2017-18 % of equity points by BEdA	2018-19 % of equity points by BEdA
Bates	1,293	1,273	1,044	71%	69%	63%
Bellevue	332	287	297	23%	22%	23%
Bellingham	492	494	592	59%	57%	64%
Big Bend	564	367	443	45%	35%	40%
Cascadia	32	32	69	12%	12%	21%
Centralia	308	345	235	32%	36%	26%
Clark	503	469	509	33%	33%	33%
Clover Park	176	280	564	16%	23%	35%
Columbia Basin	139	170	140	8%	8%	7%
Edmonds	676	740	858	53%	56%	62%
Everett	388	646	739	30%	45%	50%
Grays Harbor	348	374	390	38%	40%	42%
Green River	538	587	527	36%	40%	36%
Highline	492	713	758	28%	38%	40%
Lake Washington	230	243	260	42%	47%	48%
Lower Columbia	461	463	584	46%	48%	56%
Olympic	157	145	139	15%	13%	13%
Peninsula	545	600	593	66%	66%	67%
Pierce District	330	358	621	15%	16%	26%
Renton	950	1,119	1,140	67%	72%	72%
Seattle Central	561	562	606	42%	40%	41%
Seattle North	258	230	422	35%	33%	48%
Seattle South	307	386	320	23%	30%	28%
Shoreline	634	578	565	55%	53%	52%
Skagit Valley	1,004	1,236	1,449	56%	64%	64%
South Puget Sound	459	446	650	38%	39%	45%
Spokane	2,066	2,239	2,224	67%	69%	69%
Spokane Falls	388	618	626	30%	41%	41%
Tacoma	427	353	443	26%	23%	29%
Walla Walla	334	445	419	33%	40%	41%
Wenatchee Valley	157	240	216	13%	20%	17%
Whatcom	187	193	194	27%	26%	29%
Yakima Valley	365	327	246	16%	14%	10%
System total	16,101	17,558	18,882	37%	40%	41%



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Except where otherwise noted

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## STUDENT ACHIEVEMENT INITIATIVE

DECEMBER 2022

### Moving Up in the World

Washington state's nationally recognized Student Achievement Initiative rewards community and technical colleges for moving students further and faster in college and improving student success. Colleges earn a portion of their funding based on results, not just enrollments. They earn points and funding when students reach key academic momentum points, such as finishing college-level math, completing the first year of college, and earning a degree or certificate. The goal is to propel students to and through the "tipping point" — the level of education that means the difference between struggling in a low-wage job and having a career that leads to a better life.

The Student Achievement Initiative was launched in 2007. Improvements in the 2013-2014 and the 2017-2018 school years placed new emphasis on student retention and completion and on progress by underserved and disadvantaged students, as described below.

### How are Momentum Points Calculated?

Points are awarded each time a college student reaches one of the following momentum points. These levels of achievement are called momentum points because each achievement is likely to propel students to another achievement. Most SAI momentum points work in succession, with additional points earned by the progression of students that start in basic skills, or who represent historically underserved students of color. The steps, shown on the next page, are:

- Momentum points start with basic skills students. Colleges earn points when basic skills students make nationally recognized test gains in math, English language, or reading as measured by pre- and post-testing or competency-based assessments. Students also earn momentum points by earning a high school diploma or equivalency certificate as well as upon completion of six college-level credits.
- The next momentum point is completion of five college-level credits in English or writing. Students who began college in a pre-college English class who complete a college-level English class within one year earn an extra point.
- The next momentum point is completion of five college-level math credits in computation, math or logic. Students who began college in a pre-college math class who complete a college-level math class within one year earn an extra point.
- The next momentum points are completion of the first 15, 30 and 45 college credits.
- A point is earned when a student earns any momentum point and had been enrolled as a funding formula eligible student in the prior year.
- The final momentum point is completion of certificates, degrees and apprenticeships.

1

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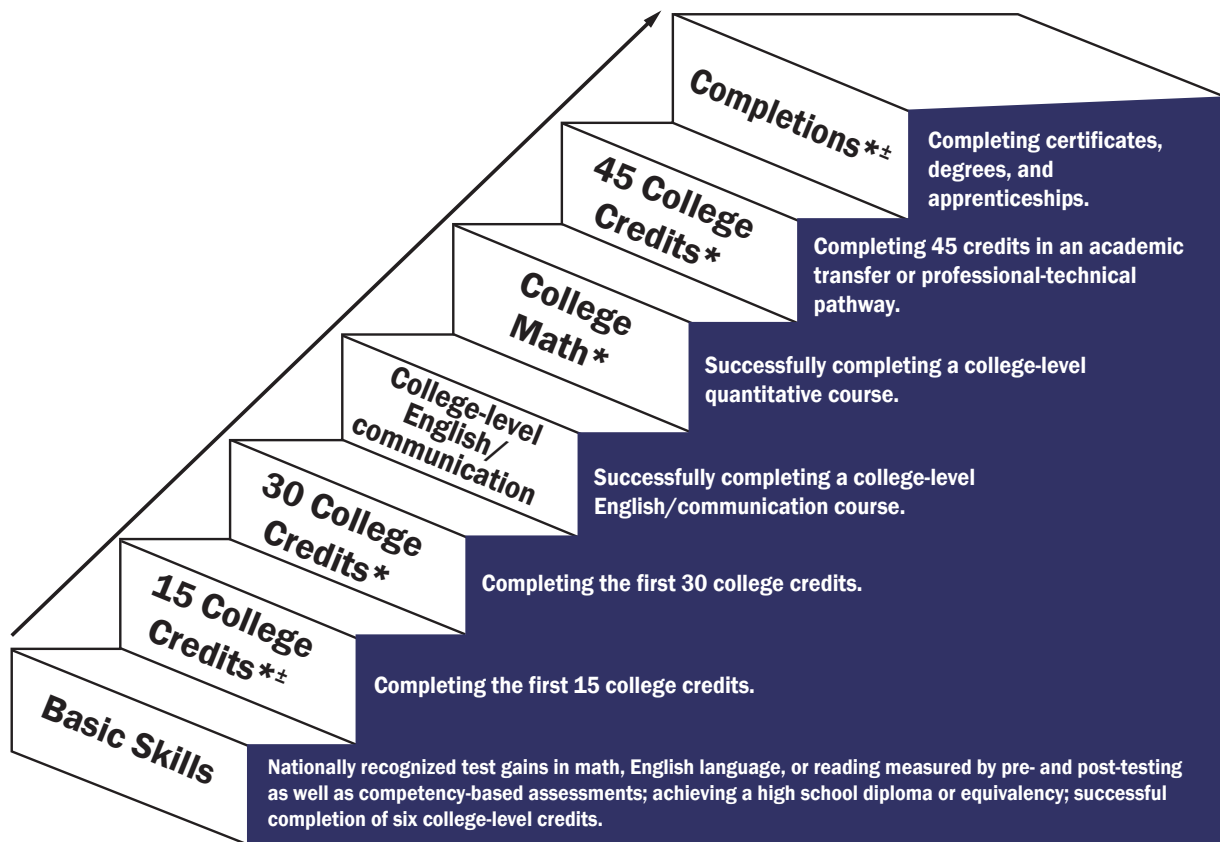
## Equity points

An additional point is awarded for students who are low income and historically underserved students of color at the time of the first 15 credit point and at completion of a credential. The extra point is duplicative if students are a member of more than one group (maximum four points). Students who transitioned from basic skills to a credential pathway in the same or subsequent two years earn an additional point at each college-level momentum point threshold.

## How Do Colleges Receive Funding?

Financial awards are distributed each fall, with SAI metrics making up 5% of a college's total state allocation. In addition to individual momentum points, colleges are awarded for how far a student moves through college, with greater rewards for students who move the furthest. Colleges are funded based on their share of points in 3 categories: total points (less completions), points per student, and completions.

## Student Achievement Initiative Momentum Points



\* If the student reaching this momentum point started in basic skills, an additional point is awarded.

± Historically underserved low-income and students of color receive an additional point upon successful completion of the first 15 college credits and degree or apprenticeship



# LEGISLATIVE SESSION

## Process, priorities, strategies

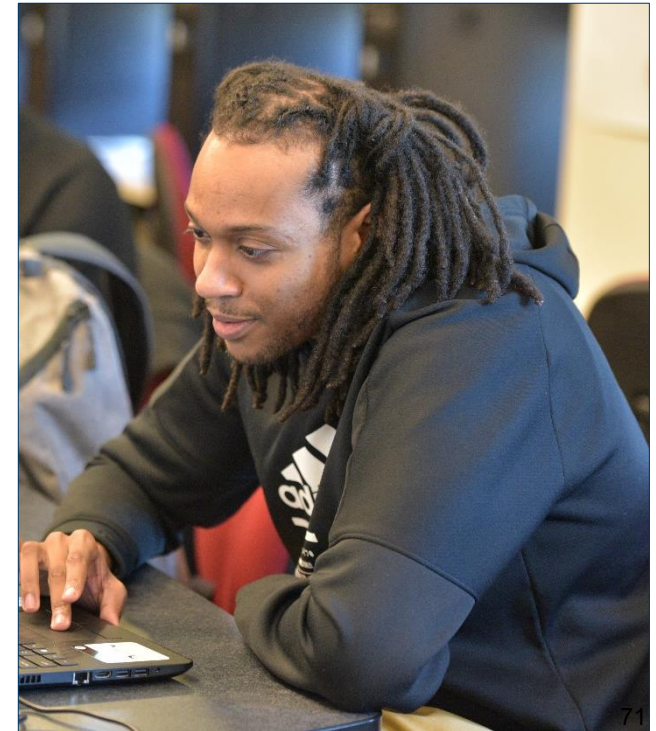
Arlen Harris, SBCTC Legislative Director

New VP Orientation, October 2023



# LET'S REVIEW

- 2024 60-day session
  - Primary mission: Supplemental operating budget
- 49 legislative districts: Part-time legislators
  - 98 House members
  - 49 Senate members
- Political dynamics
  - Democratic House (57-41)
  - Democratic Senate (29-20)
- 2024 issues
  - Social justice/equity
  - Housing and homelessness
  - Law enforcement reform
  - Climate Commitment Act



# SBCTC GOVERNMENT RELATIONS

- Interact with governor, legislators, staff, state agencies and organizations on behalf of the community and technical college system.
- Coordinate federal communication with Washington delegation to Congress.
- Support legislative interaction of State Board, staff, and college representatives.
- Prepare and advocate for a systemwide comprehensive legislative agenda.
- Produce tools for legislative outreach, closely monitor legislation and coordinate legislative testimony.

# SBCTC GOVERNMENT RELATIONS

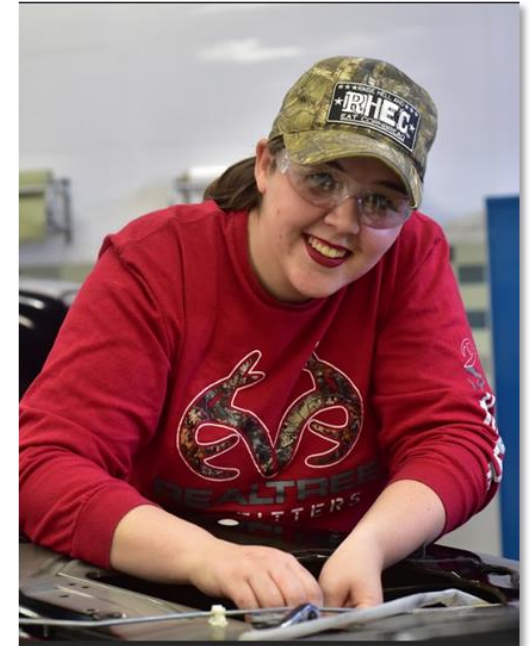
- 2023-25 SBCTC Legislative Outreach Plan
  - Built upon premise that community and technical college legislative outreach is systemwide: State Board members, presidents, trustees, faculty, students, and staff.
  - Identifies opportunities to elevate the community and technical college system (legislators, stakeholders, community and technical college system).
  - Outlines specific targets for session, interim.

# SESSION PREPARATION: BUDGET DEVELOPMENT

- The community and technical college system has one “ask,” one voice.
- Internal process to determine budget requests (operating, capital).
  - Commissions and councils  
<https://www.sbctc.edu/colleges-staff/commissions-councils>
  - WACTC
  - State Board approval
  - External stakeholders (governor’s office, policy makers, 4-year partners, K-12, stakeholders)
- Process differs if short or long session.
- End-run policy.

# 2024 SESSION: SYSTEM PRIORITIES

- Operating budget
  - Computer science degrees
  - Open Educational Resources
- Capital budget
  - \$1.2 billion system need
  - \$100 million supplemental request
- Possible policy issues to prepare for
  - Expand mental health counseling for students
  - Dual credit — always an issue
  - Child care
  - Financial aid — always an issue



# 2023 SESSION AND BEYOND: COORDINATION

- Legislative
  - Community-based approach to passing bills, solving problems.
  - Many involved in the legislative process: Governor, elected officials, agencies, organizations, college and system leaders, advocates, etc.
- Community and technical colleges
  - Example of how a collaborative approach equals success.
  - Regular communication about issues, strategy both internally and externally.
  - Sen. Hansen, “...the CTC Army!”

# MESSAGING: SESSION, INTERIM

- Systemwide messaging
  - Reflects community and technical college themes
    - Prosperity
      - Jobs/economic development
      - Access/opportunities for Washingtonians
      - Upward mobility
    - Partnerships
    - Proven success
  - Connects system of 34 colleges
- Examples: Talking points, one pagers
- Reviewed, approved by system
- Coordinated by SBCTC Government Relations and Communications





## EXAMPLE OF MESSAGING

- Community and technical colleges...
  - Build prosperity for everyone in Washington: greater good.
  - Provide better skills, better jobs, better lives.
  - Fuel our economy by providing talented, skilled workforce meeting employer demands.
  - Pathway to family-wage jobs.
  - Connection to business and labor.
  - Open access mission.





# COMMUNICATION

- Internal communication = external success
- Mechanisms during session
  - Joint Legislative Committee call (weekly)
  - WACTC conference call (weekly)
  - Legislative Strategy Meeting (weekly)
  - ACT hill climb day
  - FACTC conference
  - AFT/WEA meeting (weekly)
  - LegNews blog, social media
- Year-round
  - State Board meetings
  - WACTC meetings
  - ACT meetings/events



# GETTING INVOLVED

- Internal
  - Connect with your president!
    - Join and help plan campus visits
  - Attend Commission Meetings
- External (legislators, stakeholders)
  - With Presidents
    - In-person appointments
    - Social Media
    - Involve Students
  - Events: rallies, advocacy days, town halls
    - Colleges are great locations for a town hall!
  - **CALLS TO ACTION!**

## SESSION RESOURCES: ONLINE

- Washington State Legislature (bills, legislators, committees)  
<https://leg.wa.gov>
- TVW (live and archived legislative videos)  
<https://tvw.org>
- SBCTC Government Relations (bill watch list, hearing schedules, session summaries, other resources)  
<https://www.sbctc.edu/about/government-relations>
- SBCTC Communications  
<https://www.sbctc.edu/about/communications>

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## SBCTC Bill Status Report: March 30, 2023

### High Priority Bills

Bill #	Abbrev. Title	Short Description	Status	Sponsor	Position
<a href="#">HB 1140</a> (ESSB 5187)	Operating budget	Making 2023-2025 fiscal biennium operating appropriations.	H Exec Action	Ormsby	
<a href="#">HB 1147</a> (ESSB 5200)	Capital budget	Concerning the capital budget.	H Exec Action	Tharinger	Support
<a href="#">2SHB 1316</a>	Dual credit program access	Expanding access to dual credit programs.	S Ways & Means	Paul	Support
<a href="#">E2SHB 1541</a> (SB 5616)	Lived experience	Establishing the nothing about us without us act.	S Ways & Means	Farivar	Support
<a href="#">2SHB 1559</a> (SB 5566)	Postsecondary student needs	Establishing the student basic needs at public postsecondary institutions act.	S Ways & Means	Entenman	Concerns
<a href="#">SHB 1701</a>	Institutional ed. programs	Concerning basic education services to youth who are served through institutional education programs.	S Ways & Means	Callan	Concerns
<a href="#">2SSB 5048</a>	College in high school fees	Eliminating college in the high school fees.	H Approps	Mullet	Concerns
<a href="#">ESSB 5187</a> (HB 1140)	Operating budget	Making 2023-2025 fiscal biennium operating appropriations.	H 2nd Reading	Rolfes	
<a href="#">ESSB 5200</a> (HB 1147)	Capital budget	Concerning the capital budget.	H 2nd Reading	Mullet	Support
<a href="#">E2SSB 5582</a>	Nurse supply	Reducing barriers and expanding educational opportunities to increase the supply of nurses in Washington.	H Approps	Holy	Concerns
<a href="#">ESSB 5702</a> (SHB 1693)	Student homelessness pilot	Expanding the students experiencing homelessness and foster youth pilot program.	H Rules R	Trudeau	Support

### Medium Priority Bills

Bill #	Abbrev. Title	Short Description	Status	Sponsor	Position
<a href="#">HB 1146</a>	Dual credit program notice	Notifying high school students and their families about available dual credit programs and any available financial assistance.	S Rules 2	Paul	Support
<a href="#">2SHB 1390</a>	District energy systems	Concerning district energy systems.	S Ways & Means	Ramel	Support
<a href="#">ESHB 1466</a>	Dental auxiliaries	Concerning currently credentialed dental auxiliaries.	S Rules 2	Riccelli	Concerns
<a href="#">HB 1737</a>	Reconciliation account	Enacting the reconciliation act.	S Ways & Means	Morgan	Support
<a href="#">SB 5079</a>	Tuition establishment date	Concerning the date by which tuition operating fees are established.	Del to Gov	Braun	Support
<a href="#">SSB 5189</a> (HB 1348)	Behavioral health support	Establishing behavioral health support specialists.	H Approps	Trudeau	Support
<a href="#">2SSB 5225</a>	Working conn. child care	Increasing access to the working connections child care program.	H Approps	Wilson	Support

Bill #	Abbrev. Title	Short Description	Status	Sponsor	Position
<a href="#">2SSB 5593</a>	Student data transfer	Improving equity in the transfer of student data between K-12 schools and institutions of higher education.	H Approps	Liias	Concerns
<a href="#">SB 5711 (HB 1156)</a>	College grant eligibility	Extending the terms of eligibility for the Washington college grant program.	H Approps	Nobles	Support

## Low Priority Bills

Bill #	Abbrev. Title	Short Description	Status	Sponsor	Position
<a href="#">HB 1002</a>	Hazing penalty	Increasing the penalty for hazing.	S 2nd Reading	Leavitt	Support
<a href="#">2SHB 1013</a>	Regional apprenticeship prgs	Establishing regional apprenticeship programs.	S Ways & Means	Maycumber	Concerns
<a href="#">SHB 1015 (SB 5264)</a>	Paraeducator requirements	Concerning minimum employment requirements for paraeducators.	S Pres Signed	Santos	Concerns
<a href="#">2SHB 1028</a>	Crime victims & witnesses	Supporting crime victims and witnesses by promoting victim-centered, trauma-informed responses in the legal system.	S Ways & Means	Orwall	Neutral
<a href="#">HB 1061 (SB 5026)</a>	Insurance producer education	Eliminating prelicensing education requirements for licensed insurance producers.	S Pres Signed	Ryu	Neutral
<a href="#">SHB 1069</a>	Mental health counselor comp	Adopting the mental health counselor compact.	S 2nd Reading	Leavitt	Neutral
<a href="#">ESHB 1073</a>	Medical assistants	Concerning medical assistants.	S 2nd Reading	Harris	Neutral
<a href="#">SHB 1105</a>	Public comment notice	Requiring public agencies to provide notice for public comment that includes the last date by which such public comment must be submitted.	S Rules 2	Kloba	Neutral
<a href="#">SHB 1200 (SB 5273)</a>	Employee information/unions	Requiring public employers to provide employee information to exclusive bargaining representatives.	S 2nd Reading	Alvarado	Neutral
<a href="#">HB 1232</a>	College bound scholarship	Enhancing the college bound scholarship program.	S Ways & Means	Bergquist	Support
<a href="#">ESHB 1277</a>	Paraeducator course of study	Establishing rules to improve the consistency and quality of the implementation of the fundamental courses of study for paraeducators.	S Rules 2	Donaghy	Neutral
<a href="#">HB 1287</a>	Dental hygienists	Concerning dental hygienists.	S 2nd RdConsCal	Thai	Neutral
<a href="#">SHB 1289 (SSB 5221)</a>	Opportunity scholarship	Concerning program administration for the Washington state opportunity scholarship program.	S 2nd Reading	Reed	Neutral
<a href="#">2SHB 1522</a>	Sexual misconduct/assocs.	Addressing sexual misconduct at scholarly or professional associations.	S 2nd Reading	Pollet	Neutral
<a href="#">HB 1622</a>	Students/homelessness	Supporting the needs of students experiencing homelessness.	S 2nd Reading	Fey	Support



Bill #	Abbrev. Title	Short Description	Status	Sponsor	Position
<a href="#">HB 1763</a>	Conditional scholarships	Ensuring completion of conditional scholarship obligations and reducing penalties for excusable incomplete obligations.	S Rules 2	Eslick	Support
<a href="#">EHB 1823</a>	WA student loan program	Modifying the Washington student loan program.	S Ways & Means	Timmons	Neutral
<a href="#">SSB 5025</a>	DOC technology systems	Concerning implementation of technology systems at the department of corrections.	H Approps	Dozier	Support
<a href="#">2SSB 5134</a>	Reentry services & supports	Concerning reentry services and supports.	H Approps	Wilson	Neutral
<a href="#">SSB 5156</a>	Farm internship program	Expanding the farm internship program.	H Rules R	Torres	Neutral
<a href="#">SSB 5229</a> (SHB 1231)	Site readiness grants	Accelerating rural job growth and promoting economic recovery across Washington through site readiness grants.	H Cap Budget	Frame	Neutral
<a href="#">E2SSB 5243</a> (SHB 1273)	High school and beyond plans	Concerning high school and beyond planning.	H Approps	Wellman	Neutral
<a href="#">2SSB 5269</a>	Manufacturing	Concerning Washington state manufacturing.	H Approps	Shewmake	Support
<a href="#">ESSB 5320</a> (HB 1462)	Journey level electricians	Concerning journey level electrician certifications of competency.	H Rules R	Saldana	Neutral
<a href="#">2SSB 5518</a> (HB 1464)	Cybersecurity	Concerning the protection of critical constituent and state operational data against the financial and personal harm caused by ransomware and other malicious cyber activities.	H Approps	Boehnke	Neutral
<a href="#">ESB 5534</a>	Workforce investment board	Concerning workforce education investment accountability and oversight board staffing changes.	H Approps	Randall	Support
<a href="#">SSB 5687</a>	Wrestling grant programs	Creating postsecondary wrestling grant programs.	H Approps	Van De Wege	Neutral

## Monitoring Bills

Bill #	Abbrev. Title	Short Description	Status	Sponsor	Position
<a href="#">ESHB 1050</a>	Apprenticeship utilization	Expanding apprenticeship utilization requirements.	S 2nd Reading	Riccelli	Neutral
<a href="#">E2SHB 1134</a>	988 system	Implementing the 988 behavioral health crisis response and suicide prevention system.	S Ways & Means	Orwall	Neutral
<a href="#">2SHB 1176</a> (SB 5247)	Climate-ready communities	Developing opportunities for service and workforce programs to support climate-ready communities.	S Ways & Means	Slatter	Support
<a href="#">ESHB 1260</a> (SSB 5480)	Work-limiting disability	Accelerating stability for people with a work-limiting disability or incapacity.	S Ways & Means	Alvarado	Support
<a href="#">ESHB 1282</a> (SSB 5322)	Public building materials	Requiring environmental and labor reporting for public building construction and renovation material.	S Ways & Means	Duerr	Neutral

Bill #	Abbrev. Title	Short Description	Status	Sponsor	Position
<a href="#">E2SHB 1320</a> (SSB 5061)	Personnel records	Concerning access to personnel records.	S Ways & Means	Reed	Concerns
<a href="#">ESHB 1361</a>	State employment	Updating statutes related to state employment by removing obsolete language, eliminating unnecessary reports, conforming a reporting period to fiscal year, and modernizing employee pay procedures.	S 2nd Reading	Abbarno	Neutral
<a href="#">ESHB 1362</a>	Reports	Improving government efficiency related to reports by state agencies by eliminating reports, changing the frequency of reports, and providing an alternative method for having information publicly available in place of reports.	S Rules 2	Stearns	Neutral
<a href="#">SHB 1458</a>	Apprenticeship programs/UI	Concerning unemployment insurance benefits for apprenticeship program participants.	S Pres Signed	Shavers	Neutral
<a href="#">2SHB 1525</a>	Apprenticeships/child care	Concerning eligibility for working connections child care benefits for persons participating in state registered apprenticeships.	S Ways & Means	Fosse	Support
<a href="#">ESHB 1576</a>	Dentist compact	Concerning the dentist and dental hygienist compact.	S Rules 2	Caldier	Neutral
<a href="#">ESHB 1678</a>	Dental therapists	Establishing and authorizing the profession of dental therapy.	S Rules 2	Riccelli	Neutral
<a href="#">E2SHB 1694</a>	Home care workforce shortage	Addressing home care workforce shortages.	S 2nd Reading	Alvarado	Neutral
<a href="#">HB 1777</a>	Energy contracting	Authorizing the use of performance-based contracting for energy services and equipment.	S Ways & Means	Doglio	Neutral
<a href="#">SSB 5499</a>	Multistate nurse licensure	Concerning the multistate nurse licensure compact.	H Approps	Mullet	Neutral

## Other Bills

Bill #	Abbrev. Title	Short Description	Status	Sponsor	Position
<a href="#">HB 1001</a> (SB 5021)	Audiology & speech compact	Concerning the audiology and speech-language pathology interstate compact.	S Passed 3rd	Leavitt	Neutral
<a href="#">HB 1141</a> (SB 5188)	Operating budget, supp.	Making 2021-2023 fiscal biennium second supplemental operating appropriations.	H Approps	Ormsby	
<a href="#">SB 5188</a> (HB 1141)	Operating budget, supp.	Making 2021-2023 fiscal biennium second supplemental operating appropriations.	S Ways & Means	Rolfes	
<a href="#">E2SSB 5236</a>	Hospital staffing standards	Concerning hospital staffing standards.	H Approps	Robinson	
<a href="#">SCR 8401</a>	Cutoff dates	Establishing cutoff dates for the consideration of legislation during the 2023 regular session of the sixty-eighth legislature.	S Filed Sec/St	Pedersen	



## Dead Bills

Bill #	Abbrev. Title	Short Description	Status	Sponsor	Position
<a href="#">SHB 1003</a>	Dual credit program access	Expanding access to dual credit programs.	H Approps	Stokesbary	Concerns
<a href="#">HB 1014</a>	Fire protection projects	Concerning capital projects for the provision of fire protection services.	H Cap Budget	Abbarno	Neutral
<a href="#">HB 1021</a> (SB 5354)	Social worker licensing	Aligning social worker licensing requirements.	H Rules R	Thai	Neutral
<a href="#">SHB 1024</a>	Incarcerated persons/labor	Concerning labor and income of incarcerated persons.	H Rules R	Simmons	Support
<a href="#">HB 1040</a>	Aviation & aerospace cmte.	Establishing an aviation and aerospace advisory committee.	H Innov, Comm &	Dent	Concerns
<a href="#">HB 1093</a>	K-12 scholarship program	Providing parents and their children with more choices for a quality elementary and secondary education through the family empowerment scholarship program.	H Education	Walsh	Neutral
<a href="#">SHB 1094</a> (SSB 5125)	Future fund program	Creating the Washington future fund program.	H Approps	Stonier	Support
<a href="#">HB 1099</a>	Public works wages	Requiring certain wages in public works contracts to be at least the prevailing wage in effect when the work is performed.	H Cap Budget	Berry	Neutral
<a href="#">HB 1148</a> (SSB 5201)	State gen. obligation bonds	Concerning state general obligation bonds and related accounts.	H Exec Action	Tharinger	
<a href="#">HB 1156</a> (SB 5711)	College grant eligibility	Extending the terms of eligibility for the Washington college grant program.	H Approps	Slatter	Support
<a href="#">HB 1194</a>	Renewable energy workforce	Training, educating, and inspiring the next generation of the clean and renewable energy workforce.	H Postsec Ed & W	Klicker	Neutral
<a href="#">SHB 1228</a>	Dual & tribal language edu.	Building a multilingual, multiliterate Washington through dual and tribal language education.	H Approps	Ortiz-Self	Support
<a href="#">2SHB 1229</a> (E2SSB 5112)	Voter registration	Updating processes related to voter registration.	H Rules R	Simmons	
<a href="#">SHB 1231</a> (SSB 5229)	Site readiness grants	Accelerating rural job growth and promoting economic recovery across Washington through site readiness grants.	H Rules R	Berg	Neutral
<a href="#">HB 1256</a>	Higher ed. matching grants	Providing capital budget matching grants to independent higher education institutions.	H Cap Budget	Steele	Oppose
<a href="#">HB 1270</a>	Commission on boys and men	Establishing the Washington state commission on boys and men.	H State Govt & T	Dye	Neutral

<b>Bill #</b>	<b>Abbrev. Title</b>	<b>Short Description</b>	<b>Status</b>	<b>Sponsor</b>	<b>Position</b>
<a href="#">SHB 1273</a> (E2SSB 5243)	High school and beyond plans	Concerning high school and beyond planning.	H Approps	Berg	Neutral
<a href="#">2SHB 1338</a>	DOC ed. and vocational prgs.	Concerning education and vocational programs in state correctional institutions.	H Rules R	Reeves	Support
<a href="#">HB 1347</a>	Comm.-based health assess.	Integrating community-based health assessments into foundational environmental policies to improve environmental justice.	H Env & Energy	Pollet	Neutral
<a href="#">HB 1348</a> (SSB 5189)	Behavioral health support	Establishing behavioral health support specialists.	H HC/Wellness	Callan	Support
<a href="#">SHB 1360</a>	Alt. professional licensing	Concerning alternative professional licensing standards.	H Approps	McClintock	Neutral
<a href="#">SHB 1368</a> (SB 5431)	Zero emission school buses	Requiring and funding the purchase of zero emission school buses.	H Approps	Senn	Neutral
<a href="#">HB 1374</a> (SSB 5305)	Office of career connect WA	Establishing the office of career connect Washington.	H Postsec Ed & W	Slatter	
<a href="#">HB 1393</a> (SB 5545)	Journey level electricians	Concerning the requirements to obtain a journey level electrician certificate of competency.	H Labor & Workpl	Schmidt	Neutral
<a href="#">SHB 1399</a>	Native American scholarships	Establishing a Native American scholarship program.	H Approps	Lekanoff	
<a href="#">HB 1441</a>	Automatic renewal/contracts	Concerning the use of automatic renewal provisions in business equipment and business services contracts.	H ConsPro&Bus	Chambers	Support
<a href="#">SHB 1451</a>	Child care workforce	Expanding the child care workforce.	H Approps	Senn	Concerns
<a href="#">HB 1462</a> (ESSB 5320)	Journey level electricians	Concerning journey level electrician certifications of competency.	H Labor & Workpl	Doglio	Neutral
<a href="#">HB 1464</a> (2SSB 5518)	Ransomware/state	Concerning the protection of critical constituent and state operational data against the financial and personal harm caused by ransomware and other malicious cyber activities.	H State Govt & T	Hackney	Neutral
<a href="#">SHB 1531</a>	Aerospace industry dev.	Promoting economic development of the aerospace industry through a committee empowered to advise on industry issues other than the siting of commercial airports.	H Approps	Dent	Neutral
<a href="#">HB 1545</a>	Vaccination/online students	Prohibiting institutions of higher education from imposing vaccine or immunization mandates on online-only students.	H Postsec Ed & W	Caldier	Concerns

Bill #	Abbrev. Title	Short Description	Status	Sponsor	Position
<a href="#">HB 1594</a>	Residential electrician cert	Allowing certain types of maintenance experience to substitute for work experience required to be eligible to take the examination for the residential maintenance specialty electrician certificate.	H Labor & Workpla	Goehner	Neutral
<a href="#">HB 1597</a> (SB 5571)	Public records act requests	Limiting frivolous claims by modifying administrative and judicial review processes for public records request responses.	H State Govt & T	Springer	Concerns
<a href="#">HB 1605</a> (SSB 5668)	Small districts/skill center	Concerning small districts with less than 2,750 students and significant participation in skill centers.	H Approps	Rule	Neutral
<a href="#">HB 1615</a>	Education savings accounts	Creating the students first program which establishes education savings accounts for students in need of support.	H Education	Eslick	Neutral
<a href="#">HB 1643</a> (SSB 5498)	Nurse student loan repayment	Creating the hospital-based nurse student loan repayment assistance program under the Washington health corps.	H Postsec Ed & W	Riccelli	Support
<a href="#">SHB 1692</a>	Student advisory groups	Creating student advisory groups.	H Rules R	Bergquist	Support
<a href="#">SHB 1693</a> (ESSB 5702)	Student homelessness pilot	Expanding the students experiencing homelessness and foster youth pilot program.	H Rules R	Lekanoff	Concerns
<a href="#">HB 1697</a>	Early achievers, voluntary	Making the early achievers quality rating and improvement system voluntary.	H Human Svc, You	Walsh	Concerns
<a href="#">HB 1726</a> (SB 5724)	Fire service training	Concerning the director of fire protection's administration and reimbursement of fire service-related training programs.	H Rules R	Bronoske	Neutral
<a href="#">HB 1733</a>	Nursing degrees	Accessing degrees in nursing.	H Postsec Ed & W	Paul	Neutral
<a href="#">HB 1773</a>	Apprenticeship objections	Prohibiting competitor objections to new apprenticeship programs.	H Labor & Workpl	Schmidt	Neutral
<a href="#">SHB 1821</a>	Postsecondary credentials	Creating a postsecondary credential transparency work group.	H Approps	Slatter	Neutral
<a href="#">HB 1831</a>	Ferries/workforce shortages	Addressing the Washington state ferries' workforce shortages.	H Transportation	Ramos	Oppose
<a href="#">HB 1837</a>	Contraception vend. machines	Providing contraception vending machines at institutions of higher education.	H Postsec Ed & W	Pollet	Neutral
<a href="#">SB 5021</a> (HB 1001)	Audiology & speech compact	Concerning the audiology and speech-language pathology interstate compact.	S Health & Long	Wagoner	Neutral

<b>Bill #</b>	<b>Abbrev. Title</b>	<b>Short Description</b>	<b>Status</b>	<b>Sponsor</b>	<b>Position</b>
<a href="#">SB 5024</a>	K-12 education/parent rights	Establishing parents' bill of rights related to their child's public education.	S EL/K-12	Dozier	Neutral
<a href="#">SB 5026</a> (HB 1061)	Insurance producer education	Eliminating precicensing education requirements for licensed insurance producers.	S Business, Fin	Mullet	Neutral
<a href="#">SSB 5057</a>	Energy standards/commercial	Creating a work group to evaluate the costs of the state energy performance standard for covered commercial buildings.	S Rules X	Mullet	Support
<a href="#">SSB 5061</a> (E2SHB 1320)	Personnel records	Concerning access to personnel records.	S Ways & Means	Kuderer	Concerns
<a href="#">SSB 5125</a> (SHB 1094)	Future fund program	Creating the Washington future fund program.	S Ways & Means	Trudeau	Support
<a href="#">SSB 5181</a>	Medical assistants	Concerning medical assistants.	S Rules X	Cleveland	Support
<a href="#">SSB 5201</a> (HB 1148)	State gen. obligation bonds	Concerning state general obligation bonds and related accounts.	S 2nd Reading	Mullet	
<a href="#">SSB 5221</a> (SHB 1289)	Opportunity scholarship	Concerning program administration for the Washington state opportunity scholarship program.	S Rules X	Liias	Neutral
<a href="#">SB 5247</a> (2SHB 1176)	Climate-ready communities	Developing opportunities for service and workforce programs to support climate-ready communities.	S Ways & Means	Nobles	Support
<a href="#">SB 5273</a> (SHB 1200)	Employee information/unions	Requiring public employers to provide employee information to exclusive bargaining representatives.	S Labor & Comm	Valdez	Neutral
<a href="#">SSB 5305</a> (HB 1374)	Office of career connect WA	Establishing the office of career connect Washington.	S Ways & Means	Wellman	
<a href="#">SSB 5322</a> (ESHB 1282)	Public building materials	Requiring environmental and labor reporting for public building construction and renovation material.	S Ways & Means	Wellman	Neutral
<a href="#">SB 5327</a>	Intern wages	Concerning paying interns.	S Labor & Comm	Keiser	Concerns
<a href="#">SB 5329</a>	Higher ed. fees/campuses	Addressing fees at campuses other than the main campus.	S Higher Ed & Wo	Liias	Neutral
<a href="#">SB 5356</a>	Procurement/automated system	Establishing guidelines for government procurement and use of automated decision systems in order to protect consumers, improve transparency, and create more market predictability.	S Environment, E	Hasegawa	Neutral
<a href="#">SB 5431</a> (SHB 1368)	Zero emission school buses	Requiring and funding the purchase of zero emission school buses.	S EL/K-12	Shewmake	Neutral

Bill #	Abbrev. Title	Short Description	Status	Sponsor	Position
<a href="#">SSB 5470</a>	Lactation consultants	Creating a new health profession for lactation consultants.	S Ways & Means	Trudeau	Neutral
<a href="#">SSB 5480</a> (ESHB 1260)	Work-limiting disability	Accelerating stability for people with a work-limiting disability or incapacity.	S Ways & Means	Kauffman	Support
<a href="#">SSB 5498</a> (HB 1643)	Nurse student loan repayment	Creating the hospital-based nurse student loan repayment assistance program under the Washington health corps.	S Ways & Means	Mullet	Support
<a href="#">SSB 5503</a>	Nursing ed./clinical hours	Establishing requirements for uniform clinical placement hours for nursing education programs.	S Rules X	Robinson	Concerns
<a href="#">SB 5513</a>	CTC mental health counseling	Concerning mental health counseling at community and technical colleges.	S Ways & Means	Liias	Support
<a href="#">SB 5522</a>	College grant prg. stipend	Adding a stipend to the Washington college grant program.	S Higher Ed & Wo	Liias	Support
<a href="#">SB 5545</a> (HB 1393)	Journey level electricians	Concerning the requirements to obtain a journey level electrician certificate of competency.	S Labor & Comm	MacEwen	Neutral
<a href="#">SB 5554</a>	College grant award amounts	Concerning Washington college grant award amounts.	S Ways & Means	Nguyen	Neutral
<a href="#">SSB 5557</a>	Part-time faculty pay	Providing pay equity for part-time faculty.	S Ways & Means	Liias	Concerns
<a href="#">SB 5566</a> (2SHB 1559)	Postsecondary student needs	Establishing the student basic needs at public postsecondary institutions act.	S Ways & Means	Shewmake	Concerns
<a href="#">SB 5571</a> (HB 1597)	Public records act requests	Limiting frivolous claims by modifying administrative and judicial review processes for public records request responses.	S State Govt & E	Rivers	Concerns
<a href="#">SB 5616</a> (E2SHB 1541)	Lived experience	Establishing the nothing about us without us act.	S State Govt & E	Valdez	Support
<a href="#">SB 5631</a>	DACA/state agency acceptance	Requiring state agencies to clearly identify programs and services which accept applicants with deferred action for childhood arrival status.	S Rules X	Torres	Support
<a href="#">SSB 5655</a>	WA achievers grant program	Creating the Washington achievers grant program.	S Rules X	Torres	Support
<a href="#">SB 5658</a>	Higher ed. comp. bidding	Concerning competitive bidding thresholds for institutions of higher education.	S Higher Ed & Wor	Hunt	Support
<a href="#">SB 5666</a>	CTC student housing pilot	Establishing a community or technical college student housing pilot program.	S Ways & Means	Randall	Concerns

<b>Bill #</b>	<b>Abbrev. Title</b>	<b>Short Description</b>	<b>Status</b>	<b>Sponsor</b>	<b>Position</b>
<a href="#">2SSB 5670</a>	Running start/10th grade	Permitting 10th grade students to participate in running start in online settings.	S Rules X	Hawkins	Concerns
<a href="#">SB 5685</a>	Dental therapy	Creating the profession of dental therapist.	S Health & Long	Randall	
<a href="#">SSB 5703</a>	College grant/bridge grants	Modifying the Washington college grant and establishing bridge grants.	S Ways & Means	Randall	Support
<a href="#">SB 5712</a>	College grant/promise prg.	Expanding the Washington college grant and establishing the Washington college promise program.	S Higher Ed & Wo	Liias	Concerns
<a href="#">SB 5721</a>	Advanced aerospace training	Authorizing a business and occupation tax credit to incentivize private sector investment in advanced aerospace manufacturing training and education.	S Ways & Means	Boehnke	Support
<a href="#">2SSB 5736</a>	Workforce shortages	Addressing high demand workforce shortages.	S Rules X	Nobles	Neutral

SAMPLE



# HEARING SCHEDULE MARCH 20-24, 2023

## Monday, March 20

Committee, time, location	Agenda	Assignments
<p>House Education 3/20/2023 1:30 PM House Full Committee House Hearing Rm A and Virtual John L. O'Brien Building Olympia, WA</p>	<p><b>Public Hearing:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">SB 5180</a> - Adopting the interstate teacher mobility compact.</li> <li>2. <a href="#">E2SSB 5315</a> - Concerning nonpublic agencies operating special education programs for students with disabilities.</li> </ol> <p><b>Executive Session:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">SB 5403</a> - Establishing school district depreciation subfunds for the purposes of preventative maintenance.</li> <li>2. <a href="#">2SSB 5593</a> - Improving equity in the transfer of student data between K-12 schools and institutions of higher education. <b>(MCMULLIN)</b></li> <li>3. <a href="#">SSB 5626</a> - Expanding and enhancing media literacy and digital citizenship in K-12 education.</li> </ol>	<p><b>Executive Session</b> <b>2: C. MCMULLIN (M)</b></p>



Committee, time, location	Agenda	Assignments
<p><b>Senate Early Learning &amp; K-12 Education</b>  <b>3/20/2023</b>  <b>1:30 PM</b>  <b>Senate Full Committee</b>  Senate Hearing Rm 1 and Virtual  J.A. Cherberg  Olympia, WA</p>	<p><b>Public Hearing:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">E2SHB 1479</a> - Concerning restraint or isolation of students in public schools and educational programs.</li> <li>2. <a href="#">HB 1230</a> - Requiring school districts and other public education entities to make information from the department of health available.</li> <li>3. <a href="#">HB 1146</a> - Notifying high school students and their families about available dual credit programs and any available financial assistance. <b>(TRAUGOTT)</b></li> <li>4. <a href="#">EHB 1478</a> - Establishing a statement of student rights.</li> <li>5. <a href="#">SHB 1207</a> - Preventing and responding to harassment, intimidation, bullying, and discrimination in schools.</li> </ol> <p><b>Executive Session:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">ESHB 1436</a> - Funding special education.</li> <li>2. <a href="#">SHB 1109</a> - Providing funding for school districts for special education.</li> <li>3. <a href="#">SHB 1701</a> - Concerning basic education services to youth who are served through institutional education programs. <b>(GORACKE)</b></li> <li>4. <a href="#">HB 1622</a> - Supporting the needs of students experiencing homelessness.</li> <li>5. <a href="#">E2SHB 1238</a> - Providing free school meals for all.</li> </ol>	<p><b>Public Hearing</b>  <b>3: J. TRAUGOTT (M)</b></p> <p><b>Executive Session</b>  <b>3: T. GORACKE (M)</b></p>
<p><b>Senate Ways &amp; Means</b>  <b>3/20/2023</b>  <b>4:00 PM</b>  <b>Senate Full Committee</b>  Senate Hearing Rm 4 and Virtual  J.A. Cherberg Building  Olympia, WA</p>	<p><b>Public Hearing:</b> <a href="#">SB 5200</a> - Concerning the capital budget. (Hearing is on the Proposed Substitute.)</p> <ol style="list-style-type: none"> <li>1. PSSB 5200: K-12 public schools.</li> <li>2. PSSB 5200: Higher education. <b>(JENNINGS)</b></li> <li>3. PSSB 5200: Housing &amp; Human Services.</li> <li>4. PSSB 5200: Natural resources.</li> <li>5. PSSB 5200: All other.</li> </ol>	<p><b>Public Hearing</b>  <b>2: D. JENNINGS (T)</b>  <b>C. BAILEY (T)</b></p> <p style="text-align: right;"><b>LNC</b></p>



## Tuesday, March 21

Committee, time, location	Agenda	Assignments
<p><b>Senate Health &amp; Long Term Care</b>  <b>3/21/2023</b>  <b>8:00 AM</b>  <b>Senate Full Committee</b>  Senate Hearing Rm 4 and Virtual  J.A. Cherberg Building  Olympia, WA</p>	<p><b>Public Hearing:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">ESHB 1466</a> - Concerning currently credentialed dental auxiliaries. <b>(NIKOLAEVA)</b></li> <li>2. <a href="#">ESHB 1576</a> - Concerning the dentist and dental hygienist compact. <b>(NIKOLAEVA)</b></li> <li>3. <a href="#">ESHB 1678</a> - Establishing and authorizing the profession of dental therapy. <b>(NIKOLAEVA)</b></li> <li>4. <a href="#">SHB 1683</a> - Concerning health carriers offering dental only coverage.</li> </ol>	<p><b>Public Hearing</b>  <b>1: A. NIKOLAEVA (M)</b>  <b>2: A. NIKOLAEVA (M)</b>  <b>3: A. NIKOLAEVA (M)</b></p>
<p><b>House Innovation, Community &amp; Economic Development, &amp; Veterans</b>  <b>3/21/2023</b>  <b>10:30 AM</b>  <b>House Full Committee</b>  House Hearing Rm C and Virtual  John L. O'Brien Building  Olympia, WA</p>	<p><b>Work Session:</b> Earthquake Preparedness Overview.</p> <p><b>Executive Session:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">2SSB 5269</a> - Concerning Washington state manufacturing. <b>(HOWARD)</b></li> <li>2. <a href="#">SSB 5600</a> - Extending the expiration date for the state universal communications services program.</li> </ol>	<p><b>Executive Session</b>  <b>1: G. HOWARD (M)</b></p>
<p><b>House Labor &amp; Workplace Standards</b>  <b>3/21/2023</b>  <b>10:30 AM</b>  <b>House Full Committee</b>  House Hearing Rm D and Virtual  John L. O'Brien Building  Olympia, WA</p>	<p><b>Public Hearing:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">SB 5088</a> - Adding references to contractor registration and licensing laws in workers' compensation, public works, and prevailing wage statutes.</li> <li>2. <a href="#">SSB 5238</a> - Expanding collective bargaining for employees who are enrolled in academic programs at public institutions of higher education.</li> <li>3. <a href="#">ESSB 5267</a> - Safeguarding the public safety by protecting railroad workers.</li> <li>4. <a href="#">SB 5331</a> - Concerning job search requirements for unemployment insurance benefits.</li> </ol> <p><b>Possible Executive Session:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">ESSB 5123</a> - Concerning the employment of individuals who lawfully consume cannabis.</li> <li>2. <a href="#">E2SSB 5236</a> - Concerning hospital staffing standards. <b>(NIKOLAEVA)</b></li> </ol>	<p><b>Executive Session</b>  <b>2: A. NIKOLAEVA (M)</b></p>

Committee, time, location	Agenda	Assignments
<p><b>House Postsecondary Education &amp; Workforce</b>  <b>3/21/2023</b>  <b>1:30 PM</b>  <b>House Full Committee</b>  House Hearing Rm B and Virtual  John L. O'Brien Building  Olympia, WA</p>	<p><b>Public Hearing:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">SSB 5523</a> - Addressing the forensic pathologist shortage.</li> <li>2. <a href="#">ESB 5534</a> - Concerning workforce education investment accountability and oversight board staffing changes. <b>(BELDEN)</b></li> <li>3. <a href="#">2SSB 5048</a> - Eliminating college in the high school fees. <b>(TRAUGOTT)</b></li> </ol> <p><b>Executive Session:</b> <a href="#">E2SSB 5278</a> - Implementing audit recommendations to reduce barriers to home care aide certification.</p>	<p><b>Public Hearing</b>  <b>2: B. BELDEN (M)</b>  <b>3: A. HARRIS (T)</b></p> <p style="text-align: right;"><b>LNC</b></p>
<p><b>Senate Environment, Energy &amp; Technology</b>  <b>3/21/2023</b>  <b>1:30 PM</b>  <b>Senate Full Committee</b>  Senate Hearing Rm 1 and Virtual  J.A. Cherberg  Olympia, WA</p>	<p><b>Public Hearing:</b> <a href="#">ESHB 1329</a> - Preventing utility shutoffs for nonpayment during extreme heat.</p> <p><b>Executive Session:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">2SHB 1032</a> - Mitigating the risk of wildfires through electric utility planning and identification of best management practices appropriate to each electric utility's circumstances.</li> <li>2. <a href="#">ESHB 1033</a> - Evaluating compostable product usage in Washington.</li> <li>3. <a href="#">SHB 1047</a> - Concerning the use of toxic chemicals in cosmetic products.</li> <li>4. <a href="#">SHB 1085</a> - Reducing plastic pollution.</li> <li>5. <a href="#">E2SHB 1170</a> - Improving climate resilience through updates to the state's integrated climate response strategy.</li> <li>6. <a href="#">SHB 1213</a> - Concerning compliance with labeling requirements for wipes.</li> <li>7. <a href="#">ESHB 1282</a> - Requiring environmental and labor reporting for public building construction and renovation material. <b>(JENNINGS)</b></li> <li>8. <a href="#">SHB 1779</a> - Reducing toxic air pollution that threatens human health</li> </ol>	<p><b>Executive Session</b>  <b>7: D. JENNINGS (M)</b></p>

Committee, time, location	Agenda	Assignments
<p>Senate State Government &amp; Elections 3/21/2023 1:30 PM Senate Full Committee Senate Hearing Rm 2 and Virtual J.A. Cherberg Olympia, WA</p>	<p><b>Public Hearing:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">HB 1317</a> - Concerning grassroots lobbying disclosure.</li> <li>2. <a href="#">ESHB 1362</a> - Improving government efficiency related to reports by state agencies by eliminating reports, changing the frequency of reports, and providing an alternative method for having information publicly available in place of reports. <b>(HALLADAY)</b></li> <li>3. <a href="#">ESHB 1533</a> - Exempting the disclosure of certain information of agency employees or their dependents who are survivors of domestic violence, sexual assault, harassment, or stalking.</li> <li>4. <a href="#">E2SHB 1541</a> - Establishing the nothing about us without us act. <b>(AGTARAP)</b></li> </ol>	<p><b>Public Hearing</b> 2: C. HALLADAY (M) 4: S. AGTARAP (M)</p>

Committee, time, location	Agenda	Assignments
<p><b>Senate Ways &amp; Means</b>  <b>3/21/2023</b>  <b>4:00 PM</b>  <b>Senate Full Committee</b>  Senate Hearing Rm 4  and Virtual  J.A. Cherberg Building  Olympia, WA</p>	<p><b>Public Hearing:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">HB 1128</a> - Raising the residential personal needs allowance.</li> <li>2. <a href="#">E2SHB 1188</a> - Concerning individuals with developmental disabilities that have also received child welfare services.</li> <li>3. <a href="#">HB 1407</a> - Maintaining eligibility for developmental disability services.</li> <li>4. <a href="#">2SHB 1204</a> - Implementing the family connections program.</li> <li>5. <a href="#">2SHB 1525</a> - Concerning eligibility for working connections child care benefits for persons participating in state registered apprenticeships. <b>(DELLINGER)</b></li> <li>6. <a href="#">ESHB 1377</a> - Posting of approved courses and providers of continuing education.</li> <li>7. <a href="#">2SHB 1559</a> - Establishing the student basic needs at public postsecondary institutions act. <b>(DELLINGER)</b></li> <li>8. <a href="#">HB 1232</a> - Enhancing the college bound scholarship program. <b>(HAYASHI-SAGUIL)</b></li> <li>9. <a href="#">SHB 1457</a> - Concerning a motor carrier's ability to access restroom facilities required by rules authorized under chapter 49.17 RCW.</li> <li>10. <a href="#">SHB 1267</a> - Concerning rural public facilities sales and use tax.</li> <li>11. <a href="#">2SHB 1176</a> - Developing opportunities for service and workforce programs to support climate-ready communities.</li> </ol> <p><b>Executive Session:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">SHB 1682</a> - Concerning the Washington auto theft prevention authority account.</li> <li>2. <a href="#">HB 1527</a> - Making technical corrections to the local tax increment financing program.</li> </ol>	<p><b>Public Hearing</b>  <b>5: J. DELLINGER (M)</b>  <b>7: J. DELLINGER (TBD)</b>  <b>8: Y. HAYASHI-SAGUIL (TBD)</b></p>

## Wednesday, March 22

Committee, time, location	Agenda	Assignments
<p><b>Senate Environment, Energy &amp; Technology</b>  <b>3/22/2023</b>  <b>8:00 AM</b>  <b>Senate Full Committee</b>  Senate Hearing Rm 1 and Virtual  J.A. Cherberg  Olympia, WA</p>	<p><b>Public Hearing:</b></p> <ol style="list-style-type: none"> <li><a href="#">E2SHB 1392</a> - Promoting the fair servicing and repair of digital electronic equipment.</li> <li><a href="#">2SHB 1433</a> - Concerning energy labeling of residential buildings.</li> <li><a href="#">2SHB 1391</a> - Concerning energy in buildings.</li> <li><a href="#">2SHB 1390</a> - Concerning district energy systems. <b>(JENNINGS)</b></li> <li><a href="#">ESHB 1789</a> - Expanding revenue generation and economic opportunities from natural climate solutions and ecosystem services.</li> </ol>	<p><b>Public Hearing</b>  <b>4: D. JENNINGS (M)</b></p>
<p><b>Senate Higher Education &amp; Workforce Development</b>  <b>3/22/2023</b>  <b>8:00 AM</b>  <b>Senate Full Committee</b>  Senate Hearing Rm 2 and Virtual  J.A. Cherberg  Olympia, WA</p>	<p><b>Work Session:</b> Student fees.</p> <p><b>Executive Session:</b></p> <ol style="list-style-type: none"> <li><a href="#">2SHB 1522</a> - Addressing sexual misconduct at scholarly or professional associations.</li> </ol>	<p><b>Work Session: A. HARRIS (M)</b></p> <p><b>Executive Session</b>  <b>1: J. HUSS (M)</b></p>
<p><b>House Postsecondary Education &amp; Workforce</b>  <b>3/22/2023</b>  <b>1:30 PM</b>  <b>House Full Committee</b>  House Hearing Rm B and Virtual  John L. O'Brien Building  Olympia, WA</p>	<p><b>Public Hearing:</b></p> <ol style="list-style-type: none"> <li><a href="#">SSB 5499</a> - Concerning the multistate nurse licensure compact. <b>(NIKOLAEVA)</b></li> <li><a href="#">E2SSB 5582</a> - Reducing barriers and expanding educational opportunities to increase the supply of nurses in Washington. <b>(NIKOLAEVA)</b></li> </ol>	<p><b>Public Hearing</b>  <b>1: A. NIKOLAEVA (M)</b>  <b>2: A. NIKOLAEVA (T)</b>  <b>T. STOKES (T)</b></p> <p style="text-align: right;"><b>LNC</b></p>
<p><b>Senate Ways &amp; Means</b>  <b>3/22/2023</b>  <b>5:00 PM</b>  <b>Senate Full Committee</b>  Senate Hearing Rm 4 and Virtual  J.A. Cherberg Building  Olympia, WA</p>	<p><b>Executive Session:</b></p> <ol style="list-style-type: none"> <li><a href="#">SB 5200</a> - Concerning the capital budget. <b>(JENNINGS)</b></li> <li><a href="#">SB 5201</a> - Concerning state general obligation bonds and related accounts. <b>(JENNINGS)</b></li> </ol>	<p><b>Executive Session</b>  <b>1: D. JENNINGS (M)</b>  <b>2: D. JENNINGS (M)</b></p>

Senate Law & Justice  
3/22/2023  
6:00 PM  
Senate Full Committee  
Senate Hearing Rm 1  
and Virtual  
J.A. Cherberg  
Olympia, WA

**Executive Session:**

1. [SHB 1562](#) - Reducing the risks of lethality and other harm associated with gun violence, gender-based violence, and other types of violence.
2. [E2SHB 1715](#) - Enacting comprehensive protections for victims of domestic violence and other violence involving family members or intimate partners.
3. [ESHB 1469](#) - Concerning access to reproductive health care services and gender-affirming treatment in Washington state.
4. [ESHB 1155](#) - Addressing the collection, sharing, and selling of consumer health data.
5. [2SHB 1028](#) - Supporting crime victims and witnesses by promoting victim-centered, trauma-informed responses in the legal system. **(BRUIN)**
6. [HB 1199](#) - Addressing licensed child care in common interest communities.
7. [SB 5740](#) - Deterring catalytic converter theft.
8. [HB 1290](#) - Concerning training for tribal police officers and employees.
9. [ESHB 1369](#) - Concerning off-duty employment of fish and wildlife officers.
10. [HB 1002](#) - Increasing the penalty for hazing. **(HALLADAY)**
11. [SHB 1043](#) - Concerning association records in common interest communities.
12. [SHB 1077](#) - Concerning courthouse facility dogs.
13. [SHB 1088](#) - Concerning the uniform family law arbitration act.
14. [HB 1114](#) - Concerning the membership of the sentencing guidelines commission.
15. [SHB 1121](#) - Concerning the uniform child abduction prevention act.
16. [SHB 1165](#) - Concerning civil remedies for unauthorized disclosure of intimate images.
17. [SHB 1177](#) - Creating a missing and murdered indigenous women and people cold case investigations unit.
18. [EHB 1209](#) - Restricting the possession, purchase, delivery, and sale of certain equipment used to illegally process controlled substances.
19. [SHB 1234](#) - Concerning the civil forfeiture of animals seized for abuse or neglect.
20. [HB 1312](#) - Concerning jury service.
21. [HB 1420](#) - Concerning lien priority of mortgages and deeds of trust.
22. [HB 1512](#) - Providing tools and resources for the location and recovery of missing persons.
23. [ESHB 1555](#) - Concerning extradition of persons to and from Indian jurisdiction.

**Executive Session**  
**5: M. BRUIN (M)**  
**10: C. HALLADAY (M)**

# Thursday, March 23

Committee, time, location	Agenda	Assignments
<p><b>House Community Safety, Justice, &amp; Reentry</b>  <b>3/23/2023</b>  <b>8:00 AM</b>  <b>House Full Committee</b>            House Hearing Rm D and Virtual            John L. O'Brien Building            Olympia, WA</p>	<p><b>Possible Executive Session:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">ESSB 5010</a> - Updating the endangerment with a controlled substance statute to include fentanyl or synthetic opioids.</li> <li>2. <a href="#">SSB 5025</a> - Concerning implementation of technology systems at the department of corrections. <b>(SEIBERT-LOVE)</b></li> <li>3. <a href="#">SB 5131</a> - Concerning money received by the department of corrections on behalf of inmates from family or other outside sources for the purchase of commissary items.</li> <li>4. <a href="#">SSB 5424</a> - Concerning flexible work for general and limited authority Washington peace officers.</li> <li>5. <a href="#">SSB 5453</a> - Concerning female genital mutilation.</li> <li>6. <a href="#">2SSB 5477</a> - Implementing the recommendations of the Washington state missing and murdered indigenous women and people task force.</li> <li>7. <a href="#">2SSB 5502</a> - Ensuring access to substance use disorder treatment.</li> <li>8. <a href="#">ESSB 5576</a> - Concerning sexual assault procedures</li> </ol>	<p><b>Executive Session</b>  <b>2: P. SEIBERT-LOVE (M)</b></p>
<p><b>House Education</b>  <b>3/23/2023</b>  <b>8:00 AM</b>  <b>House Full Committee</b>            House Hearing Rm A and Virtual            John L. O'Brien Building            Olympia, WA</p>	<p><b>Executive Session:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">ESB 5355</a> - Mandating instruction on sex trafficking prevention and identification for students in grades seven through 12.</li> <li>2. <a href="#">ESB 5462</a> - Promoting inclusive learning standards and instructional materials in public schools.</li> <li>3. <a href="#">SSB 5054</a> - Promoting and facilitating the use of professional learning communities.</li> <li>4. <a href="#">E2SSB 5243</a> - Concerning high school and beyond planning. <b>(TRAUGOTT)</b></li> </ol>	<p><b>Executive Session</b>  <b>4: J. TRAUGOTT (M)</b></p>

<p><b>Senate Labor &amp; Commerce</b>  <b>3/23/2023</b>  <b>8:00 AM</b>  <b>Senate Full Committee</b>  Senate Hearing Rm 1 and Virtual  J.A. Cherberg  Olympia, WA</p>	<p><b>Public Hearing:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">SHB 1200</a> - Requiring public employers to provide employee information to exclusive bargaining representatives. <b>(HUSS)</b></li> <li>2. <a href="#">SHB 1323</a> - Requiring a training and certification program for individuals who apply fire-resistant materials.</li> </ol> <p><b>Executive Session:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">HB 1772</a> - Prohibiting products that combine alcohol and tetrahydrocannabinol.</li> <li>2. <a href="#">HB 1563</a> - Concerning arrest protections for the medical use of cannabis.</li> <li>3. <a href="#">ESHB 1731</a> - Concerning complimentary liquor by short-term rental operators.</li> <li>4. <a href="#">HB 1730</a> - Allowing people 18 years of age or older to work in certain 21 year and older establishments.</li> </ol>	<p><b>Public Hearing</b>  <b>1: J. HUSS (M)</b></p>
<p><b>Senate Health &amp; Long Term Care</b>  <b>3/23/2023</b>  <b>10:30 AM</b>  <b>Senate Full Committee</b>  Senate Hearing Rm 4 and Virtual  J.A. Cherberg Building  Olympia, WA</p>	<p><b>Public Hearing:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">E2SHB 1134</a> - Implementing the 988 behavioral health crisis response and suicide prevention system. <b>(MCMULLIN)</b></li> <li>2. <a href="#">2SHB 1168</a> - Providing prevention services, diagnoses, treatment, and support for prenatal substance exposure.</li> <li>3. <a href="#">SHB 1255</a> - Reducing stigma and incentivizing health care professionals to participate in a substance use disorder monitoring and treatment program.</li> <li>4. <a href="#">2SHB 1724</a> - Increasing the trained behavioral health workforce.</li> </ol>	<p><b>Public Hearing</b>  <b>1: C. MCMULLIN (M)</b></p>



## Friday, March 24

Committee, time, location	Agenda	Assignments
<p><b>House Postsecondary Education &amp; Workforce</b>  <b>3/24/2023</b>  <b>8:00 AM</b>  <b>House Full Committee</b>  House Hearing Rm B and Virtual  John L. O'Brien Building  Olympia, WA</p>	<p><b>Executive Session:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">SSB 5523</a> - Addressing the forensic pathologist shortage.</li> <li>2. <a href="#">ESB 5534</a> - Concerning workforce education investment accountability and oversight board staffing changes. <b>(BELDEN)</b></li> <li>3. <a href="#">2SSB 5048</a> - Eliminating college in the high school fees. <b>(TRAUGOTT)</b></li> </ol>	<p><b>Executive Session</b>  <b>2: B. BELDEN (M)</b>  <b>3: J. TRAUGOTT (M)</b></p>
<p><b>Senate State Government &amp; Elections</b>  <b>3/24/2023</b>  <b>8:00 AM</b>  <b>Senate Full Committee</b>  Senate Hearing Rm 2 and Virtual  J.A. Cherberg  Olympia, WA</p>	<p><b>Public Hearing:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">SHB 1105</a> - Requiring public agencies to provide notice for public comment that includes the last date by which such public comment must be submitted. <b>(WALTER)</b></li> <li>2. <a href="#">SHB 1700</a> - Establishing a cultural landscape feature on the capitol campus to commemorate eastern Washington.</li> <li>3. <a href="#">HB 1750</a> - Promoting water safety education.</li> </ol> <p><b>Executive Session:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">HB 1317</a> - Concerning grassroots lobbying disclosure.</li> <li>2. <a href="#">ESHB 1362</a> - Improving government efficiency related to reports by state agencies by eliminating reports, changing the frequency of reports, and providing an alternative method for having information publicly available in place of reports. <b>(HALLADAY)</b></li> <li>3. <a href="#">ESHB 1533</a> - Exempting the disclosure of certain information of agency employees or their dependents who are survivors of domestic violence, sexual assault, harassment, or stalking.</li> <li>4. <a href="#">E2SHB 1541</a> - Establishing the nothing about us without us act. <b>(AGTARAP)</b></li> </ol>	<p><b>Public Hearing</b>  <b>1: J. WALTER (M)</b></p> <p><b>Executive Session</b>  <b>2: C. HALLADAY (M)</b>  <b>4: S. AGTARAP (M)</b></p>

Committee, time, location	Agenda	Assignments
<p><b>House Labor &amp; Workplace Standards</b>  <b>3/24/2023</b>  <b>10:30 AM</b>  <b>House Full Committee</b>  House Hearing Rm D and Virtual  John L. O'Brien Building  Olympia, WA</p>	<p><b>Public Hearing:</b> <a href="#">SB 5725</a> - Clarifying the application of the industrial welfare act and minimum wage act to airline cabin crews.</p> <p><b>Possible Executive Session:</b></p> <ol style="list-style-type: none"> <li><a href="#">SSB 5110</a> - Adding penalties for certain prohibited practices in chapter 49.44 RCW.</li> <li><a href="#">ESSB 5111</a> - Concerning payments for accrued and unused sick leave for certain construction workers.</li> <li><a href="#">SSB 5156</a> - Expanding the farm internship program. <b>(HOWARD)</b></li> <li><a href="#">SSB 5176</a> - Concerning unemployment insurance benefits for officers of employee-owned cooperatives.</li> <li><a href="#">SSB 5238</a> - Expanding collective bargaining for employees who are enrolled in academic programs at public institutions of higher education.</li> <li><a href="#">ESSB 5320</a> - Concerning journey level electrician certifications of competency. <b>(HOWARD)</b></li> <li><a href="#">2SSB 5425</a> - Concerning fire protection sprinkler system contractors.</li> <li><a href="#">2SSB 5454</a> - Concerning industrial insurance coverage for posttraumatic stress disorders affecting registered nurses.</li> </ol>	<p><b>Executive Session</b>  <b>3: G. HOWARD (M)</b>  <b>6: G. HOWARD (M)</b></p>
<p><b>Senate Higher Education &amp; Workforce Development</b>  <b>3/24/2023</b>  <b>10:30 AM</b>  <b>Senate Full Committee</b>  Senate Hearing Rm 2 and Virtual  J.A. Cherberg  Olympia, WA</p>	<p><b>Public Hearing:</b> Bills to be determined</p>	<p>TBD</p>
<p><b>Senate Ways &amp; Means</b>  <b>3/24/2023</b>  <b>2:00 PM</b>  <b>Senate Full Committee</b>  Senate Hearing Rm 4 and Virtual  J.A. Cherberg Building  Olympia, WA</p>	<p><b>Public Hearing:</b> <a href="#">SB 5187</a> - Making 2023-2025 fiscal biennium operating appropriations. (Hearing is on the Proposed Substitute which includes the 2023 supplemental budget.)</p> <ol style="list-style-type: none"> <li>PSSB 5187: K-12 public schools.</li> <li>PSSB 5187: Higher education. <b>(BERTHON)</b></li> <li>PSSB 5187: Early learning.</li> <li>PSSB 5187: Employee compensation.</li> <li>PSSB 5187: Mental health.</li> <li>PSSB 5187: Human services.</li> <li>PSSB 5187: Natural resources.</li> <li>PSSB 5187: All other.</li> </ol>	<p><b>Public Hearing</b>  <b>2: P. FRANCIS (T)</b>  <b>P. GUTIERREZ KENNEY (T)</b>  <b>B. MOHRBACHER (T)</b></p> <p style="text-align: right;"><b>LNC</b></p>



# THE SBCTC OFFICE OF EQUITY, DIVERSITY & INCLUSION

**Sophia Agtarap**

Director for Equity, Diversity, & Inclusion  
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Rev. September 20, 2023

# EDI TEAM PRIORITIES: 3 AREAS OF FOCUS

## 1) College system

- Legislative investments, fiscal appropriations
- Trainings, technical assistance, guidance
- WACTC/ACT Equity committees
- Diversity and Equity Officers/Multicultural Student Services Directors
- Leadership development programming

## 2) SBCTC

- SBCTC Strategic Plan
- Equity Plan

## 3) WA State

- Alignment with Washington State's Office of Equity

## E2SSB 5227: Diversity in Higher Education

### Campus Climate Assessments

- Colleges shall each conduct a campus climate assessment every 5 years (at minimum) to understand the current state of DEI on campus for faculty, staff, and students.
- Must post findings on public website.

### Listening & Feedback Sessions

- Colleges must conduct annual DEI listening and feedback sessions for the entire campus community.
- Must compensate students for their participation and post findings on public website.

### Professional Development & Training

- Provide DEI/anti-racism training to faculty, staff, and students.
- Create an evaluation for the participants.
- Share completed evaluations and other program information with SBCTC annually.
- Post DEI training framework on public website.

# SB 5194: Equity & Access in Higher Ed.

## Section 3 - DEI Strategic Plans

### Culturally Appropriate Student Outreach Program

- Colleges must establish a culturally appropriate student outreach program to communities of color, students with disabilities, and low-income communities.
- Program should assist potential students to understand opportunities available and navigate student aid.

### Peer Mentoring Strategies

- Colleges must include opportunities for students from minoritized communities to form student-based organizations to mentor and assist each other in navigating the educational system.

### Faculty Diversity Program

- Designed to provide for the retention and recruitment of faculty from all racial, ethnic, and cultural backgrounds.
- Must be based on proven practices in diversity hiring processes.

### DEI Definitions

- Colleges must include DEI definitions in their strategic plans, reports, and public websites.

# SB 5194: Equity & Access in Higher Ed.

## Section 5

### Full-time Tenured Positions

- Colleges must increase full-time tenured positions by 200 new full-time tenure-track positions.
- Colleges should keep in mind when implementing these conversions that there was a specific intent from the legislature to have the conversions align with the college's EDI strategic plans.
- Colleges should consider utilizing their faculty diversity programming identified in their DEI strategic plan and the Guidance for Faculty conversions to inform the hiring of the 200 faculty positions.

# Implementation Timeline

AY2021-22	AY2022-23	AY2023-24	AY2024-25	AY2025-26	AY2026-27
<p>Conduct Campus Climate Assessment</p> <p>*Publish assessment results on college website</p>	<p>Conduct Listening and Feedback Sessions</p> <p>*Publish listening and feedback session results on college website</p>	<p>Conduct Listening and Feedback Sessions</p> <p>*Publish listening and feedback session results on college website</p>	<p>Conduct Listening and Feedback Sessions</p> <p>*Publish listening and feedback session results on college website</p>	<p>Conduct Listening and Feedback Sessions</p> <p>*Publish listening and feedback session results on college website</p>	<p>Conduct Campus Climate Assessment</p> <p>*Publish assessment results on college website</p>
<p>Submit DEI Strategic Plans—7/30/22</p>	<p>Provide DEI/anti-racist training for <b>ALL new faculty and staff</b></p> <p>*80% of total faculty and staff must complete training every 2 years</p> <p>*Post DEI terms and training framework on college website</p>	<p>Provide DEI/anti-racist training for <b>ALL new faculty and staff</b></p>	<p>Provide DEI/anti-racist training for <b>ALL new faculty and staff</b></p> <p>* 35% of tenured faculty and administrators must complete training every 2 years</p>	<p>Provide DEI/anti-racist training for <b>ALL new faculty and staff</b></p>	<p>Provide DEI/anti-racist training for <b>ALL new faculty and staff</b></p>
<p>Prepare to add 200 new full-time tenure-track positions</p>	<p>Create and collect program evaluations from training participants</p>	<p>Submit DEI Strategic Plans</p>	<p>Provide DEI/anti-racist training for <b>ALL degree-seeking students</b></p>	<p>Provide DEI/anti-racist training for all <b>NEW degree-seeking students</b></p>	<p>Provide DEI/anti-racist training for all <b>NEW degree-seeking students</b></p>
				<p>Submit DEI Strategic Plans</p>	



## 1) Peer Mentoring Programs Overview

The Peer Mentoring Programs component of SB 5194 is designed to provide consistent and continuous support for students from experienced peers and to provide opportunities for students to assume leadership roles as mentors.

- Creating paid peer mentor positions for students and robust training to serve in these positions
- Developing a cohort model for peer support within existing student services programs
- Establishing peer mentoring programs specifically for students of color
- Developing mechanisms to embed mentors into student success strategies to support institutionally marginalized students or those academically at-risk

## **Peer Mentoring Programs Examples**

### **Clark College—Multicultural Peer Mentors Program**

Peer Mentors, who are current Clark students, assist other students in navigating college systems and connecting them with campus resources. Peer Mentors build meaningful relationships with students through peer-to-peer guidance and support. This robust peer mentor model is rooted in antiracist practices and the Community Cultural Wealth framework.

### **Cascadia College—Cascadia Scholars**

Cascadia Scholars Program provides mentoring, resources, and support for Black, Indigenous, and other People of Color (BIPOC) and underserved students. The program works with students from historically underrepresented groups to help them connect their educational journeys to their academic and career goals through mentorship, scholarships, celebrations, connections to campus and community resources, and more.

## **2) Faculty Diversity Program Overview**

The Faculty Diversity Program component of SB 5194 is designed to provide for the retention and recruitment of faculty from all racial, ethnic, and cultural backgrounds and must be based on proven practices in diversity hiring processes.

Several colleges focusing on organizational structure, systems, and processes to become anti-racist institutions by:

- developing infrastructures to support ongoing DEI training and professional development
- recruiting, hiring, onboarding, and compensating based on equity principles
- increasing the diversity of faculty, staff, and administrators
- ensuring equitable resourcing, policies, programming, and space
- Implementing an inclusive governance structure

## ***Faculty Diversity Program (cont'd)***

- Increasing the diversity of candidate pools and integration of anti-bias tools throughout the hiring process
  - Embed diversity, equity, and inclusion competencies into job descriptions, posting locations and recruitment strategies, interview questions, hiring criteria, and the evaluation of applicants
- Equity Search Advocate programs to support the recruitment and hiring of faculty from all racial, ethnic, and cultural backgrounds
- Support systems for new and current faculty and staff of color such as BIPOC mentoring programs, communities of practice and affinity groups, support resources focused on the wellbeing of BIPOC employees (communities of care)

## ***Faculty Diversity Program (cont'd)***

- Creating plans to identify, document and share pathways for professional growth and development, and ensure equitable access to and progression through these pathways
- Funding professional development opportunities geared toward the retention of BIPOC faculty and staff
- Including equity and inclusion competencies in performance evaluations for faculty and staff
- Increasing full-time tenured positions



## ***Faculty Diversity Program (cont'd)***

- Reviewing the tenure process for barriers
- Adding equity and inclusion competencies into the tenure process
- Implementing professional peer mentoring for faculty, especially faculty of color (inclusive curricula, multilingual instruction, professional development, tenure pathways, leadership)
  - system could perhaps benefit from coordinated professional peer mentoring across the colleges for tenure-track faculty

### **3) Community Outreach Programs Overview**

SB 5194 requires colleges to establish a culturally appropriate student outreach program to communities of color, students with disabilities, and low-income communities.

Programs should assist potential students in understanding opportunities available and how to navigate student aid.

## ***Community Outreach Programs (cont'd)***

- Community-based advisory boards
- Identity-based outreach with institutionally marginalized communities such as Latinx/Latine communities
- Outreach to potential students and families prior to enrollment and supporting First Year Experience programs and initiatives



## ***Community Outreach Programs (cont'd)***

- Recruit and train student ambassadors to assist prospective and new students in navigating the college entry process and knowing college resources
- Dedicated positions such as an Onboard and Outreach/Recruitment Manger who assists in the design and administration of a culturally appropriate student outreach program
- Creating and expanding community partnerships with local schools, organizations, communities, and neighborhoods

## ***Community Outreach Programs Example***

### **Skagit Valley College—*Maestros para el pueblo* (Teachers for the People)**

*Maestros para el pueblo* is a collaboration between Skagit Valley College, Western Washington University, and local high schools to help Latinx/Latine students achieve their goals in pursuing a career in education.

The program seeks to increase the number of Latinx/Latine teachers entering the teaching field and to remove barriers to success in college by identifying financial resources; providing dedicated advisors for guidance and counseling; creating clear pathways to complete a degree; and connecting students and their families with staff, faculty, advisors, and financial aid personnel.



## ***4) Diversity, Equity, and Inclusion Definitions Overview***

- Colleges must include diversity, equity, and inclusion definitions in their strategic plans, reports, and public web sites.
- Colleges choose which words and terms to define and how to make the information available in documents and web pages.
- Many colleges include references and sources for definitions to facilitate a shared understanding of terms



## ***How You Can Support***

- Know about your college's programs and initiatives and ask (equity-minded) questions!
- Find/Know/Contribute resources to support employees and their work.
- Make connections between people across the CTC system so good work is modeled and folks do not have to start programs from scratch.

# How can we support you?

We'd love to be collaborative partners as you seek to weave equity throughout your role(s) and within your institutions.

Please reach out to myself, Melissa, or Courtnay to find a time to connect, and reference the "EDI helpful links" document for additional information.



**COMMUNITY AND  
TECHNICAL COLLEGES**  
*Washington State Board*

*Thank you!*

# CONTACT INFORMATION

Office of Equity, Diversity, and Inclusion at SBCTC  
[EDI@sbctc.edu](mailto:EDI@sbctc.edu)

## SBCTC Equity, Diversity, Inclusion Helpful Links

**Slides: DEI strategic plans themes and overview (implementation timeline is in this deck on slide 6)**

[DEI Strategic Plans Themes and Overview Feb 2023.pptx](#)

**Diversity and Equity Officers Commission (DEOC)**

<https://www.sbctc.edu/colleges-staff/commissions-councils/deoc>

**Equitable Decision-Making Tool (Clark College):**

<https://www.clark.edu/about/governance/shared-governance/EquitableDecisionMakingTool.pdf>

**SBCTC EDI Landing Page:**

<https://www.sbctc.edu/about/edi>

**2022-2026 SBCTC Agency Equity Plan:**

<https://www.sbctc.edu/resources/documents/about/edi/edi-equity-plan-one-pager.pdf>. The plan has been extended to 2026, from the original goal of 2024.

**SBCTC Strategic Plan:**

<https://www.sbctc.edu/about/agency/initiatives-projects/strategic-plan/>

**SB 5194 and SB 5227**

*Supporting descriptions, recordings, and agendas from our information sessions held in January, March and May 2022 providing insight on key deliverables of Senate Bills 5194 and 5227.*

<https://www.sbctc.edu/about/edi/sb-5194-and-5227>

**2023-2024 Operating Budget Request (One-Pager)**

<https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/legislative-outreach/2023/2023-25-op-budget-request-one-pager.pdf>

### CONTACT INFORMATION

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Melissa Williams | SBCTC Policy Associate for Equity, Diversity, and Inclusion | [mwilliams@sbctc.edu](mailto:mwilliams@sbctc.edu)

Courtney Llacuna | SBCTC Administrative assistant for Equity, Diversity, and Inclusion | [cllacuna@sbctc.edu](mailto:cllacuna@sbctc.edu)

Dr. Rod Smith | SBCTC Director of Leadership Development | [rsmith@sbctc.edu](mailto:rsmith@sbctc.edu)

Glenda Breiler | Director of Tribal Government Affairs | [gbreiler@sbctc.edu](mailto:gbreiler@sbctc.edu) | Start date: September 27, 2023

Arlen Harris | Government Affairs Director | [aharris@sbctc.edu](mailto:aharris@sbctc.edu)

*"Imagine a future in which the human attained its full potential. Imagine a world in which the good of each human being and each species is considered in every decision made."*

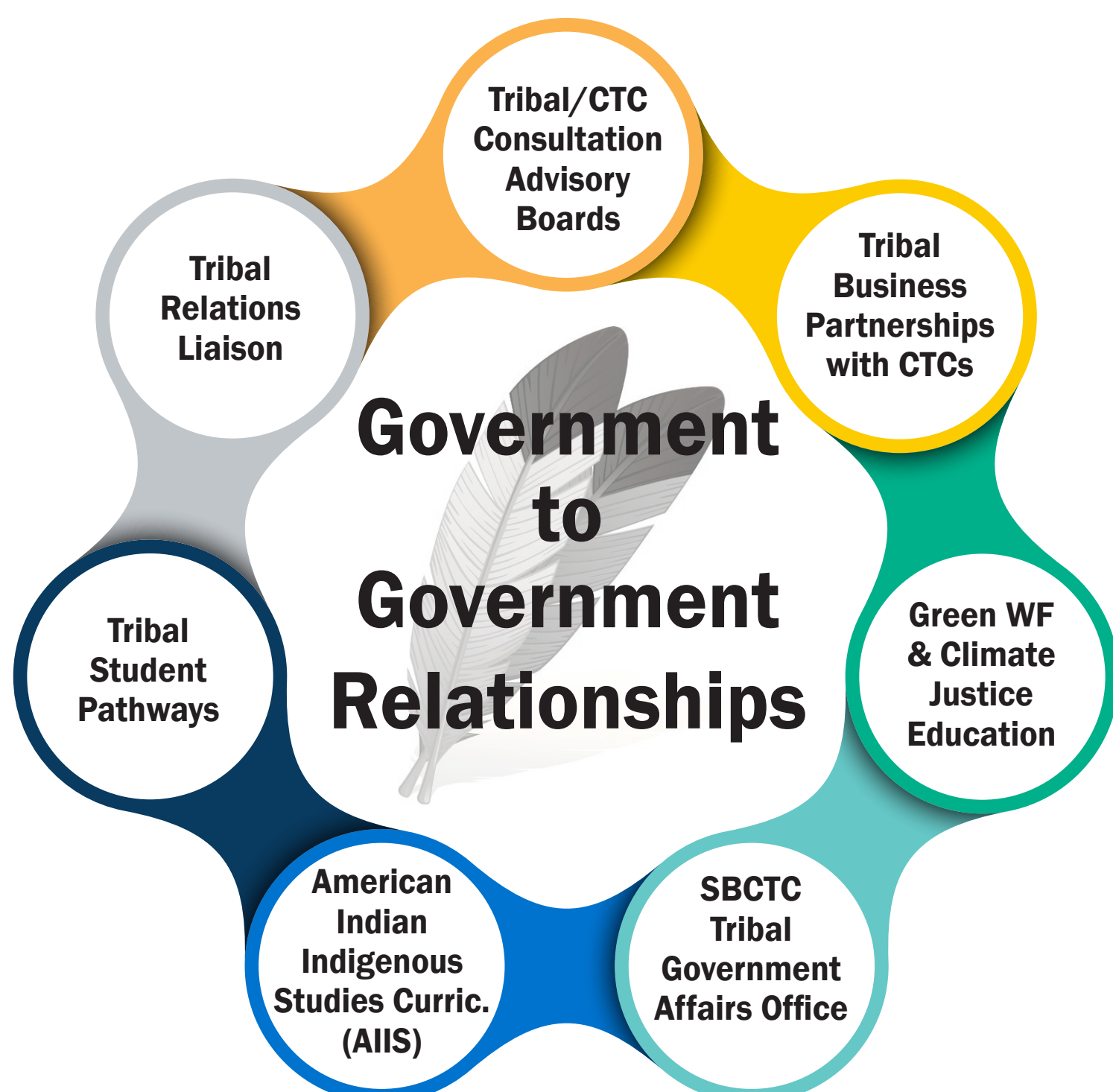
Professor Jeannette Armstrong, (Okanogan)  
founder of En'owkin Centre B.C.

## TRIBAL GOVERNMENT AFFAIRS (TGA)

### Washington Community and Technical Colleges American Indian Advisory Board (WCAAB)

#### Goals:

- 1. Expand professional development:** Train Washington community and technical college leaders on RCW 43.376
- 2. Tackle contemporary challenges:** Intentionally recruit Tribal relations specialists, Indigenous faculty and staff etc.
- 3. Raise awareness:** Raise awareness of American Indian and Alaska Native historical burdens such as intergenerational historical trauma, boarding schools, relocation era etc.
- 4. Reduce American Indian and Alaska Native education and economic disparities:** Develop Tribal student pathways that lead to successful recruitment, retention and completion rates, raise opportunities for workforce development within Tribal economies.



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

**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.

#### SBCTC Support:

- 34 community and technical colleges
- Statewide coverage/ service districts
- Advocacy, policy, funding toward equitable access between community and technical colleges and 29 federally recognized Tribes

The State Board for Community and Technical College's Tribal Government Affairs Office is facilitating meaningful relationships between colleges and Tribes to further these goals and build stronger healthier WA communities. Please join us!

RCW 43.376 Government-To-Government Relationship Building with Washington State's Federally Recognized Tribes

#### Contact Us:

Lynn Palmanteer-Holder,  
PhC (ABD). MEd. | Colville  
Director, Tribal Government Affairs  
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Maya Esquivido, MSW  
Nor Rel Muk Wintu | Hupa  
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Courtney Llacuna  
Administrative Assistant  
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Olympia, WA 98504-2495

[sbctc.edu](http://sbctc.edu)



**WASHINGTON STATE COMMUNITY AND TECHNICAL COLLEGES AMERICAN INDIAN ADVISORY BOARD  
SBCTC - WCAAB MEMBER LIST**

WA CTC Leaders/Commissions/Councils		WA Tribal Leaders/ Indian Education Organizations/Indigenous Scholars	
WACTC	President Dr. Yoshiko Harden, Renton Technical College	WSIEA	Chair Anna Armstrong (Kalispel)
IC	Vice President Dr. Kerry Levett, Cascadia College	WSNEAC	*Co-Chair Jennifer LeBret (Spokane)
DEOC	*Co-Chair, Robert Britten, Lake Washington Institute of Technology	TLC	Chairman Leonard Forsman (Suquamish)
WSSSC	Pending (might be Clair P of SVC)	Evergreen Trustee	*Co-Chair Chairman Kris Peters (Squaxin Island Tribe)
WEC	Keri Lobdell, Columbia Basin College	Tribal College	Dr. Denise Bill (Muckleshoot)
BAS/WF	Dr. T. Powers, Highline College (St. Lawrence Yupik)	UW AIS	Chair Dr. Christopher Teuton (Cherokee)
AIS Instructor	David Ortiz, Cascadia Founding Faculty	CBO	*Jessica Porter (Chinook)
DEI Founder	*Dr. Vik Bahl, Green River College	Coastal Salish Artist	Ty Juvinel (Tulalip)
Tribal Relations	Dr. Leander Yazzie (Navajo), Green River College	SBCTC Grad Intern	Maya Esquivido (Nor Rel Muk/Hupa)
SBCTC	Paul Francis, Executive Director	Linguist/Student	Jonathan J. Arakawa, (Lower Elwa Klallam)
Founder	President Carli Schiffner, Grays Harbor College	IPEL	Tleena Ives (Port Gamble S'Kallam)
SBCTC	Monica Wilson, Student Success Center-GP	SBCTC TGA	*Director Lynn Palmanteer-Holder (Colville)
SBCTC	Sophia Agtarap, Director Equity Diversity & Inclusion	<b>*Executive Board Members</b>	

Not for distribution beyond Vice Presidents DEO  
Orientation



# LEADERSHIP DEVELOPMENT

Dr. Rodric Smith, Director Leadership Development

*New Vice Presidents and DEO (4 October 2023)*

# Overview: Leadership Development

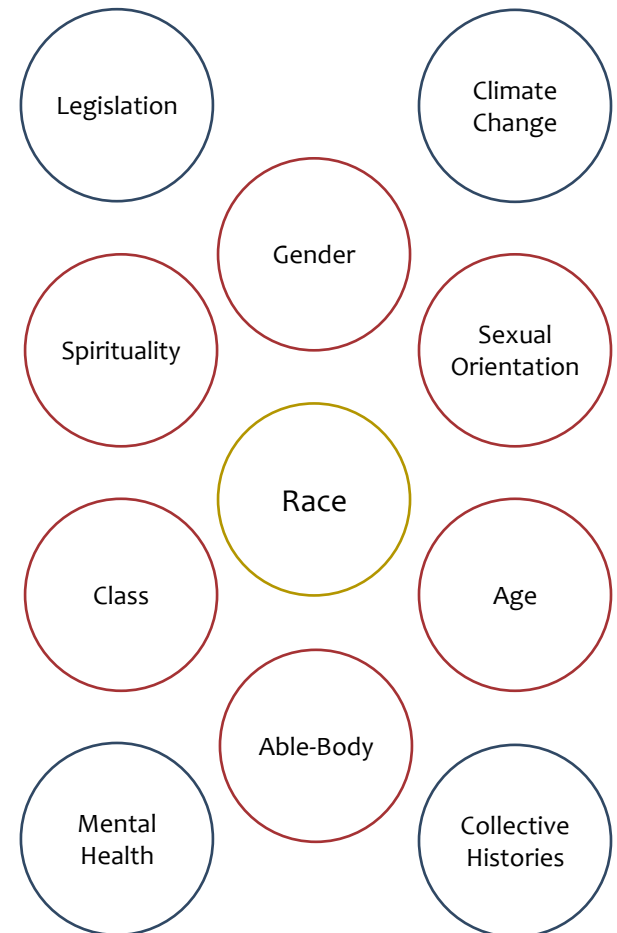
<b>Rebrand</b>	WELS Institute (Washington’s Equity in Leadership Systems)
<b>Evolution</b>	1. Keeps cohort model; 2. Centers “Leading with racial equity”; 3. Builds upon efforts at colleges
<b>Mission + Values</b>	Mission: To develop inclusive leaders of character who enact adaptive solutions that advance racial, social, and economic justice Values: Integrity, Compassion, Innovation
<b>Frameworks</b>	Multiple (e.g. Adaptive Leadership, Systems-Thinking, Transformative Learning)
<b>Philosophy</b>	1. Organizations, Colleges, Educators, Students have roles in Leadership Development 2. Address perception first (adaptive competencies) then behaviors (technical competencies)
<b>End State</b>	Participants will be able to: 1. Describe self-to-group dynamics when BIPOC social identities are centered; 2. Describe a mental model of their leadership identity; 3. Describe an action plan to address an adaptive challenge to advance the SBCTC Vision at their colleges
<b>Pilot</b>	Seattle Colleges (tentative); SBCTC Agency

# WELS Institute

- Washington's Equity in Leadership Systems (WELS)
  - As an institute, acknowledges everyone plays a role
- Replaces WELA
  - Addresses feedback on race in leadership development
  - Builds upon cohort model

# About the Work

<b>Leadership</b>	Problem Solving Activity Begins, ends with “leading with racial equity”
<b>Race</b>	Entry to intersectionality of social identities
<b>National Narratives</b>	They are here Yes, lacks material resources Needs will of non-capitalistic values
<b>Framing Theories</b>	<b>Love, Power, Justice</b> Adult Development Theories (e.g. Group Relations) Leadership Theories (e.g. Adaptive Leadership) Ethical Theories (e.g. Care, Virtue, Duty) Transformative Learning/Research (Race, Gender, Queer)





# Leadership Development

## **Vision**

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

## **Mission**

To develop inclusive leaders of character who enact adaptive solutions that advance racial, social, and economic justice

## **Values**

Integrity – Compassion – Innovation

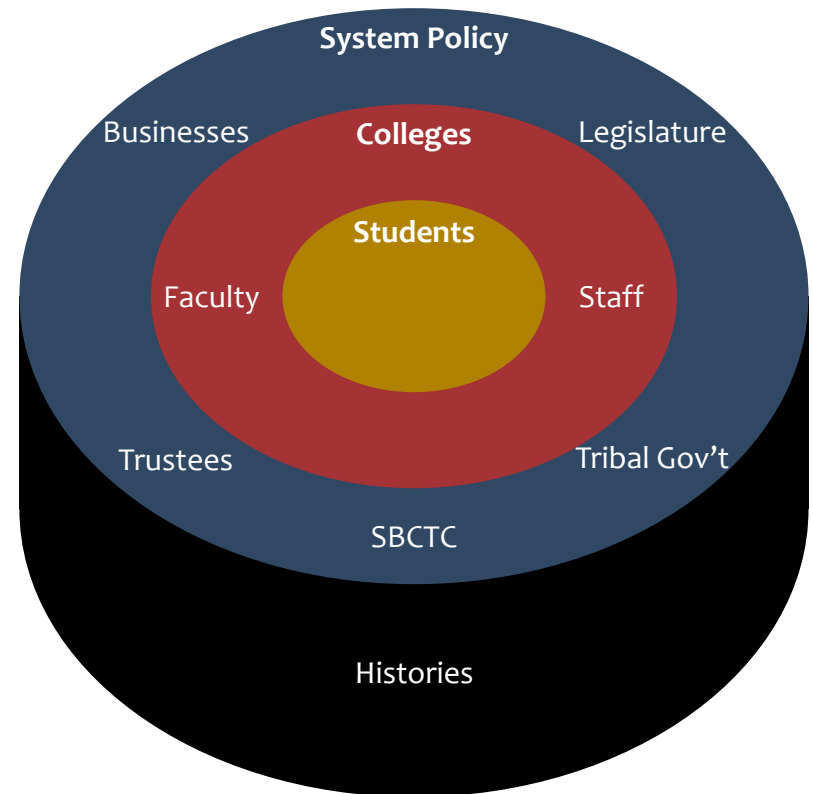
# Leadership Development Strategy





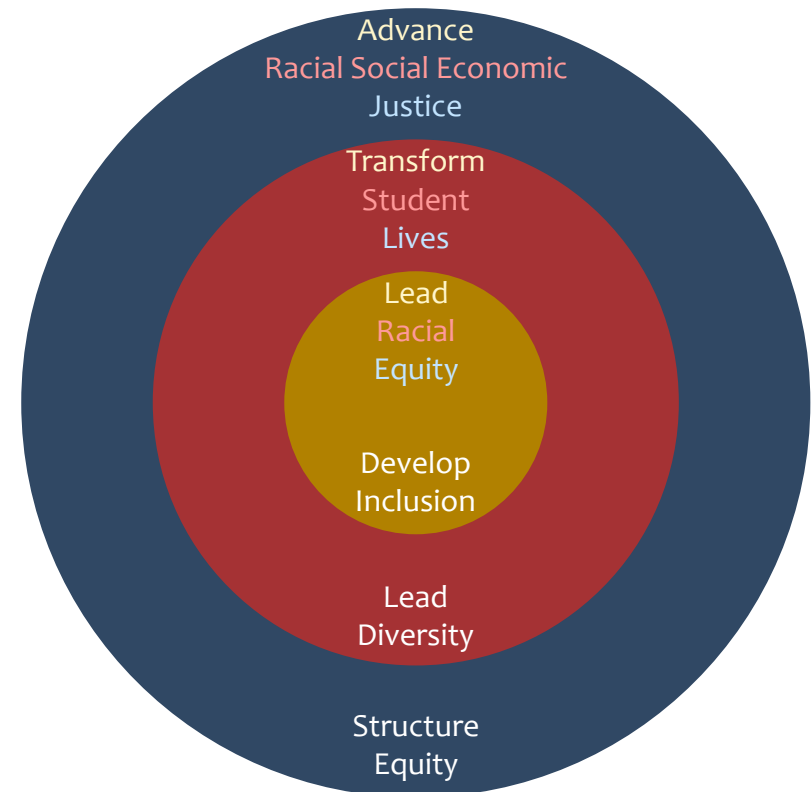
# Systems View of Leadership Development

- Open Systems-Thinking
  - Where does the Vision advance, stop?
- Group Relations Theory
  - Observe dynamics of advancement and impedance of the Vision
- Adaptive Leadership
  - Mobilize groups and persons to shift values to move towards Vision
- Technical Skills
  - Hard skills of leadership to advance vision, influence, care, and commitment
- Transformative Pedagogy
  - Design and track learner's development of worldview and changes in social policy, procedures, practices



# Centering Leading with Racial Equity

- **Organization**
  - Processes advance justice
  - Offers practice opportunities
- **Student**
  - Processes transform lives
  - Meaningfully engage others
- **Educator**
  - Processes lead racial equity
  - Own development journey





# General Learning Objectives

	Adaptive	Technical	End State
Ethics	Adapt ethical theories to authentic leadership	Apply technical skill to Structure Equity	Participants will be able to: <ol style="list-style-type: none"> <li>1. Describe self-to-group dynamics when BIPOC social identities are centered</li> <li>2. Describe a mental model of their leadership identity</li> <li>3. Describe an action plan to address an adaptive challenge to advance racial, social, and economic justice at their colleges</li> </ol>
Leadership	Adapt leadership theories to authentic leadership	Apply technical skill to Lead Diversity	
Development	Adapt development theories to authentic leadership	Apply technical skill to Develop Inclusion	

# Pilot Leadership Course: Accomplished

Who	Seattle Colleges + SBCTC Agency
What	Selection Criteria Transformative Pedagogy in Online Format Transformative Assessment Strategy
When	Tentative (Seattle Colleges); June to August (SBCTC Agency)
Where	Online

# Suggested Selection Criteria

(These are your Authorized Changemakers to solve your toughest challenges regarding the SBCTC Vision)

Criteria	1 Below Avg	2 Average	3 Above Avg	4 Excellent	Open Remarks
<b>Experience:</b> Actively working to advance racial, social, economic justice					
<b>Authority:</b> Has decision-making responsibility to change structures to advance racial, social, economic justice					
<b>Type of Learner:</b> Reflective Learner, Action Learner, Reflection in Action					
<b>Personality:</b> Open to Experience; Agreeable; <i>Genuinely wants this experience</i>					
<b>Leadership:</b> Shows tenets of transformational leadership					
<b>Tentative Timeline:</b> Course Start: Mid-October    Participants notified of selection by SBCTC Director of Leadership Development: August    Participant Selection sent to SBCTC Director of Leadership Development: Late July    <b>Selection Process at Colleges: June to July</b>    Notification to begin selection process: Late May					



# What This Looks Like (Draft)

What	Description	When	Time (in hours)
Introduction	Meet instructor; review syllabus	January 2024	1
Lead Self as System	Adaptive skills at personal level		9 (3 hrs/day once a week)
Lead Team as System	Adaptive skills at team level		9 (3 hrs/day once a week)
Lead Organization System	Technical skills at org level		9 (3 hrs/day once a week)
Coaching	Coaching on Action Plan		1.5 (total)
Mentoring	Mentoring on Action Plan		As needed
Regional Meetings	Meet regional colleagues		As needed
Presentation & Closing*	Present action plans to President		8

\*In-Person Event

## Next Steps

- Shape structure to accommodate recent developments
- Offer selection criteria to colleges
  - Select changemakers to enter SBCTC Executive Program
- Publish Leadership Development Instruction
  - Create synergy within system for leadership development
  - Sets Boundaries, Authorities, Roles, Tasks for Effort
  - Codifies leadership development efforts at colleges
  - Establishes assessment criteria
- Establish Credentialing Process
  - i.e. Badge, Micro-credential, Certificate

# Overview: Leadership Development

<b>Rebrand</b>	WELS Institute (Washington’s Equity in Leadership Systems)
<b>Evolution</b>	1. Keeps cohort model; 2. Centers “Leading with racial equity”; 3. Builds upon efforts at colleges
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<b>Pilot</b>	Seattle Colleges; SBCTC Agency



# Questions

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Orientation

WA SBCTC Diversity & Equity Officer (DEOs)

COLLEGE	DEO	CONTACT	Administrative Support Staff
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Olympic College	<b>Dr. Jennifer Wade</b> Interim VP of Diversity, Equity & Inclusion	<a href="mailto:jwade@olympic.edu">jwade@olympic.edu</a> (360) 475-7430	
Peninsula College	<b>Hanan Zawideh</b> Vice President of Human Resources, DEI	<a href="mailto:hzawideh@pencol.edu">hzawideh@pencol.edu</a> (248) 910-3587	
Pierce Colleges	<b>Jmarie Johnson-Kola</b> Interim VP, Equity, Innovation, and Engagement	<a href="mailto:jjohnsonkola@pierce.ctc.edu">jjohnsonkola@pierce.ctc.edu</a>	VACANT
Renton Technical College	<b>Doris Martinez, M.Ed.</b> Executive Director of Diversity, Equity and Inclusion	<a href="mailto:dmartinez@rtc.edu">dmartinez@rtc.edu</a> (425) 235-6391	Maritza Ogarro Executive Assistant 425-235-6694 <a href="mailto:mmogarro@rtc.edu">mmogarro@rtc.edu</a>
Seattle Colleges District (North, Central, South)	<b>D'Andre Fisher, M.Ed. - *DEOC Treasurer</b> Associate Vice Chancellor for Equity, Diversity and Inclusion	<a href="mailto:dandre.fisher@seattlecolleges.edu">dandre.fisher@seattlecolleges.edu</a> (206) 934-3655	VACANT
Shoreline Community College	VACANT		Alejandra Salgado Executive Assistant <a href="mailto:asalgado@shoreline.edu">asalgado@shoreline.edu</a>
Skagit Valley College	<b>Yadira Rosales - *DEOC Secretary</b> Associate Vice President of Equity & Inclusion	<a href="mailto:yadira.rosales@skagit.edu">yadira.rosales@skagit.edu</a> (360) 416-7930	
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