



WASHINGTON STATE COMMUNITY COLLEGE DISTRICT 17

May 21st, 2024

NOTICE OF REGULAR MEETING

(Notice Date: Wednesday, May 15th, 2024)

The Community Colleges of Spokane Board of Trustees will hold a regular meeting on Tuesday, May 21st, 2024, beginning at 8:30 AM. Should an executive session be held, adjournment is scheduled for 12:30 P.M.

The regular meeting will take place in person at Spokane Falls Community College, 3410 W. Whistalks Way, Spokane, Washington as well as a virtual space.

To connect to the May 21st meeting virtually, go to:

[Join Zoom Meeting](#)

Meeting ID: 817 8191 8843

Passcode: 839214

All Board of Trustees meetings include opportunity for public comment. The May 21st, 2024, meeting will be held both in person and virtually. Please email public comments to the Board Executive Assistant at Breanne.Riley@ccs.spokane.edu by 8:30 AM on Tuesday, May 21st, 2024. Please place "Public Comment" in the subject of your email. Public comments received will be provided to the Trustees, entered into the record, and attached to the minutes of the May 21st regular meeting.

A copy of the meeting material can be found online at:

<https://ccs.spokane.edu/About-Us/Leadership/Board-of-Trustees>

CCS MISSION

To provide all students an excellent education that transforms their lives
and expands their opportunities.

CCS VISION

Providing the best community college experience in the Northwest.

CCS VALUES

Students First | Equity | Access | Excellence | Integrity |
Leadership | Responsiveness | Stewardship

Washington State Community College District 17

3410 W. Whistalks Way
Building 30, Room 212
Spokane, WA 99224

[Join Zoom Meeting](#)

Meeting ID: 817 8191 8843
Passcode: 839214

Regular Board Meeting: In-Person & Zoom
Tuesday, May 21, 2024

AGENDA

Trustee Mike Wilson; Chair, Trustee Todd Woodard; Vice Chair,
Trustee Anna Franklin, Trustee Glenn Johnson, Trustee Steve Yoshihara
8:30 a.m. – 12:30 p.m.

PLEASE NOTE: The Board reserves the rights to alter the order and times of the agenda.

05/21/2024	Regular Meeting Agenda			TAB #
8:30-8:35a	1.	Tenure Faculty Introductions		
8:35-9:05a	2.	SFCC Celebrating Student Success: SFCC Cyber Center ↳ Sarah Martin, SFCC	Report	Tab 1
9:05 -9:10a	3.	Call to Order, Pledge of Allegiance, Roll Call and Native Land Acknowledgement Statement ↳ Trustee Mike Wilson, Chair	Action	
		Public Comment	Discussion	
9:10-9:25a	4.	Consent Agenda a. Board Minutes ↳ 03/19/2024 – Regular Meeting ↳ 04/16/2024 – Work Session b. Capital Projects – Nichole Hanna c. Budget and Expenditures – Linda McDermott d. Head Start – Bobbi Woodral e. Admin Procedures – Amy McCoy & Linda McDermott	Action	Tab 2
9:25-9:30a	5.	Tenure Alert ↳ Greg Stevens, CCS	Action	Tab 3

9:30-9:45a	6.	Tuition, Fees & Waivers ↳ Linda McDermott	Action	Tab 4
9:45-9:50a	7.	Chancellor's Report ↳ Kevin Brockbank, CCS	Report	
9:50-10:00a	8.	Presidents Report ↳ Jenni Martin, SCC ↳ Kimberlee Messina, SFCC	Report	
10:00-10:15a		BREAK		
10:15-10:35a	9.	Lodge Renovation ↳ Indy Dehal, ALSC Architects ↳ Troy Bishop, ALSC Architects	Report	Tab 5
10:35-10:55a	10.	Proposed Investment & Reserve Policies ↳ Linda McDermott, CCS	Report	Tab 6
10:55-11:10a	11.	Strategic Plan Update ↳ Greg Stevens, CCS	Report	Tab 7
11:10-11:20a	12.	AHE/Faculty Report ↳ Beverly Daily, AHE ↳ Katie Satake, SCC ↳ Katella DeBolt, SFCC	Report	
11:20-11:30a	13.	WFSE/Classified Staff Report ↳ Ward Kaplan, WFSE ↳ Abigail Affholter, SCC ↳ Alison Cooley, SFCC	Report	
11:30-11:40a	14.	Student Government Report ↳ Austin Dehlin, SCC ↳ Vishal Pathirana, SFCC	Report	
11:45-11:50a	15.	Board Report	Report	
11:50a	16.	Executive Session a. Reserved for potential action generated from executive session	Discussion	

17. Potential Action Generated from Executive Session Action

18. Adjournment

**Next Meeting will be held on Tuesday, June 18, 2024, at 8:30 a.m.
Spokane Community College, 1810 N Greene St, Spokane WA 99217**

EXECUTIVE SESSION: Under RCW 42.30.110, an Executive Session may be held. Action from the Executive Session may be taken, if necessary, as a result of items discussed in the Executive Session.

PLEASE NOTE: Times above are estimates only. The Board reserves the right to alter the order of the agenda.

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DISCUSSION/ACTION/REPORT: Celebrating Success -Cyber Center at SFCC

BACKGROUND:

As technology continues to advance so does the need to defend against cyber threats. SFCC's cybersecurity concentration is designed for students who are interested in developing the skill set necessary to defend individuals, customers, and the public against an array of potential cyberattacks. Within the region of Spokane, SFCC is shaping a platform for being an innovator in educational and career opportunities for students interested in cybersecurity careers.

Since 2019, SFCC's Associate of Applied Science in Information Technology has been designated as a Center of Academic Excellence. During 23-24AY, the program of study participated in the 5-year redesignation process that permitted the program to share our success in the following areas: creation of a cyber center, internship and community relationships, and curriculum.

Prepared by: Dr. Sarah Martin
Dean of Computing, Math and Science

Presented by: Dr. Sarah Martin
Dean of Computing, Math and Science

Mark Neufville
Faculty, Program Lead of Information Technology and
Cybersecurity
May 21, 2024

Celebrating Success – May 21, 2024 – Supplemental Material

Cyber Center: Location and Mission

The program has had a productive center cyber in the Math and Business building (B18) on SFCC's campus. The space has been leveraged to support student exploration for class activities, college and community-based capture the flag competitions, hosting of K-12 instructors and student groups, advisory committee meetings, and meetings with industry and other higher education partners.

In spring 2023 as the Business Technology program was moving out of the 2nd floor space in the Math and Business building, the Dean of Computing, Math and Science proposed to the SFCC President a multi-room cyber center. The Cybersecurity and Technology Center and Classroom serves as a teaching and exploration facility where academia and the needs of stakeholders intersect to foster innovation and collaboration. We envision the Cyber Center and Classroom as a hub for intellectual stimulation through both credit and non-credit options, implementation of pedagogical approaches aligned to best practices of the discipline(s), environment for fostering of professional relationships from K-12 through industry, and resource base for local and national cybersecurity communities.

To achieve the vision of the Cyber Technology Center and Classroom, modifications to three spaces on the 2nd floor of Building 18 on the SFCC campus will occur in phases throughout the 23-24 AY and into 24-25AY. The initial phase begins in Summer 2023 with respect to the purchase of equipment and furniture using the Cyber500 allocation. The tables below outline the program's vision for each space as well as the planned modifications during the Summer and Fall 2023. Additional modifications and reorganization will occur through 24-25A as we move towards the completion of the cyber center over the next two years.

Planned Usage	Location	Impact / Importance	Summer and Fall 2023 Plans
SOC Laboratory Space	18-214	Access to a multi-mode learning area that is set-up as a lab environment for students to explore, apply, and diagnosis cyber attacks. This will also serve as a lab area where students can work on the PISCES project for IS 245 as well as the Cyber Defender series and SOC course.	This space will be similar to a Cyber Sandbox for students to explore but with an intentional focus by the program to guide students through common challenges during year 2. New computers in the space that support 4 monitors to generate a full non-teaching lab environment. This will mirror what is seen at EWU and Bellevue. Removal of current instructor desk and computer set-up; program will work with IT and facilities. Purchase of new tables for a lab environment will be funded through Cyber500.
		Learning area would support self-directed learning & studying for students during year 2 of the program and specifically for those students who follow the Security Operations Center are of focus.	
		Allows for small-group mentoring or group projects to be completed	

Planned Usage	Location	Impact / Importance	Summer and Fall 2023 Plans
Distance Learning Interactive Space	18-216	Area that includes access to hi-tech tools and machines to enhance online curriculum development and instructor-student interaction for the program's online winter cohort start and hybrid sections of classes for fall cohorts.	Begin the modification of 18-216 to a distance learning interactive space for faculty in the IS/CS program to create online classes that integrate best practices including equity-based practices learned from the New Faculty Academy. Faculty will use the space this summer to begin recording for online and hybrid sections in Fall Quarter. Faculty will tour the Interpreter Training distance learning classroom. Purchase of necessary equipment through the Cyber500 funds as well as soundproofing material to block sound when recording. Program will work with IT and Facilities.
		Interactive computer lab for individualized and collaborative work	
		An area that fosters active learning and a flipped classroom to IT and Cybersecurity	
		Creates a resource for faculty to develop, store, and share lecture recordings	
		Video technology for implementing best practices in online teaching will add another layer to the Cyber Center's ability to provide excellence in education, broad access for students, & responsiveness to community needs	

Planned Usage	Location	Impact / Importance	Summer and Fall 2023 Plans
Interactive Computer Classroom / Labs with Video Integration	18-219	Enhances faculty instructional approaches via access to software / hardware	Summer access begins 8/21/23. Use of Cyber500 funds for podium and instructor chair, and monitor arms. Keep 40 of the 76 computers in 219. Turn the 40 into dual monitors for student individual and group work. Will serve as the primary classroom for Q1 sections as well as a few Q3 and Q4 sections in Fall 2023. CS 141 will also have the opportunity to utilize 18-219. Potentially purchase small tables to replace current long-tables if time allows. Space will also be used to host K-12 events, advisory board meetings, and meeting with industry partners.
		Applicaton of innovative technology (multimedia) to enhance student learning experiences	
		Creates real-world application opportunities resulting in increased employability of students	
		Creates a learning environment beyond the classroom, as lab-time outside of class schedules will be available	
		Enhances the availability of distance learning opportunities for credit and non-credit options	
		The faculty envision the community area hosting school competitions: Secure Spokane, Mayor's Cup, Cyber Patriot, Skills USA, FBLA, etc	
		Area would support larger workshops and community activities, fostering professional relationships within the region while also addressing the needs of stakeholders.	
Opportunity to engage the wider IT and Cybersecurity community through video technology; creating opportunities for live interviews during class, faculty-community collaboration, non-credit classes, etc			

The program of study firmly believes that the focus on a distance learning interactive space will foster a strong online cohort with respect to faculty-student connections and student success as well as retention. The program will still utilize the original cyber center on the first floor of the same building, but the primary cyber center will now be this multi-room area.

**ACTION: CALL TO ORDER, PLEDGE OF ALLEGIANCE, ROLL CALL
AND NATIVE LAND ACKNOWLEDGEMENT STATEMENTS**

Prepared by: Breanne Riley
Executive Assistant to the Chancellor

Presented by: Mike Wilson
Chair, CCS Board of Trustees
May 21, 2024

Washington State Community College District 17

Community Colleges of Spokane
Board of Trustees Meeting
May 21, 2024

Native Land Acknowledgment

We are honored to acknowledge that the Community Colleges of Spokane, and our main campuses for Spokane Falls and Spokane Community College, are located on the traditional and sacred homelands of the Spokane Tribe. We also provide services in a region that includes the traditional and sacred homelands of the Coeur d'Alene Tribe, Confederated Tribes of the Colville Reservation, Kalispel Tribe and Nez Perce Tribe.

We pay our respect to tribal elders both past and present as well as to all indigenous people today. This land holds their cultural DNA and we are honored and grateful to be here on their traditional lands. We give thanks to the legacy of the original people and their descendants and pledge to honor their stewardship and values.

ACTION: APPROVAL OF CONSENT AGENDA

BACKGROUND

Consent agenda items will be considered together and will be approved on a single motion. Any person desiring to remove an item for separate consideration should so request before approval of the agenda.

AGENDA ITEMS

- a. Board Minutes Approval
 - 03/19/2024
 - 04/16/2024
- b. Capital Projects - Nichole Hanna
- c. Budget and Expenditures - Linda McDermott
- d. Head Start - Bobbi Woodral
- e. Admin Procedures - Amy McCoy

RECOMMENDATION

It is recommended that the Board of Trustees of Washington State Community College District 17 approve the consent agenda as presented.

Prepared by: Breanne Riley
Executive Assistant to the Chancellor

Presented by: Trustee Mike Wilson
Chair of Board of Trustees
May 21, 2024

ACTION: APPROVAL OF MEETING MINUTES

RECOMMENDATION

It is recommended that the Board of Trustees of Washington State Community College District 17 approve the minutes from the March 19, 2024 and April 16, 2024 meetings, as presented.

Prepared by: Breanne Riley
Executive Assistant to the Chancellor
May 21, 2024

Minutes of the Board of Trustees Meeting
Washington State Community College District 17
Regular Meeting
March 19, 2024 8:30am
Spokane Falls Community College
In Person and Zoom Option

Present: Trustee Mike Wilson, Trustee Todd Woodard, Trustee Glenn Johnson, Trustee Steve Yoshihara. Also present: Kevin Brockbank, Jenni Martin, Kimberlee Messina, Greg Stevens, Connan Campbell, Grace Leaf, Linda McDermott, Lori Hunt, Bonnie Glantz, Bobbi Woodral, Amy McCoy, Patrick McEachern, Abigail Affholter, Alison Cooley, Katie Satake, Nichole Hanna, Austin Dehlin, Ward Kaplan, Craig Rickett, Carrie Culver, Beverly Daily, Breanne Riley (recording secretary).

Excused: Trustee Anna Franklin, Jaclyn Jacot, Christina Momono, Katella DeBolt, Vishal Pathirana

SFCC Celebrating Student Success

Mr. Craig Rickett gave a brief background of the SFCC Guidance 105 program. Mr. Rickett explained that Guidance 105 complements Guided Pathways by increasing completion and equity. Mr. Rickett then reviewed the course learning outcomes as well as the approach to maintain the program. Trustee Yoshihara asked if Guidance 105 was a required or an elective course. Trustee Yoshihara then inquired about the grading process of the course. Trustee Woodard asked for an example of an assignment in the course and Trustee Yoshihara asked if tests were administered. Mr. Rickett then reviewed the positive impact on students and faculty across campus. Trustee Wilson acknowledged the success of the program and Guided Pathways at SFCC.

Call to Order

The Board of Trustees of Washington State Community College District 17 held a regular meeting on Tuesday, March 19, 2024. Trustee Wilson called the meeting to order at 9:01am. This was followed by the Pledge of Allegiance and roll call. Trustee Johnson brought forth the motion to excuse Trustee Franklin from the meeting, which was seconded by Trustee Woodard, and approved unanimously by the Board. It was announced that the meeting was open to the public. Individuals interested in addressing the Board were encouraged to speak up during the public comment section. The Native Land Acknowledgement was given by Trustee Woodard.

PUBLIC COMMENT

There was no public comment.

CONSENT AGENDA

Being no objections, the consent agenda was entered into the record. Topics included the following:

- a. Minutes of the February 20, 2024 Regular Meeting
- b. Capital Projects Status – Ms. Nichole Hanna
- c. Budget and Expenditures – Dr. Linda McDermott
- d. Head Start Updates – Ms. Bobbi Woodral
- e. Admin Procedure – Dr. Linda McDermott

Trustee Wilson inquired if the changes to the admin procedure had any effect on student's abilities to obtain their refunds. Trustee Johnson asked if the capital projects were still on schedule for time of completion. Trustee Woodard noted that the minutes for the February 20th Board of Trustees meeting were amended to state that the adjournment was at 11:48am as opposed to 11:48pm. Trustee Woodard moved to approve the consent agenda, which was seconded by Trustee Yoshihara and approved unanimously by the Board. Trustee Wilson reviewed the guidelines that were recently issued for Board of Trustees meetings and the reasons for the updated guidelines.

Chancellor's Report

Dr. Kevin Brockbank, Chancellor, shared that there is currently a large number of executive and faculty searches at CCS and then reviewed the schedule of the searches. Dr. Brockbank gave a recap of the 2024 legislative session and then reviewed the updated FASFA form and its impact on the financial aid distribution to students. Dr. Brockbank noted that there will be a public report issued by the Washington State Institute for Public Policy that will analyze the impact of the Guided Pathways program. Dr. Messina shared that she and Dr. Martin plan on presenting data on the Guided Pathways program at each campus at the next Board of Trustees meeting.

Presidents Report

Dr. Jenni Martin, Acting President of SCC, shared that SCC has been the recipient of a grant for rural communities and has chosen to focus on Ferry County. The focus of the grant will be on healthcare and SCC will be partnering with WSU. Trustee Yoshihara asked what the amount of the grant was, to which Dr. Martin noted it was \$70,000. Trustee Woodard asked what agency awarded the grant and Trustee Yoshihara asked how long the study will be. Dr. Martin then reported that there are 75 evening classes on campus and that has contributed to the added energy at SCC. Trustee Johnson asked about the security budget due to the increase in evening classes. Dr. Martin then shared that Vice President Jaclyn Jacot was representing SCC at the Workforce Development Discussion with HHS and Jubilant HollisterStier.

Dr. Kimberlee Messina, President of SFCC, reported that there have been changes in outreach at SFCC and a change in reorganization. Dr. Messina then reviewed the specific changes in relation to outreach. Trustee Wilson noted that he appreciated the activity at SFCC with the visual arts program and asked for a tour of the new art facility at the next meeting held on the SFCC campus. Trustee Wilson then asked what the anticipated date of completion was for the new facility. Dr. Messina shared that the grand opening is anticipated to be in the Fall.

Budget Planning

Dr. Linda McDermott, presented the Budget Development Update for FY 2024-2025. Dr. McDermott reviewed the presentation goals, which were to discuss budget priorities, review the supplemental state budget, and review the updated budget planning timeline. Dr. McDermott reviewed the budget planning priorities, which included Guided Pathways, faculty and staff, and Workforce Development amongst others. The operating budget was then reviewed, as well as the FY 2024 operating budget summary as of January 1, 2024. Trustee Johnson asked if only materials were given to CCS with local partnerships or if there were monetary grants as well. Dr. McDermott then reviewed the revised budget planning timeline and upcoming goals. Trustee Johnson asked when the state auditors were planning to visit CCS. Trustee Wilson then asked if anticipated revenues and expenses were calculated on a monthly basis.

BREAK

Trustee Wilson reconvened the meeting at 10:10am.

Tenure Alert

Mr. Greg Stevens, presented the tenure consideration item and noted that the Board of Trustees is the appointed authority and ultimately responsible for making tenure decisions for probationary staff. The motion for approval of tenure was so moved by Trustee Yoshihara, seconded by Trustee Woodard, and approved unanimously by the Board. Mr. Stevens noted the tenure alert for one additional faculty will be before the Board during the Spring quarter and the action will occur at the May Board of Trustees meeting. Trustee Wilson stated the new group of faculty that have received tenure consisted of Sean Blackburn, Karmen Blake, Renee Compton, Claire Dodd, Stephen Hopkins, and Ashley McQueen.

AHE/Faculty Report:

Ms. Beverly Daily, welcomed the newly granted faculty to the tenure ranks. The AHE went to a conference in Atlanta, Georgia and Ms. Daily wanted to take a moment to thank the Board for their working relationship with AHE. Ms. Daily reported that

faculty and part time faculty salaries have been a focus on both the state and local level.

Ms. Katie Satake, shared that Ms. Barb Locke and Ms. Jill Condon were able to represent their field at the Lewis and Clark High School Career Connection Event. Mr. Andy Buddington had three abstracts accepted for the upcoming Geology Society of America meeting in May. Ms. Rhonda Hain reported that the SCC Mental Health Clinic will receive three interns and will then be fully staffed. Ms. Diamond Wilson was accepted into the Community College in France Go Green Boot Camp 2024. The Math department held the first post-covid Math Bee and there were 25 people that attended and 22 people that participated. Trustee Wilson asked which schools the interns for the Mental Health Clinic were coming from.

WFSE/Classified Staff Report

Mr. Ward Kaplan, reported that bargaining will start on March 20th and WFSE is hoping for a good contract for CCS employees.

Ms. Abigail Affholter, reported that the STTACC conference will be held at the SCC campus August 7th-9th. The conference is held to support classified staff and elevate their development and it is a wonderful opportunity for SCC to host the event. SCC staff is looking forward to Spring quarter and they are currently helping to prepare students.

Ms. Alison Cooley, reported that SFCC is getting ready for Spring quarter with the focus being to keep students enrolled and ensure success for the students.

Student Government Report

Mr. Austin Dehlin, SCC ASG President, shared that the SCC ASG is now in the final edits of their constitution and it will be brought forth before the Board. There is a Director of Idea position that has been included in the constitution and the Judicial Branch will be re-opened. The organization is preparing for the Technology Fee requests to be passed this year as well as the Services and Activity Fee requests. ASG is preparing for the 50th anniversary of the Lair building at SCC.

Board Report

Trustee Wilson congratulated Dr. Jenni Martin on receiving her doctorate degree. Trustees Woodard shared that the Sasquatch Soiree will be held on April 19th and is hosted by the CCS Foundation. Trustee Yoshihara asked if the name of CCS has been changed to Spokane Colleges as of today. Trustee Wilson noted that graduation invitations have been sent out and asked that it be organized that only two trustees are attending each ceremony.

Executive Session

The Board will convene in executive session under RCW 42.30.110(1) for the following purposes: to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee.

The Executive session will last for approximately 10 minutes and will convene at 10:33am.

At 10:44am Mr. Stevens announced that the executive session would be extended by 10 minutes and is scheduled to end at 10:54am.

At 11:02am Dr. Brockbank announced that the executive session would be extended by 10 minutes and is scheduled to end at 11:12am.

Potential Action Generated from Executive Session

There was no action taken.

Adjournment

Being no further business, the meeting adjourned at 11:16am.

MINUTES

WASHINGTON STATE COMMUNITY COLLEGE DISTRICT 17 BOARD OF TRUSTEES WORK SESSION SPOKANE COMMUNITY COLLEGE

Present: Trustee Mike Wilson, Trustee Todd Woodard, Trustee Anna Franklin, Trustee Glenn Johnson, Trustee Steve Yoshihara. Also present: Kevin Brockbank, Kimberlee Messina, Jenni Martin, Greg Stevens, Linda McDermott, Amy McCoy, Lori Hunt, Carolyn Casey, Grace Leaf, Alison Cooley, Nichole Hanna, Beverly Daily, Carrie Culver, Bobbi Woodral, Breanne Riley (recording secretary).

Excused: Ward Kaplan, Abigail Affholter, Katie Satake, Christina Momono, Katella DeBolt, Austin Dehlin, Vishal Pathirana

Guests: Kallie Kohl and Katrina Gardner

Power of Head Start and Parent Partnership, Ms. Bobbi Woodral introduced guests Ms. Kallie Kohl and Ms. Katrina Gardner. Ms. Kohl gave a brief overview her and her daughters history while enrolled in Head Start. Ms. Gardner gave a brief statement of her history and her children's history while enrolled in Head Start. Trustee Wilson noted that the guests were incredible leaders and wanted to ensure that the staff at Head Start will be informed of the positive effect that Head Start has on the community. Ms. Amy McCoy thanked the guests for sharing their stories. Trustee Yoshihara thanked the guests for their courage in sharing their stories and noted that Head Start is changing the destiny of families and lives.

CALL TO ORDER AND ROLL CALL

The Board of Trustees of Washington State Community College District 17 held a special meeting at Spokane Community College, on Tuesday, April 16, 2024. Chair Mike Wilson called the meeting to order at 8:48am. Trustee Wilson asked if there were any members of the public present at the work session meeting, to which there were none. The Native Land Acknowledgement was given by Trustee Wilson.

CONSENT AGENDA

Being no objections, the consent agenda was entered into the record. Topics include the following:

- a. Capital Projects – Ms. Nichole Hanna
- b. Budget & Expenditures – Dr. Linda McDermott
- c. FY23 Audit Reports – Dr. Linda McDermott

d. Head Start Updates – Ms. Bobbi Woodral

Trustee Wilson noted that the Head Strat self-evaluation was very thorough. Dr. Linda McDermott introduced Ms. Tiffany Henderson from the Purchasing office and thanked her for all her hard work. The motion to approve the consent agenda was so moved by Trustee Yoshihara, seconded by Trustee Johnson, and approved unanimously by the Board.

SCC and SFCC Guided Pathways, Dr. Jenni Martin and Dr. Kimberlee Messina gave a report on the Guided Pathways outcomes from both SCC and SFCC. Dr. Martin shared the percentage earning of 15 college-level credits in the first year. Dr. Messina then shared the percentage earning of 30 college-level credits in the first year and Dr. Martin share the percentage earning of 45 college-level credits in the first year. Dr. Messina reviewed the percentage of college-level math and English in the first year. Percentage of fall to second fall retention was reviewed as well as percentage with completion in the second and third year.

Financial Aid, Dr. Kevin Brockbank and Ms. Carolyn Casey, Dr. Brockbank reviewed the financial aid status for CCS students and the delay of financial aid distribution. Ms. Carolyn Casey reviewed the updated process of financial aid disbursement. There is a concern that summer financial aid will not be disbursed prior to the summer quarter. There has been discussion on how the delayed disbursement will affect the students and how the CCS staff can help students. Ms. Casey reviewed the efforts that CCS has made to assist with FAFSA for students. Ms. Alison Cooley reviewed the rate of application completion this year compared to last year and the concerns of students with the application. Dr. Brockbank shared that emergency funding has been called on for the summer students and that there will be a motion made later in the meeting to approve funds for assisting students with the delayed financial aid. Trustee Wilson asked for clarification of front funding to students due to the FAFSA allocation being delayed. Ms. Beverly Daily asked to expedite the messaging to faculty in an effort to communicate the changes with students as soon as possible.

BREAK

Trustee Wilson reconvened the meeting at 10:00am

Budget Planning Workshop, Dr. Linda McDermott, gave the presentation of the budget development for FY2024-2025. Dr. McDermott reported on the FY2023 financial review and update and the statement of net position as of June 30th, 2023. Dr. McDermott then reviewed the FY23 revenue and expenditures. Dr. McDermott reviewed the cash and investment balances as of June 30, 2023, and reserves and stabilization fund. Trustee Wilson brought forth the motion as follows: the Board of Trustees directs the administration to review policy 5.20.04 Reserves and related

procedures, to establish a Stabilization Fund, and to define the level of reserves, appropriate use of funds, oversight, and reporting requirements. Initial review at the May 21, 2024, Board meeting is recommended. The motion was so moved by Trustee Johnson, seconded by Trustee Franklin, to which Trustee Wilson opened the motion for discussion. An amendment to the motion was requested as a result of the discussion. The motion was amended as follows: the Board authorizes a one-time use of up to \$4.75 million in unincumbered funds for the purpose of distributing aid to students for 2024 summer quarter. The distribution will be in an effort to prevent a decrease in student enrollment and student hardships for 2024 summer quarter. The funds would potentially be recovered through the awarding of FAFSA aid and CCS will recover those funds as much as possible. There will be a progress report at the May 21, 2024, Board of Trustee meeting. The motion was so moved by Trustee Franklin, seconded by Trustee Woodard, and approved unanimously by the Board.

Dr. McDermott then reviewed the initial operating budget planning assumptions, FTE enrollments of state supported and Running Start by college, and initial operating budget planning assumptions. Budget planning priorities and the initial operating allocation were then reviewed. Dr. Brockbank reviewed the operating budget strategic investment pool and the operating budget strategic investment pool expenses. Dr. McDermott noted that the remainder of the presentation will be brought forth before the Board at the May meeting.

Trustee Yoshihara shared that Trustee Wilson will be honored May 9th with the Spokane Icon Award.

Executive Session

Trustee Wilson announced that the Board will convene in executive session under RCW 42.30.110(1) for the following purposes: to receive and evaluate complaints or charge brought against a public officer or employee and to discuss with legal counsel representing the agency matters relating to agency enforcement actions or, litigation or potential litigation. Executive session will begin at 11:40am and last for approximately 20 minutes. The executive session under RCW 42.30.110 ended at 11:55am.

Adjournment

Being no further business, the meeting adjourned at am11:55am.

CONSENT AGENDA ITEMS: CAPITAL PROJECTS

Submitted by: Clinton Brown
Chief Financial and Risk Officer
May 21, 2024



PROJECT		FUNDING					DESIGN STATUS (Up To)					DOCUMENT STATUS (Up To)					Design Completion / Bid DATE		CONSTRUCTION STATUS (Up To)					LEGAL COMP DATE									
STATE PROJECT NUMBER	PROJECT NAME	SCC	SFCC	DIST. OFFICE	STATE	LOCAL	DES PM	Total Project AMOUNT	SCOPE	STAFF DESIGN	A/E SELECTION	A/E AGREEMENT	PREDESIGN	SCHEMATICS	DESIGN DEV.	30%	60%	90%	100%	BID PERIOD	Design Completion / Bid DATE	CONTRACT	25%	50%	75%	95%	100%	ACCEPTANCE	CANCELED	LEGAL COMP DATE			
18-063	SFCC Fine and Applied Arts Building, Phase 3		x		x		G	\$ 40,100,000	Project												07/08/21									●		08/05/23	
18-063	SFCC Fine and Applied Arts Building, Phase 4		x		x		G	\$ 1,000,000	Project					●							6/01/24±											TBD	
22-229	SCC Apprenticeship Center	x			x		G	\$ 34,000,000	Project					●							8/1/27±											5/30/29±	
23-093	ESCO-CCS Elec. Xfmr Repl (Trane)-Phase 2	x			x	x	C	\$ 1,900,000	Project												11/15/22	○	●									05/31/25	
23-514	Lodge Renovation, Pre-Design		x			x	G	\$ 170,000	Pre-Design				○							●	4/2/24±												
23-568	SCC Campus Security Upgrades, Exterior Cameras	x			x		G	\$ 950,000	Project												09/21/23								●			5/31/24±	
24-595	SCC Campus Security Upgrades, Access Controls	x			x	x	G	\$ 2,400,000	Project								○			●	05/29/24												11/30/24±
24-920	SCC Campus Security Upgrades, Interior Cameras	x				x	G	\$ 1,400,000	Project					●							9/24/24±												3/31/25±
23-580	SFCC Campus Security Upgrades	x			x	x	G	\$ 4,750,000	Project								○			●	7/11/24±												5/30/25±
24-543	ESCO-CCS HVAC Repairs/Replacements (Millig)	x	x		x	x	C	\$ 3,555,000	Project												4/1/24±	●											11/30/24±
PO6846	SFCC Stadium Roof Maintenance		x		x			\$ 350,000	Project															●									7/31/24±
PO7868	SCC Bldg 2 Elevator Repairs		x		x			\$ 326,000	Project														●										7/31/24±
PO7998	CCS Campus Fiber Optics Infrastructure Upgrades				x	x		\$ 338,000	Project														○	●									7/31/24±
PO7800	SFCC Science Bldg Lab Exhaust VFD controls		x		x			\$ 76,000	Project																					●			7/31/24±
PO7879	SCC Bldg 5, Johnson, HVAC Controls	x			x			\$ 144,000	Project														○	●									7/31/24±
PO7998	SCC Bldg 9, Health Science, HVAC Controls	x			x			\$ 299,000	Project														○	●									7/31/24±
24-916	Colville Center Fire Suppression System Repairs	x			x		G	\$ 125,000	Project				●								5/31/24±												9/15/24±



PROJECT			FUNDING					DESIGN STATUS (Up To)				DOCUMENT STATUS (Up To)				Design Completion / Bid DATE		CONSTRUCTION STATUS (Up To)		LEGAL COMP DATE										
STATE PROJECT NUMBER	PROJECT NAME	SCC	SFCC	DIST. OFFICE	STATE	LOCAL	DES PM	Total Project AMOUNT	SCOPE	STAFF DESIGN	A/E SELECTION	A/E AGREEMENT	PREDESIGN	SCHEMATICS	DESIGN DEV.	30%	60%	90%	100%	BID PERIOD		CONTRACT	25%	50%	75%	95%	100%	ACCEPTANCE	CANCELED	
24-917	CCS Cathodic Protection Repairs	x	x			x	G	\$ 235,000	Project		●																			9/15/24±
24-918	CCS Vehicle Charging Infrastructure	x	x			x	G	\$ 444,000	Project		●																			6/30/25±
24-919	SCC Campus Sewer Replacement	x				x	E	\$ 504,000	Project		●																			6/30/25±
24-948	CCS CBA Compliance Consulting	x	x				B	\$ 138,000	Project		●																			6/30/25±
24-949	CCS Radon Migitation Systems	x	x			x	B	\$ 200,000	Project		●																			6/30/25±
24-992	CCS Utility Metering, Tier 2	x	x			x	B	\$ 500,000	Project		●																			6/30/25±
Subtotal								\$ 93,904,000																						
NORTH SPOKANE CORRIDOR RELATED PROJECTS																														
23-051	SCC Campus Wayfinding, Monument Sign	x				x		\$ 1,000,000	Project		●																			3/31/25±
24-172	SCC Fire Tower Replacement	x				x		\$ 880,000	Project					○													●			11/30/24±
Subtotal, NSC								\$ 1,880,000																						
Total								\$ 95,784,000																						
<ul style="list-style-type: none"> ● Current Status ○ Previous Status 																														



NUMBER	PROJECT NAME	PROJECT DESCRIPTION
18-063	SFCC Fine and Applied Arts Building, Phase 3	FAA, Phase 3 will be the construction of the new facility and site.
18-063	SFCC Fine and Applied Arts Building, Phase 4	FAA, Phase 4 will scope the demolition of existing Building 6, Fine Arts, and restore the site.
22-229	SCC Apprenticeship Center	Design and Construction of replacement Apprenticeship Center to be erected on the SCC Campus. (Dates tentative, related to const. funding appropriation)
23-093	ESCO-CCS Elec. Xfmr Repl (Trane)-Phase 2	Replacement of aged electrical transformers across the district - continuation of Phase 1 utilizing supplemental legislative funding for outdated infrastructure replacement.
23-514	Lodge Renovation, Pre-Design	Initial study to determine costs and feasibility of renovating the SFCC Lodge to support district functions currently housed in the Riverpoint One facility. Architectural team will develop scope to align with potential budget.
23-568	SCC Campus Security Upgrades, Exterior Cameras	Project to design and implement strategic placement of exterior video surveillance camera systems on the SCC campus.
24-595	SCC Campus Security Upgrades, Access Controls	Project to design and implement integrated exterior and interior access control systems for all SCC campus facilities.
24-920	SCC Campus Security Upgrades, Interior Cameras	Project to design and implement strategic placement of interior video surveillance camera systems on the SCC Campus.
23-580	SFCC Campus Security Upgrades	Project to develop and implement campus-wide security measures to include interior and exterior access control and video surveillance systems, utilizing the strategies developed during the SCC Campus Security Upgrades study.
24-543	ESCO-CCS HVAC Repairs/Replacements (Millig)	Project to develop and implement district-wide repairs/energy savings upgrades to HVAC equipment.
PO6846	SFCC Stadium Roof Maintenance	Project to implement cosmetic and structural concrete repairs to the stadium, install expansion joints, and to repair lower roof sections.
PO7868	SCC Bldg 2 Elevator Repairs	Full replacement of Car 3 elevator in the SFCC library (central elevator) including cabin refresh.
PO7998	CCS Campus Fiber Optics Infrastructure Upgrades	Upgrade to existing fiber optic infrastructure assets on both SFCC and SCC campuses. This effort supports the District IT strategic plan while also providing more bandwidth for the security camera projects.
PO7800	SFCC Science Bldg Lab Exhaust VFD controls	Installation of variable frequency drives for greater control of exhaust fans serving the chemical fume hoods in science labs.
PO7879	SCC Bldg 5, Johnson, HVAC Controls	HVAC building management system controls upgrade.
PO7998	SCC Bldg 9, Health Science, HVAC Controls	HVAC building management system controls upgrade.
24-916	Colville Center Fire Suppression System Repairs	Project to make repairs to existing fire suppression system piping and replacment of pipe fittings.



NUMBER	PROJECT NAME	PROJECT DESCRIPTION
24-917	CCS Cathodic Protection Repairs	Project to design and implement cathodic protection system for underground, steel natural gas piping on both main campuses.
24-918	CCS Vehicle Charging Infrastructure	Project to design and install electric vehicle charging stations on both campuses for use by fleet and staff. Part. funding from Dept of Comm grant.
24-919	SCC Campus Sewer Replacement	Project to restore aged sewer system piping on the SCC campus.
24-948	CCS CBA Compliance Consulting	Consultant support with Clean Buildings Performance Standards reporting for compliance with Clean Buildings legislation.
24-949	CCS Radon Mitigation Systems	Design and installation of radon mitigation systems within 3 district buildings, SC16, SF15, and SF05.
24-992	CCS Utility Metering, Tier 2	Design and installation of gas and electrical utility sub-meters for Tier 2 buildings (20,000 to 50,000 gsf) associated with clean buildings legislation.
NORTH SPOKANE CORRIDOR RELATED PROJECTS		
23-051	SCC Campus Wayfinding, Monument Sign	Project to design and construct two new campus entrance monuments; at Mission/Sycamore and at Greene/Ermina.
24-172	SCC Fire Tower Replacement	Project to develop the site and procure / install replacement fire tower at SCC. Currently tower owned by WSDOT in association with the NSC agreement and will be demolished.

CONSENT AGENDA REPORT

Fiscal Year 2023-24 Financial Reports:

State Allocation and Tuition Operating Budget Status Report and All-Funds Revenue and Expenditures as of March 31, 2024

Summary: Enclosed for the Board's review and approval is the Operating Budget Status Report and the Summary of All-Funds Revenue and Expenditures as of March 31, 2024. The reports reflect fiscal activity through nine (9) months of the 2023-24 fiscal year, including the 7th State Allocation received from the State Board for Community and Technical Colleges (SBCTC).

Tuition revenue collections: Year-to-date tuition revenue of \$21,708,657 reflects a positive variance of \$1,057,803 when compared to the estimated target revenue of \$20,650,854 for the same period. The increase in revenue from last month is \$5,038,162 and is primarily from spring quarter tuition collections. The positive revenue variance combined with current enrollment, provides continued assurance that CCS will meet the total tuition budget target of \$22,096,253.

Operating budget expenditures: Actual expenditures year-to-date of \$81,910,912 represent 75% of total annual operating budget expenditures. Operating unit expenditures will be monitored closely for the remainder of the year to ensure spending remains within operating budget allocations.

All-Funds Summary Report of Revenues and Expenditures: Net Activity (total revenue minus total expenditures from all sources) as of March 31 was \$7,545,273. Revenue for the month increased \$25.9 million, driven primarily by increases in student tuition, grants & contracts, and state allocations. Expenditures increased by \$39.0 million, driven primarily by salary and benefit expenses from multiple sources. We should see a decrease in the current Net Activity in the final months of the fiscal year as expenses outpace revenue. This is reflective of timing differences between the recognition of revenue and expenditures.

Board Policy Reference: 1.50.02 (4) Central Administration. The chief financial officer (CFO) shall make regular financial reports to the Board of Trustees. The CFO shall include in the reports key indicators of the financial status of the district and its operating units, such indicators to be recommended by the CFO, and followed over time. The CFO shall bring to the attention of the board all financial matters that in the professional judgment of the CFO may significantly impact the financial stability of the district or its operating units.

Recommendation: It is recommended that the Board of Trustees approve the consent agenda items as presented.

Attachments:

1. State Allocation and Tuition Operating Budget Report 2024.03 – 2024-05-08
2. Revenue & Expenditures 2023-07-01 through 2024-03-31 – 2024-05-08

Prepared by: Dr. Linda McDermott, CPA
Acting Chief Financial Officer
May 21, 2024

State Allocation and Tuition Operating Budget Report

for Fiscal Year 2023 - 2024

Tuition revenue and GL expenditures through March 31, 2024



State Allocation #7

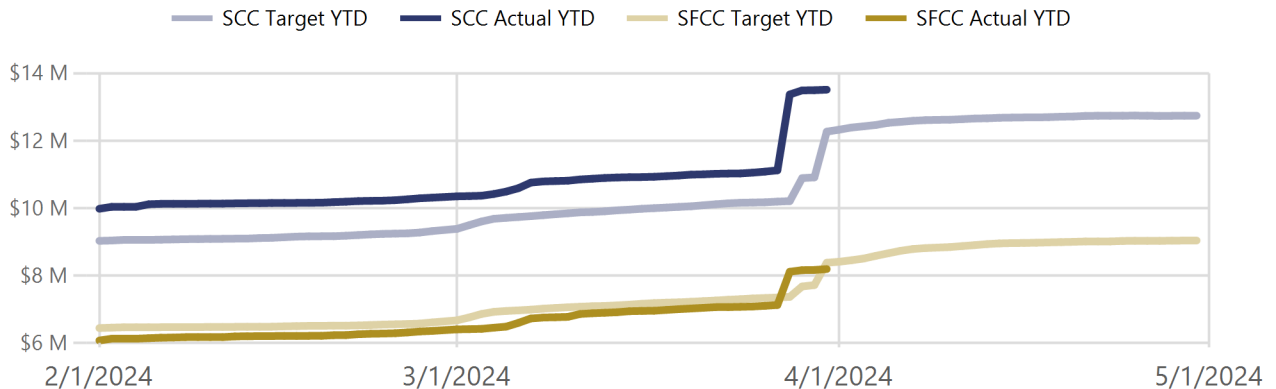
	SCC	SFCC	Central Admin	DMC	District Total
Total State Allocation	\$45,741,289	\$21,514,096	\$17,189,069	-	\$84,444,454
Tuition Revenue Estimate	\$5,247,268	\$3,855,450	\$3,538,401	\$9,455,134	\$22,096,253
One-time Distribution of FY23 Tuition Revenue over Budget & Unspent DMC	\$1,158,426	\$411,799	\$1,455,558	-	\$3,025,783
Total State Allocation & Tuition Operating Budget	\$52,146,983	\$25,781,345	\$22,183,028	\$9,455,134	\$109,566,490

Allocation and Tuition Expenditures

	Budget	Year-to-Date Expenditures	Percent Expended to Budget	Percent of Total Expenditures
SCC	\$52,146,983	\$36,196,334	69%	44%
SFCC	\$25,781,345	\$21,199,594	82%	26%
Central Administration	\$22,183,028	\$18,758,018	85%	23%
<i>Administration (HR, CEO, CCO, CFO, CIAEAO)</i>		\$6,052,835		7.4%
<i>IT, Facilities, Security, Provost</i>		\$12,705,184		16%
District Managed Costs	\$9,455,134	\$5,756,966	61%	7.0%
Total	\$109,566,490	\$81,910,912	75%	

Tuition Operating Fee Revenue

	Year End Estimate	Actual Year-to-Date	Target Year-to-Date	Over/(Short) Target YTD	Percent Over/(Short)
SCC	\$12,964,497	\$13,515,704	\$12,269,665	\$1,246,039	9.6%
SFCC	\$9,131,756	\$8,192,953	\$8,381,189	(\$188,236)	-2.1%
District Total	\$22,096,253	\$21,708,657	\$20,650,854	\$1,057,803	4.8%





Revenue & Expenditures

7/1/2023 through 3/31/2024

Revenue	July	August	September	October	November	December	January	February	March	Total
Tuition and Student Fees										
Tuition	\$7,068,593	\$2,097,210	\$243,240	\$1,260,947	\$4,956,164	\$1,046,882	\$184,802	\$5,095,270	\$2,057,276	\$24,010,384
Tuition AR	(\$5,189,662)	(\$409,307)	\$4,336,929	(\$585,127)	(\$3,355,286)	\$3,189,827	\$1,220,936	(\$4,441,127)	\$2,949,678	(\$2,283,139)
S&A Fee	\$836,588	\$346,825	\$30,115	\$156,465	\$844,788	\$163,964	\$7,482	\$811,459	\$326,559	\$3,524,245
Student Fees	\$1,217,651	\$456,232	(\$25,691)	\$211,061	\$780,400	\$731,657	\$86,906	\$1,294,767	\$450,366	\$5,203,349
Grants & Contracts										
Head Start & ECEAP	\$2,920,951	\$1,474	\$2,301,442	\$2,155,683	\$3,503,514	\$2,361,664	\$2,050,439	\$2,258,764	\$2,211,266	\$19,765,196
Running Start	(\$3,348,788)	\$3,514,036		\$21,964	\$1,280			\$368,285	\$3,933,585	\$4,490,363
Perkins	-	\$247,994	\$103,306	\$30,334	\$92,951		\$448,697	(\$452,111)	\$3,950	\$475,122
WorkFirst	-	\$175,651	\$105,869	\$65,445	\$106,561		\$253,284	(\$38,255)	\$97,893	\$766,447
BFET	-	\$154,960	\$226,552	\$11,052	(\$4,656)	\$80,305	\$197,014	(\$171,901)	\$115,330	\$608,656
Corrections	-	\$175,438		\$524,190			\$209,666	(\$419,332)		\$489,961
Grant Indirect	\$158,410	\$172,884	\$161,870	\$214,306	\$318,278	\$262,407	\$201,716	\$204,932	\$748,907	\$2,443,710
Other Grants & Contracts	(\$289,026)	\$997,712	\$539,610	\$480,210	\$663,877	\$758,288	\$1,055,144	\$114,486	\$6,192,743	\$10,513,044
Financial Aid										
PELL	\$529,216	(\$2,524)	\$5,292,252	(\$4,329)	\$433,822	(\$88)	\$4,718,718	\$1,499,596	(\$20,033)	\$12,446,630
Work Study	(\$60,688)		\$86,843	\$50,000	\$65,420	\$57,200	\$73,514	\$42,000	(\$107,028)	\$207,261
Other Federal Financial Aid	(\$47,267)	\$28,758	\$197,477	\$18,005	\$69,268	\$1,138	\$66,804	\$36,285	\$2,363	\$372,832
Other State Financial Aid	\$111,756	\$200,059	\$265,112	\$4,053,498	\$2,331,453	\$392,212	\$3,947,284	\$1,967,433	\$370,061	\$13,638,868
Direct Loan	(\$685,063)	(\$19,879)	\$5,405,720	(\$1,324,637)	\$1,695,414	(\$122,214)	\$3,679,668	\$1,844,813	\$134,815	\$10,608,637
Other Revenue										
State Allocation	\$4,667,534	\$7,506,703	\$8,016,041	\$7,061,833	\$7,061,913	\$7,235,457	\$6,904,786	\$7,168,483	\$6,977,344	\$62,600,095
Capital Projects	\$167,975	(\$74,737)	\$3,645,453	\$331,509	\$2,204,056	\$1,985,386	\$527,067	\$915,640	\$496,252	\$10,198,601
Auxiliary	\$703,051	\$770,210	\$329,021	\$499,144	\$394,182	\$582,776	\$390,147	\$385,595	\$798,631	\$4,852,757
Other Revenue	\$2,689,392	\$756,433	\$264,047	\$809,543	\$1,177,399	\$401,614	\$258,859	\$1,652,561	\$414,586	\$8,424,435
Accounts Receivable	\$11,965,357	\$2,057,409	(\$1,769,698)	\$4,165,917	(\$2,724,443)	\$2,465,209	(\$2,660,846)	(\$908,836)	(\$2,248,705)	\$10,341,363
Total Collected Revenue	\$23,415,981	\$19,153,538	\$29,755,511	\$20,207,013	\$20,616,356	\$21,593,682	\$23,822,087	\$19,228,808	\$25,905,838	\$203,698,814



Revenue & Expenditures

7/1/2023 through 3/31/2024

Expenditures to Date	July	August	September	October	November	December	January	February	March	Total
Tuition and Student Fees										
S&A Fee	\$12,781	\$53,106	\$141,166	\$159,721	\$169,922	\$183,230	\$161,834	\$192,801	\$162,541	\$1,237,102
Student Fees	\$162,219	\$479,129	\$396,429	\$671,992	\$404,061	\$380,517	\$405,819	\$494,007	\$262,040	\$3,656,212
Building & Innovation Fee	\$100,513	\$209,483	\$288,304	\$763,366	\$64,197	\$235,915	\$684,869	\$188,446	\$88,609	\$2,623,704
Grants & Contracts										
Head Start & ECEAP	\$803,458	\$1,238,457	\$1,841,850	\$2,245,195	\$2,743,602	\$1,956,383	\$1,929,776	\$2,190,826	\$2,133,785	\$17,083,332
Running Start	-	-				\$3		\$167	\$5,854,601	\$5,854,771
Perkins	\$36,881	\$31,164	\$64,912	\$96,882	\$73,593	\$119,834	\$42,369	\$155,985	\$150,421	\$772,041
WorkFirst	\$96,627	\$66,345	\$104,970	\$107,040	\$85,285	\$88,773	\$119,514	\$97,893	\$102,245	\$868,692
BFET	\$58,050	\$34,363	\$116,075	\$96,623	\$37,010	\$61,191	\$119,865	\$40,693	\$88,023	\$651,892
Corrections	\$146,799	\$179,921	\$171,366	\$171,795	\$234,453	\$178,356	\$169,660	\$168,871	\$179,329	\$1,600,550
Other Grants & Contracts	\$88,221	\$61,555	\$131,686	\$213,830	\$342,958	\$110,473	\$287,946	\$455,980	\$95,193	\$1,787,841
Financial Aid										
PELL	\$1,369,565	\$1,818	\$5,184,862	\$310,687	\$302,608	\$4,854,274	\$1,042,888	\$154,011	\$4,860,157	\$18,080,870
Work Study	\$33,229	\$39,174	\$35,366	\$88,227	\$90,990	\$59,892	\$83,646	\$106,443	\$89,812	\$626,780
Other Federal Financial Aid	\$107,621	(\$480)	\$115,644	\$30,356	\$7,063	\$131,283	\$61,603	\$2,282	\$119,731	\$575,105
Other State Financial Aid	\$1,335,215	\$31,025	\$5,502,840	\$524,946	\$333,302	\$4,880,544	\$1,300,155	\$251,372	\$4,879,016	\$19,038,415
Direct Loan	\$1,140,139	\$236,360	\$3,571,411	\$1,035,958	\$375,494	\$3,888,418	\$1,075,675	\$785,542	\$4,021,131	\$16,130,127
Other Expenditures										
Salary & Benefits	\$5,032,727	\$8,156,586	\$8,540,330	\$9,380,139	\$9,064,210	\$9,138,224	\$9,514,450	\$9,351,832	\$9,679,216	\$77,857,714
Capital Projects	\$3,011,258	\$3,825,466	\$358,748	\$2,263,009	\$1,993,671	\$537,800	\$971,009	\$504,008	\$234,647	\$13,699,615
Rent & Utilities	(\$82,820)	\$435,532	\$330,249	\$308,548	\$642,438	\$405,849	\$459,042	\$383,618	\$391,714	\$3,274,169
Travel	\$16,910	\$30,737	\$23,772	\$38,110	\$35,909	\$32,320	\$18,525	\$37,414	\$41,228	\$274,926
Goods, Equipment, and Supplies	\$59,742	\$134,018	\$156,103	\$164,722	\$225,077	\$127,599	\$105,003	\$176,057	\$233,979	\$1,382,300
Auxiliary	\$107,666	\$200,365	\$112,817	\$148,780	\$354,837	\$192,140	\$111,333	\$222,807	\$111,723	\$1,562,469
Other Expenses / Services	\$1,321,718	\$506,464	\$858,076	\$1,220,369	\$461,563	\$653,554	\$1,109,466	\$611,379	\$732,325	\$7,474,914
Total Expenditures	\$14,958,518	\$15,950,590	\$28,046,976	\$20,040,298	\$18,042,242	\$28,216,572	\$19,774,445	\$16,572,435	\$34,511,466	\$196,113,542
Net Activity	\$8,457,463	\$3,202,948	\$1,708,535	\$166,715	\$2,574,114	(\$6,622,890)	\$4,047,641	\$2,656,373	(\$8,605,628)	\$7,585,273

CONSENT AGENDA ITEMS: HEAD START UPDATES

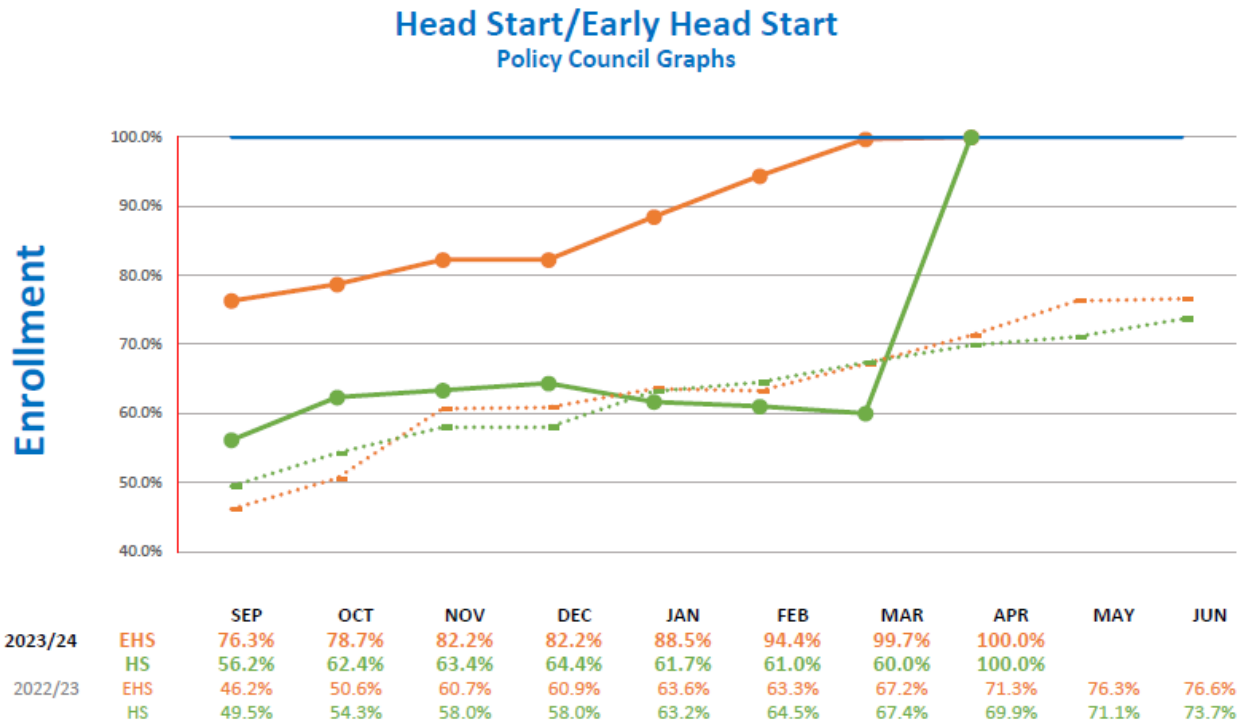
Submitted by: Bobbi Woodral
District Director Head Start/EHS/ECEAP
May 21, 2024

STATUS REPORT HEAD START/ECEAP/EHS

MAY 2024

ENROLLMENT

In April, Head Start enrollment achieved maximum capacity, with all 345 slots in the newly adjusted change of scope award being fully occupied, reaching 100% enrollment. Likewise, in Early Head Start, all 346 funded slots were fully enrolled, reaching maximum capacity at 100%.



ANNUAL REPORT FOR HS/EHS

Please find attached the [annual report](#) for Head Start and Early Head Start, in accordance with the 2007 Head Start Act's requirement for public distribution and inclusion in grant applications. This report has been published on our [public website](#) and is accessible to Head Start/Early Head Start employees, community partners, and was presented to our Policy Council parent group on Tuesday, May 14. Copies will be posted at each Head Start/Early Head Start center and made available to all parents. Additionally, the report has been shared via links on our social media platforms. The data presented is derived from the Program Information Report statistics submitted to the Office of Head Start annually in August.

CONTINUATION GRANT

The Administration for Children and Families (ACF) allocates funds annually for Head Start/Early Head Start programs through continuation and definite project period grants. On March 1, 2024, ACF issued a letter outlining the guidelines for submitting the application for the HS/EHS Continuation Grant 10CH012101. This grant aims to sustain services for 345 preschool slots and 346 infant/toddler slots. The application period spans from September 1, 2024, to August 31, 2025, with a submission deadline of June 1, 2024. The total funded budget amounts to \$15,723,832, with \$15,502,214 designated for HS/EHS

program operations and \$221,618 for training and technical assistance. A non-federal match of \$3,930,958 is required.

Below is a table displaying the funding and enrollment levels for Fiscal Year 2024:

Funding Type	Head Start	HS Indirect	Early Head Start	EHS Indirect	TOTAL
Program Operations	\$7,640,677	\$611,254	\$7,861,537	\$628,923	\$15,502,214
Training & Technical Assistance	\$76,563	\$6,125	\$145,055	\$11,604	\$221,618
Total Federal Funding	\$7,717,240		\$8,006,592		\$15,723,832
Non-Federal Share	\$1,929,310		\$2,001,648		\$3,930,958
Total Federal & Non-Federal Share	\$9,646,550		\$10,008,240		\$19,654,790
CCS Indirect @ 8% of Federal Funds		\$617,379		\$640,527	\$1,257,907

COLA

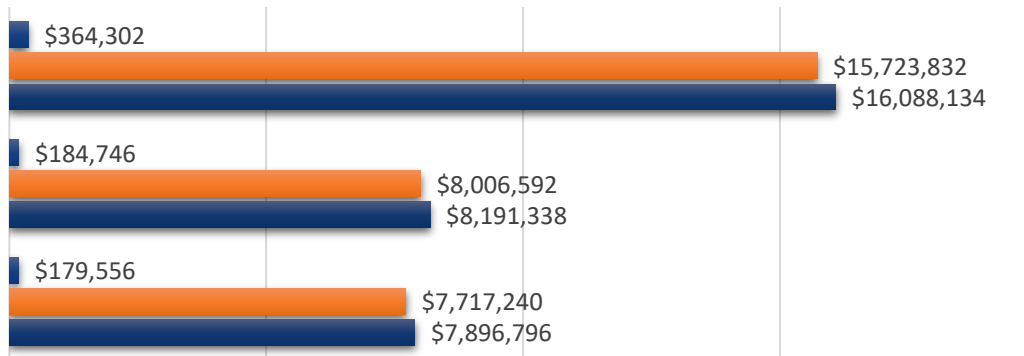
On April 27, 2024, we received notice of the Consolidated Appropriations Act, which includes a \$275 million increase for Head Start compared to the FY 2023 funding level. This Cost-of-Living Adjustment (COLA) provides a 2.35 percent increase above the FY 2022 funding levels. This increase is designated to enhance pay scales for Head Start/Early Head Start (HS/EHS) staff, cover vacant positions, offer fringe benefits, and counterbalance rising operational expenses. Please find below the table reflecting the COLA and its impact for FY 2023. The supplemental COLA application is due on June 1, 2024, at the same time as our Non-Competing Continuation grant application.

FY 24-25	HS	EHS	Total
Base Operating	\$7,640,677	\$7,861,537	\$15,502,214
COLA	\$179,556	\$184,746	\$364,302
New Base Operating	\$7,820,233	\$8,046,283	\$15,866,516
T/TA	\$76,563	\$145,055	\$221,618
TOTAL BASE & T/TA	\$7,896,796	\$8,191,338	\$16,088,134

Non-Federal Share	HS	EHS	Total
Base Operating	\$1,910,169	\$1,965,384	\$3,875,554
COLA	\$44,889	\$46,187	\$91,076
New Base Operating	\$1,955,058	\$2,011,571	\$3,966,629
T/TA	\$19,141	\$36,264	\$55,405
TOTAL BASE & T/TA	\$1,974,199	\$2,047,834	\$4,022,034

FUNDING SNAPSHOT

FY24-25 Head Start Early Head Start Federal Funding



	HS	EHS	Total
COLA	\$179,556	\$184,746	\$364,302
Base Operating	\$7,717,240	\$8,006,592	\$15,723,832
Total	\$7,896,796	\$8,191,338	\$16,088,134

■ COLA ■ Base Operating ■ Total

IN-KIND WAIVER

Spokane HS/EHS is seeking approval for non-federal financial assistance exceeding 80% of our Head Start/EHS program, as outlined in Section 640(b)(2) of the Head Start Act, "...impact of cost the Head Start agency may incur in initial years it carries out such a program." A waiver for the non-federal share amounting to \$4,022,034, equivalent to 100%, will be requested. The program anticipates a decrease in parent and community volunteer hours due to our recent change of scope, which will no longer support the full funding award used to calculate our non-federal match. With child and family participation levels decreased, we are requesting the Office of Head Start to provide flexibility as we develop effective strategies and processes to reach our target.

Prepared by: Bobbi Woodral, District Director

**HEAD START/EARLY HEAD START FY 23-24
BUDGET REPORT MARCH 2024**

3/31/2024

HEAD START 4SA6/HS24 - Grant Period 9/01/2023 Thru 8/31/2024							EARLY HEAD START 4SC6/EHS24 - Grant Period 9/01/2023 Thru 8/31/2024					
	Current Budget (Includes YTD Revisions)	YTD Revisions	Spent or Spending	Unspent Balance	Percent Spent	Time Elapsed	Current Budget (Includes YTD Revisions)	YTD Revisions	Spent or Spending	Unspent Balance	Percent Spent	Time Elapsed
FEDERAL FUNDING												
Personnel	3,854,259	(296,689)	2,595,542	1,258,717	67%	58%	3,964,793	(426,082)	2,494,416	1,470,377	63%	58%
Fringe Benefits	1,983,518	(65,195)	1,136,731	846,786	57%	58%	2,066,216	(42,565)	1,080,529	985,687	52%	58%
Travel	0	0	0	0	0%	58%	0	0	0	0	0%	58%
Equipment	31,000	31,000	30,159	841	97%	58%	18,000	18,000	17,592	408	98%	58%
Supplies	155,569	54,539	113,936	41,633	73%	58%	179,887	57,061	123,476	56,411	69%	58%
Contractual	0	0	0	0	0%	58%	0	0	0	0	0%	58%
Facilities/Construction	0	0	0	0	0%	58%	0	0	0	0	0%	58%
Other	774,912	47,231	374,124	400,788	48%	58%	649,683	20,795	281,175	368,508	43%	58%
Indirect	611,245	(1,060)	356,565	254,680	58%	58%	628,923	18,756	482,654	146,269	77%	58%
Unobligated/To Be Reassigned	230,174	230,174	0	0	0%	58%	354,035	354,035	0	0	0%	58%
FEDERAL FUNDING TOTAL	\$7,640,677	\$0	\$4,607,058	2,803,445	60%	58%	\$7,861,537	\$0	\$4,479,842	3,027,660	57%	58%
OTHER FUNDING												
SCC/SFCC Student Gov't Funds	66,381	0	44,847	21,534	68%	58%	60,323	0	36,477	23,846	60%	58%
Child Care Fees	1,350,953	(259,318)	432,961	917,992	32%	58%	1,882,128	15,602	757,751	1,124,377	40%	58%
OTHER FUNDING TOTAL	\$1,417,334	(\$259,318)	\$477,808	\$939,526	34%	58%	\$1,942,451	\$15,602	\$794,228	1,148,223	41%	58%
TOTAL FUNDING	\$9,058,011	(\$259,318)	\$5,084,865	3,742,972	56%	58%	\$9,803,988	\$15,602	\$5,274,070	4,175,883	54%	58%
Training & Tech Assistance Funds	\$76,563		\$33,673	42,890	44%	58%	\$145,055		\$35,618	109,437	25%	58%
Non-Federal Share Match HS/EHS	\$3,991,767		\$2,046,081	1,945,685	51%	58%	**Head Start and Early Head Start Non-Federal Share is Combined**					

This document has been prepared on the basis of information available to the program's Fiscal Office through:

3/31/2024

Initials

NOTE: Both a report listing credit card expenditures and a report with greater budget detail are regularly provided to the HS/EHS Board of Trustees liaison and the Policy Council Treasurer. These reports are also available upon request.

Policy Council Treasurer _____

CCS HS/EHS Board Liason _____

USDA CACFP Meal Service Report - March 2024

Number of Reimbursable Meals		Actual HS/EHS Reimbursement		
6,562	Breakfast	\$14,961.36	Total Attendance	8,155
0	AM Snacks	\$0.00	Average Number of school days	18.28
7,873	Lunch	\$33,460.25	Average daily attendance	445.04
6,531	PM Snacks	\$7,641.27		
0	Supper	\$0.00		
0	Evening Snacks	\$0.00		
20,966	Total	\$56,062.880	Cash-In-Lieu	Total
			\$2,322.58	\$58,385.46
		Monthly Food Operating costs		\$85,082.57
			March Farm to School Grant reimbursement	\$249.54

USDA CACFP Meal Service Report - April 2024

Number of Reimbursable Meals		Actual HS/EHS Reimbursement		
7,089	Breakfast	\$16,162.92	Total Attendance	9,060
0	AM Snacks	\$0.00	Average Number of school days	19.58
8,743	Lunch	\$37,157.75	Average daily attendance	482.34
6,943	PM Snacks	\$8,123.31		
0	Supper	\$0.00		
0	Evening Snacks	\$0.00		
22,775	Total	\$61,443.980	Cash-In-Lieu	Total
			\$2,579.22	\$64,023.20
		Monthly Food Operating costs		\$67,296.52
			April Farm to School Grant reimbursement	\$755.36

2022-23

Annual Report



Spokane Head Start
Early Head Start

Young minds, big futures!

Table of Contents

Director’s Message	2
Financial	3
Focus Area One (FA1) Review	4
Enrollment and Eligibility.....	4
About Our Families	6
Family Services.....	7
Medical and Dental.....	8
Nutrition Services	9
Classroom Assessment Scoring System (CLASS).....	10
Child Outcomes	11
Kindergarten Readiness	13
Education Staff Qualifications.....	14
Appendix A	15

Director's Message

Reflecting on the 2022-2023 program year, I am grateful for the dedication and resilience of our Spokane Head Start/Early Head Start staff, families, and partners. Despite the challenges we encountered, our commitment to serving the children and families of Spokane with excellence and compassion remained unwavering.

The wellbeing and development of every child entrusted to our care remained our top priority. Our team worked tirelessly to provide high-quality early childhood education, comprehensive family services, and robust health and nutrition support, ensuring that each child had the opportunity to flourish and grow in their potential within our Spokane community.

We have worked to address the evolving needs of our community and have remained proactive in addressing the diverse needs of our families. None of our accomplishments would have been possible without the dedication and support of our Spokane Head Start/Early Head Start staff.

To our Spokane Head Start/Early Head Start families, I extend my deepest gratitude for your trust, partnership, and active involvement in your children's education and development. Your engagement is pivotal in creating a nurturing and supportive learning environment that fosters growth and success for all our children.

Furthermore, I would like to recognize the invaluable contributions of our local community partners, volunteers, and stakeholders, whose collaboration and support enrich our Spokane Head Start/Early Head Start programs, amplifying our impact within the Spokane community.

As we look ahead to the future, we will remain committed to empowering children and families, building stronger communities, and illuminating the path toward a brighter tomorrow for all. Together, we will continue to strive to make a meaningful difference in the lives of those we serve.

Bobbi Woodral
District Director
Spokane Head Start/Early Head Start

Financial

Funding and Expenditures

Head Start/Early Head Start Grant #10CH012101

Reflects Program Year 02: September 2022 – August 2023

Funding	HS-EHS
Federal DHHS: Head Start/Early Head Start	\$ 14,845,831
Local Student Government	\$ 136,000
State Child Care Subsidy/Other	\$ 2,600,375
	<u>\$ 17,582,206</u>
Budget Expenditures	HS-EHS
Personnel	\$ 8,622,849
Fringe Benefits	\$ 3,909,823
Travel	\$ 13,816
Facilities/Construction	\$ -
Equipment	\$ 106,152
Supplies/Materials: Includes non-consumables	\$ 459,769
Other	\$ 1,196,726
Indirect Costs	\$ 1,141,331
	<u>\$ 15,450,466</u>
Unobligated Federal Funds on Final SF-425	<u>\$ 2,131,740</u>

Note: The program experienced a workforce shortage, creating savings in Personnel and Fringe Benefits.

Financial Audit

The financial audit for Spokane Head Start (HS) and Early Head Start (EHS) is included in the Community Colleges of Spokane audit conducted by the Washington State Auditor's Office. The most recent audit report, dated December 7, 2023, is for the audit period of July 1, 2022, through June 30, 2023, and showed no findings for this program. The full report is available by request.

Focus Area One (FA1) Review

May 15-17, 2023, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review of our program. There were no findings (areas of concern, areas of non-compliance, or deficiency) in the following areas of review:

- Program Design and Management
- Designing Quality Education and Child Development Program Services
- Designing Quality Health Program Services
- Designing Quality Family and Community Engagement Services
- Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Strategies and Fiscal Infrastructure

The report highlighted our use of internal and community data to make informed and timely decisions for the program in each of the areas listed above. “The recipient's use of data helped it to meet the needs of the community and enrolled families.” “Through the use of education data, the recipient implemented strategies to support growth.”

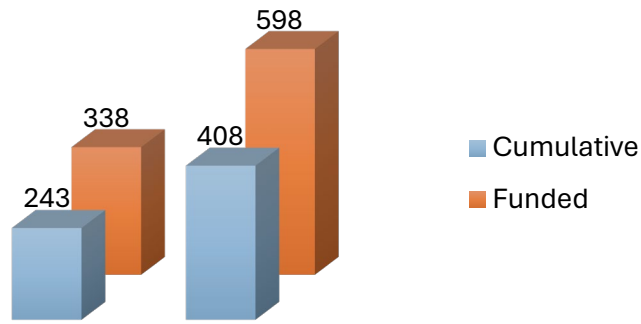
A full copy of the final report is available upon request.

Enrollment and Eligibility

As the grantee for the Spokane HS and EHS programs, the Community Colleges of Spokane (CCS) fully supports our commitment to providing top-tier early childhood education and care to families in our community. Although our program had funding allocation to serve 936 children and pregnant women during the 2022-2023 school year, there were enrollment challenges, resulting in 651 served. Several factors contributed to this, including staffing shortages due to shifts in local employment rates and teacher pay, increased availability of slots in the local Early Childhood Education and Assistance Program (ECEAP), and the introduction of Transitional Kindergarten.

Utilizing insights from our Community Needs Assessment and Program Self-Assessment led to program evaluation and change. We implemented strategic measures to boost enrollment, such as opening enrollment at our college campus centers to the public, intensifying recruitment efforts at all centers, and launching the “Adventures in Learning: Exploring Head Start” community event to raise community awareness of our program. Additionally, a comprehensive analysis of teacher pay was conducted by Spokane HS/EHS leadership in collaboration with CCS Human Resources to mitigate staff vacancies. These concerted efforts reflect our dedication to increasing access to high-quality early childhood education for families in our community.

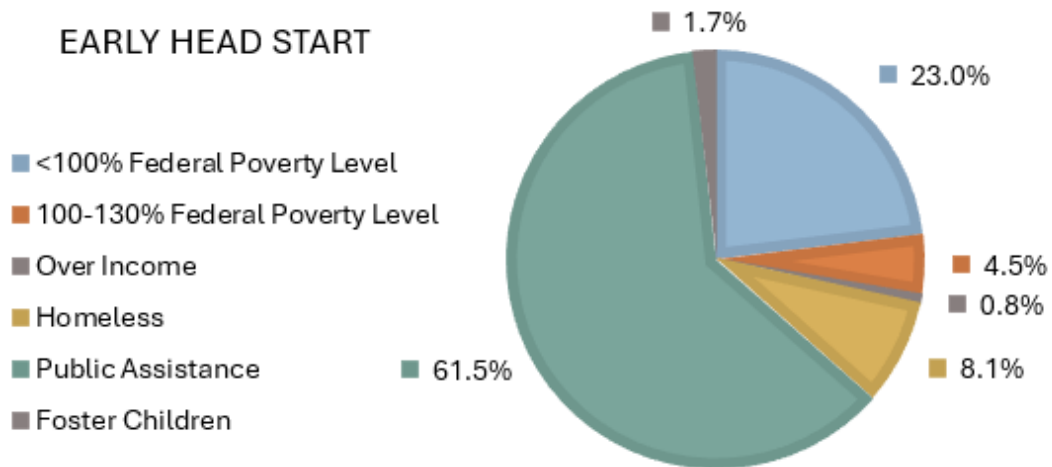
Enrollment

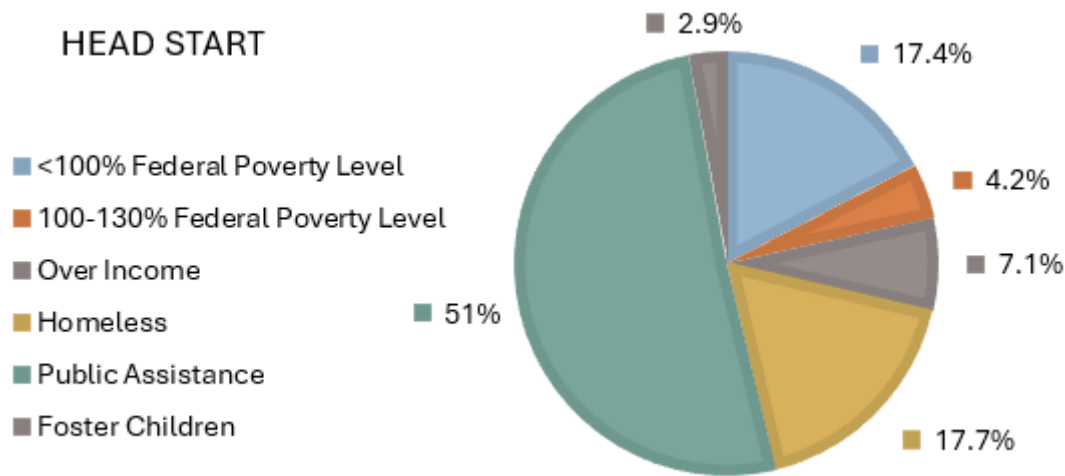


Children with Disabilities

In accordance with federal guidelines, Head Start and Early Head Start programs are mandated to reserve at least 10% of enrollment slots for children with disabilities. In program year 2022-2023, our enrollment statistics exceeded this requirement, with 16.6% of Early Head Start slots and 10.4% of Head Start slots allocated to children with disabilities.

Types of Eligibility





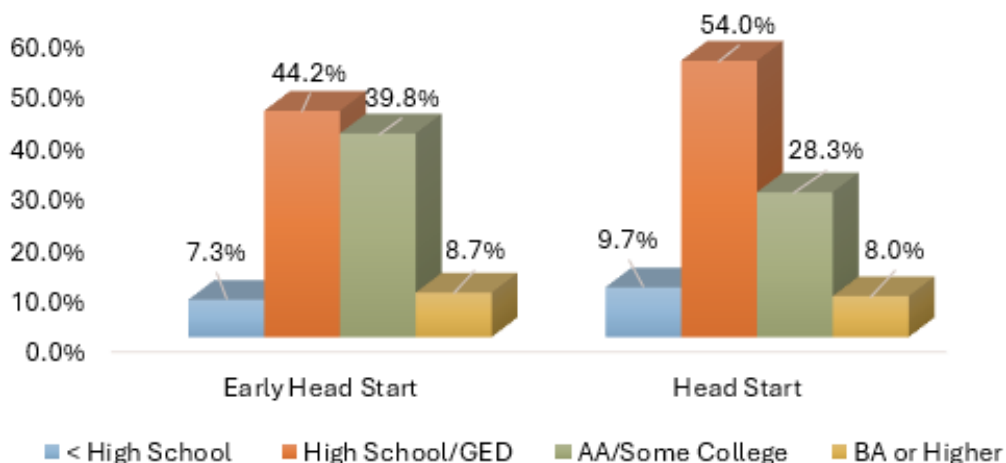
About Our Families

Our program serves a diverse range of families, each facing unique circumstances. With centers at both Community Colleges of Spokane campuses, we provide essential support to eligible parents pursuing higher education. Through our partnership with Catholic Charities Eastern Washington, we extend Head Start and Early Head Start services to families residing in transitional housing, fostering stability and growth. Additionally, four of our centers are strategically situated within community centers, which are vital hubs for local resources. In addition, we have a center in the CCS Adult Basic Education building, which allows us to offer services to ELL families or parents pursuing their GED.

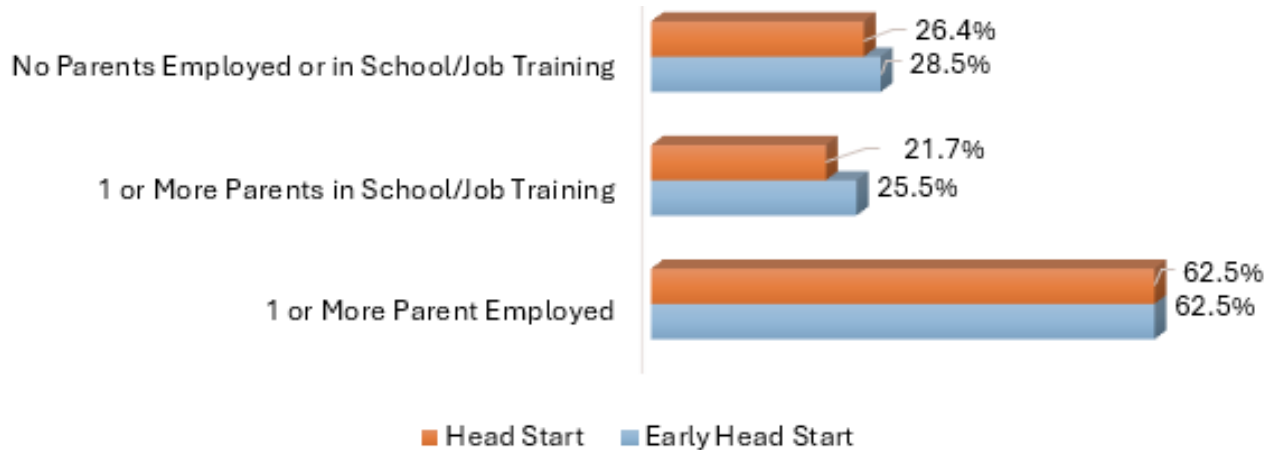
Parents in the Household

Our Head Start families consisted of 59.6% two-parent households and 40.4% single parent households. Similarly, within our Early Head Start program, 57.1% of families were comprised of two parents, with 42.9% being single-parent households.

Parent Education Levels



Parent Employment/School



Family Services

Parent and Family Engagement

We are committed to family-centered support and engagement. From parent trainings to volunteer opportunities, our program prioritizes collaboration, mutual respect, and cultural sensitivity. We recognize parents as their child's first teachers and strive to foster meaningful partnerships that span from enrollment to kindergarten transition. We have many avenues available for families to actively participate in and shape their child's educational journey, reflecting our dedication to empowering every family in our HS/EHS community.

Parent Trainings: Topics cover fire safety, first aid/CPR, parenting skills, budgeting, credit repair, home buyer workshops, and more.

Partnership Agreement and Family Goals: Family Services Coordinators (FSCs) collaborate with parents to identify support systems, recognize family strengths, establish goals, provide resources, make referrals, and offer support, fostering mutual trust and respect.

Policy Council (PC): Elected parent representatives from each site attend monthly parent led meetings and participate in program-wide decision-making. The PC Executive Committee attends an additional meeting to review evaluations, plan the next meeting, and discuss community programs to present at PC.

Program Committee Meetings: Parents are encouraged to participate in various committees such as the Health Advisory Committee, Washington State Association of HS and ECEAP, and the self-assessment.

Self-Assessment: Parents are encouraged to participate in the annual self-assessment, completing site health and safety checklists and parent satisfaction surveys.

Volunteer Opportunities: Parents are encouraged to volunteer in all areas of the program such as helping their child achieve individual educational goals and helping in the community with recruitment by sharing information about program services.

Family Activity Nights: Families are offered and encouraged to participate in family engagement activities like science, literacy, safety, cooking, wellbeing, and self-care nights.

Home Visits/Conferences: Families are given an opportunity to meet with their child’s teacher through education visits and parent/teacher conferences to discuss child development, services, and readiness. The EHS home base program offers weekly home visits for prenatal moms and children birth to three.

In-Home Activities: Teachers collaborate with families to set educational goals and provide home activities supporting child development.

Male Involvement: Fathers, uncles, and grandfathers participate in program events like bingo, gym night, donuts, and health/nutrition.

Parent Committee Meetings: Monthly meetings inform parents about program updates, agency representatives, and Conscious Discipline parent education.

Medical and Dental

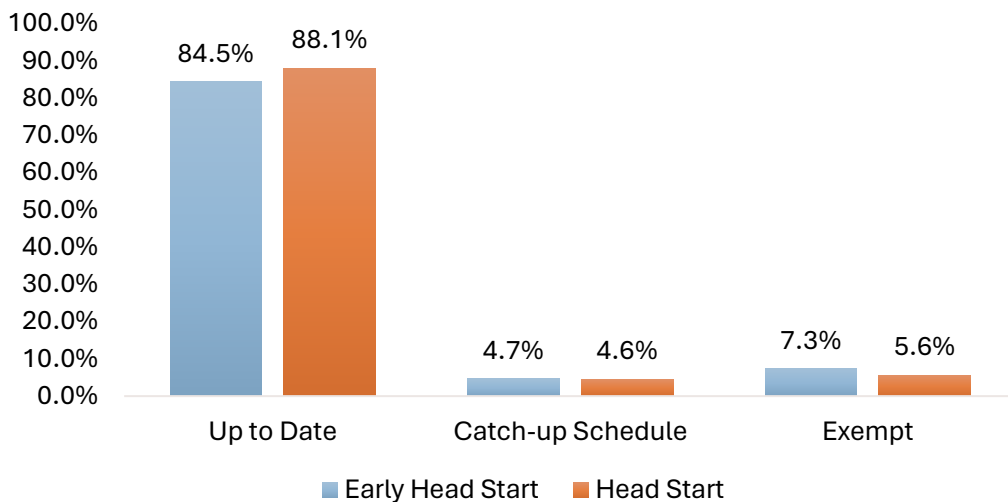
Enrolled Children Up to Date on Medical Exams

80.2% of Early Head Start children and 76.1% of Head Start children were up to date on their essential medical exams.

Enrolled Children Up to date on Dental Exams

74% of Head Start children were up to date on dental exams.

Vaccine Completions and Exemptions



Nutrition Services

Bite2Go

We partnered with 2nd Harvest to participate in their Bite2Go children’s weekend food program, aimed at helping kids who might otherwise go without meals on Saturdays and Sundays. Bite2Go discreetly delivers essential food items like juice, milk, cereal, and snacks, providing enough for breakfast and lunch for two days.

To successfully execute these services, each program must partner with funders and assign workers to help deliver the weekend food supply to the children’s centers. Bite2Go found five funders who supported Head Start preschoolers with weekend food. Our center managers and family services coordinators worked to develop individualized plans for families in need at their sites.

Local Resources

By collaborating with Food for All, a program run by Catholic Charities, locally sourced produce was made available to classrooms for taste testing. To teach children about locally grown foods, teachers utilized the Harvest for Healthy Kids curriculum. Additionally, families were given newsletters that explained which farm supplied the produce, along with recipes to try out. To support this initiative, cooks created an account with the Local Inland Northwest Cooperative (LINC) and ordered locally grown, seasonal produce, as well as locally sourced ground beef.

Gardens

We were pleased to maintain our partnership with The Food for All raised garden box program. Thanks to their generous support, our centers received garden boxes, soil, and plant starts, which our center staff and children used for fun and educational hands-on learning experiences. We even involved our center Cook whenever possible, who harvested fresh produce like tomatoes and peppers for use in recipes that children tasted and enjoyed. Through this program, children learned the origin of their food and the entire planting and harvesting process.

Farm to School and Scratch Cooking Training

WSU (Washington State University) SNAP-ED and the Spokane Head Start Nutrition Specialist organized a training with Chef Kent Getzin. The training focused on using local foods at lunch that were served to students. Staff from the kitchen and administration participated in the training. It was recorded and will be shared with other people doing similar work across the state. They made egg and cheese frittata, fresh tomato and pepper salsa, and bread pudding with peach compote.

Washington State Department of Agriculture Farm to School Purchasing Grant

We were awarded \$20,000 to be spent between September 2022-August 2023 on Washington grown foods and non-food supplies to support processing or storage of produce.

Classroom Assessment Scoring System (CLASS)

In the 2022-2023 program year, challenges stemming from the COVID-19 pandemic recovery, staffing shortages, and limited attendance affected the collection of current Classroom Assessment Scoring System (CLASS) data. Despite these hurdles, thirteen preschool classrooms underwent CLASS observations to assess their quality.

Throughout the year, the focus was on leveraging the role of Site Classroom Quality Specialist/Coach to elevate classroom quality and strive for improvement in Classroom Assessment Scoring System (CLASS) scores. With guidance from Education Specialists, these coaches actively supported the implementation of Creative Curriculum and Conscious Discipline strategies and systems to fidelity. Collaborating closely with teachers, they provided guidance on utilizing Creative Curriculum and aligning it with the essential CLASS domains—Emotional Support, Classroom Organization, and Instructional Support. Through intentional coaching support, Head Start teachers learned to cultivate positive relationships, organize classroom spaces efficiently, and implement intentional teaching strategies, fostering the development of each child. Furthermore, coaches integrated Conscious Discipline techniques, equipping teachers with invaluable tools for social-emotional learning and effective behavior management. This blend of evidence-based approaches empowered preschool teachers to create nurturing, well-structured environments, resulting in improved quality. The collaborative efforts of coaches and teachers throughout the 2022-2023 program year reflected a commitment to enhancing the overall classroom experience and positively impacting the development of young learners. These foundational practices aim to support increased CLASS outcomes in the 2023-2024 program year.

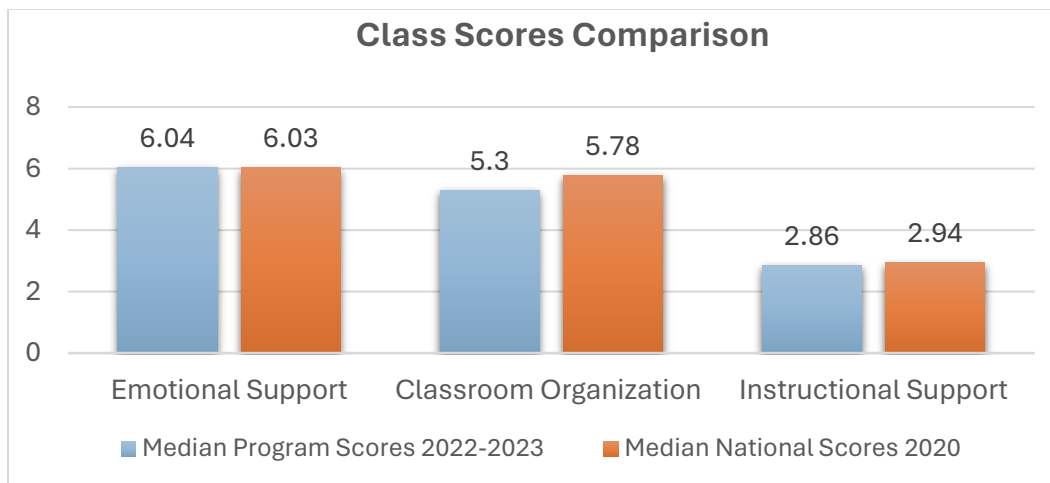
The three CLASS domains are defined as:

Emotional Support assesses the degree to which teachers establish and promote a positive climate in their classroom through their everyday interactions.

Classroom Organization assesses classroom routines and procedures related to the organization and management of children's behavior, time, and attention in the classroom.

Instructional Support assesses how teachers implement the curriculum to promote cognitive and language development.

Comparative data available from the Office of Head Start in 2020 show Spokane Head Start CLASS scores in comparison to scores at the national level.



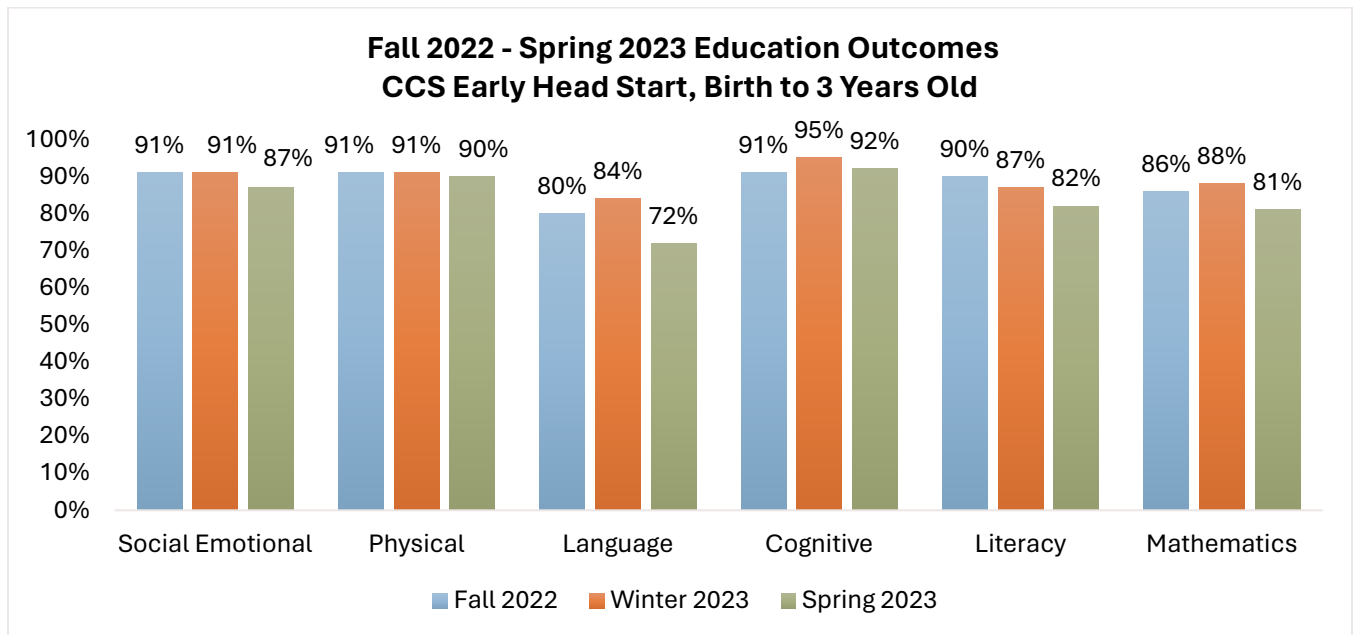
Child Outcomes

The Head Start Performance Standards require continuous evaluation of student development and learning. The assessment tool, Teaching Strategies Gold, is employed quarterly to evaluate and summarize children's development. This assessment method involves utilizing individualized observation data gathered throughout these quarterly periods. This data allows for comparisons to be made over time, not just for individual children, but also across classrooms, sites, and the entire program.

Program staff actively use this data to shape instruction, customize learning experiences for each child, and foster collaboration with families. This approach strengthens the connection between school and home learning, ensuring a comprehensive and cohesive educational experience for the children involved.

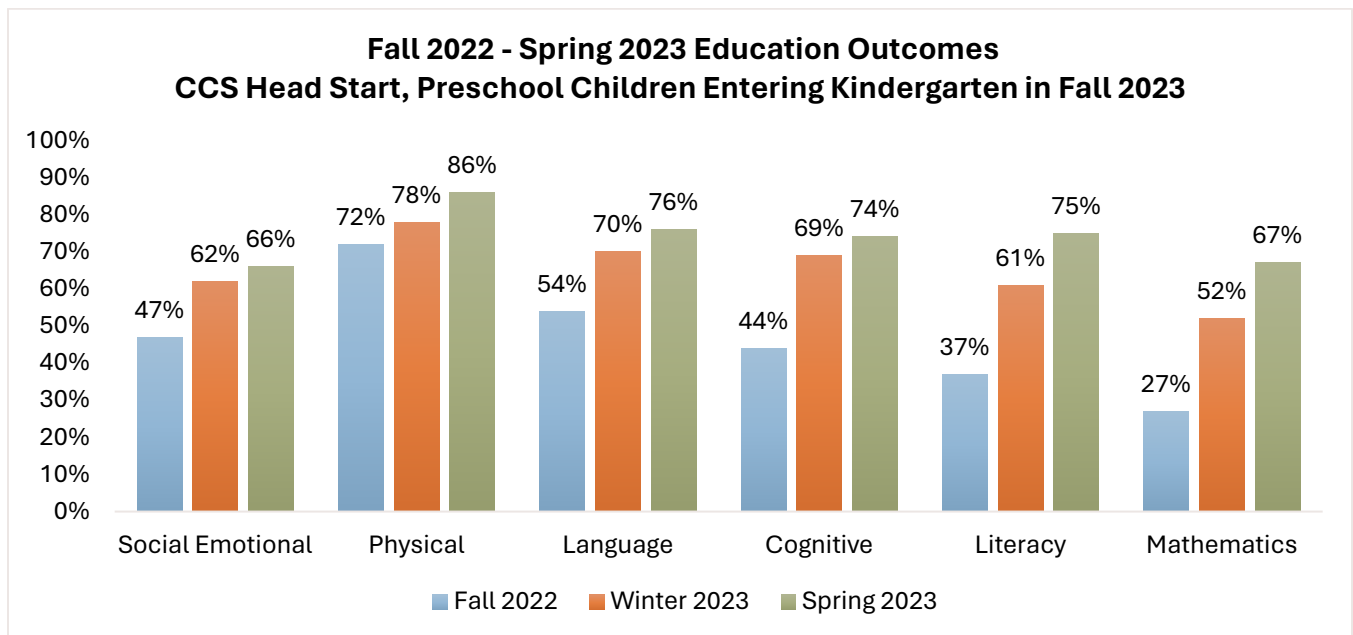
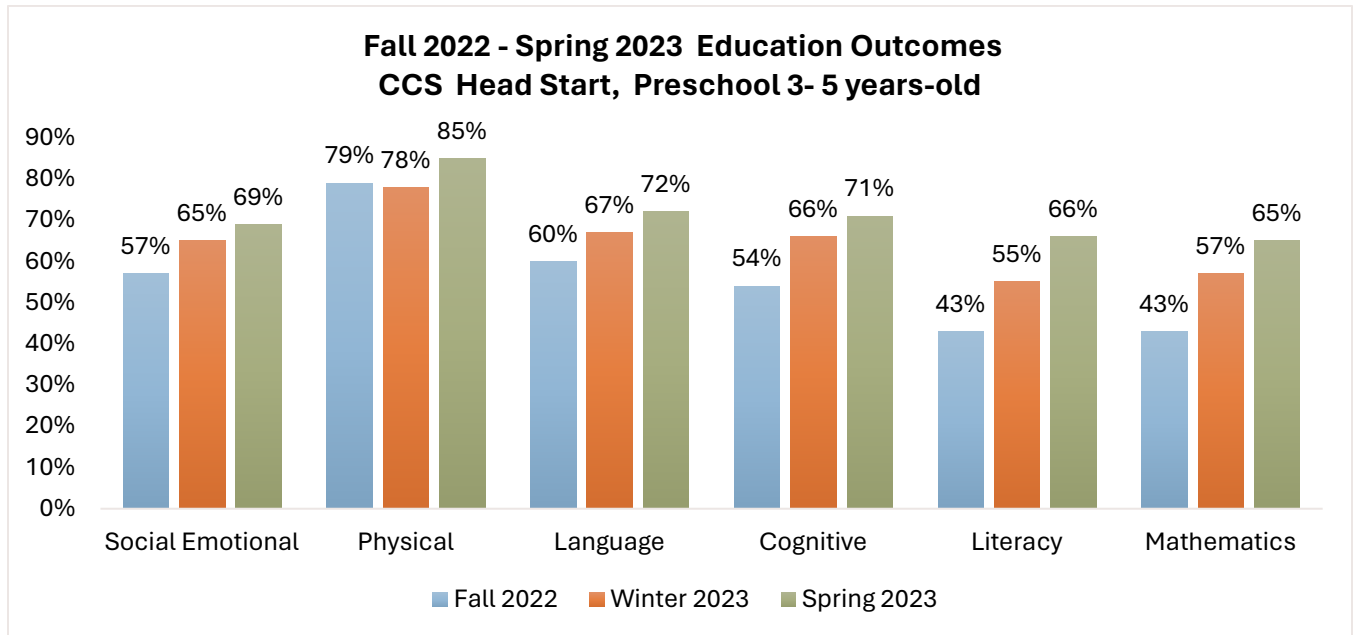
The attached graphs represent 2022-2023, Fall, Winter, and Spring outcomes for children across different age groups– birth to 3-years-old, preschool 3-5 years-old, and preschool children entering Kindergarten in Fall 2023. The data reveals insights into the developmental progress of children in social-emotional, physical, language, cognitive, literacy, and mathematics domains.

The first graph, birth to 3-years-old, shows consistently high outcomes in all developmental areas across all periods. The slight declines reflect newly enrolled children and children transitioning with their chronological age to the widely held expectations associated with their increased age.



The following graphs represent all preschool age children aged three to five and preschool children entering kindergarten in fall of 2023. Both groups show significant increases across all developmental areas in meeting widely held expectations. Following COVID restrictions, program emphasis was placed on building foundational social emotional skills to support school readiness. Conscious Discipline curriculum was utilized to enhance skills of staff and strategies were used program wide to support social emotional learning and well-being of children and families, it should be noted we believe significant improvements in Social Emotional outcomes can be linked to increased implementation of the Conscious Discipline strategies, structures, and tools. Additionally, a focus on implementation of the Creative

Curriculum to Fidelity has supported effective teaching methods and learning opportunities tailored to enhance children’s problem solving and critical thinking skills. All of which are imperative in ensuring school readiness.



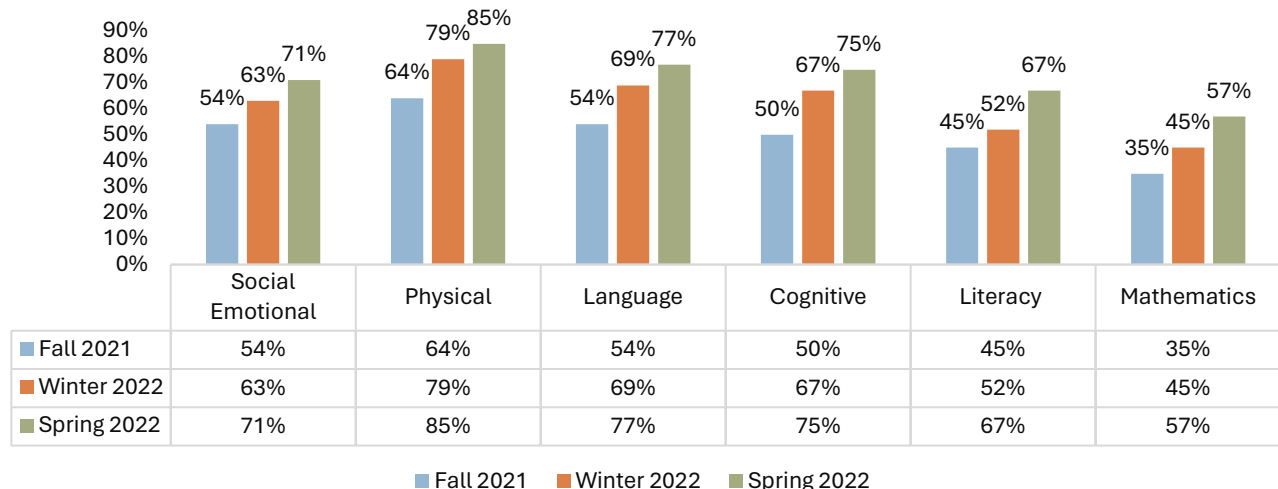
The Community Colleges of Head Start/ Early Head Start program's outcomes analysis for Fall 2022 to Spring 2023 highlights growth in developmental domains across different age groups. While there are areas which reflect need for ongoing support and intentional instruction, the data overall demonstrates the program's efficacy in fostering social-emotional, physical, language, cognitive, literacy, and mathematics skills among participating children. Continuous monitoring, tailored interventions, individualized instruction, parent education, and staff professional development will further enhance the program's impact, ensuring that children are well-prepared for their educational journeys in Head Start and beyond.

Kindergarten Readiness

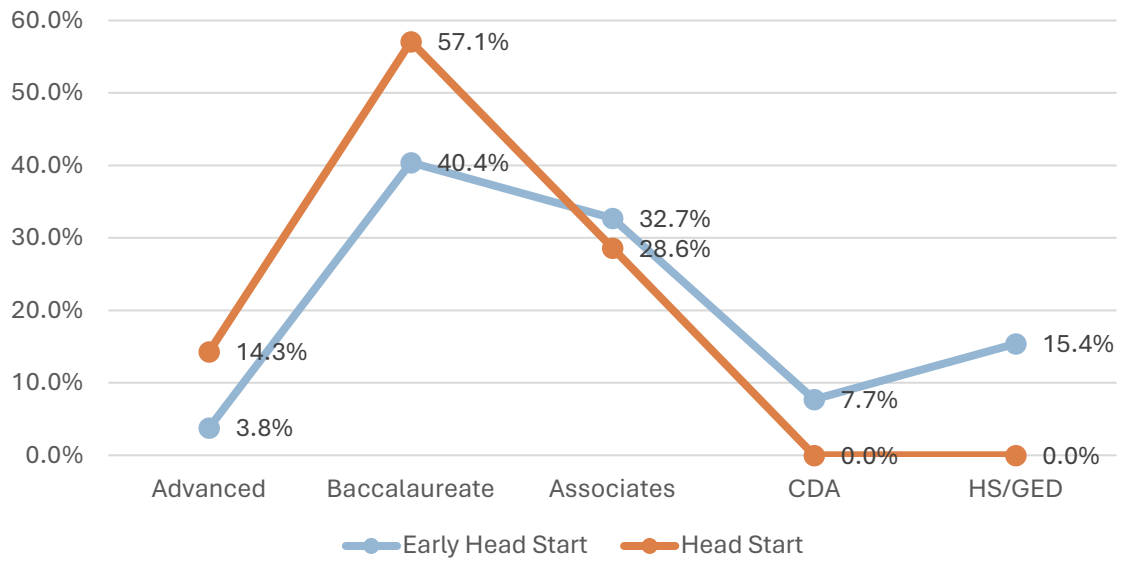
The Office of Head Start mandates the assessment of children's progress and school readiness through a reliable tool, and our program adheres to this requirement using Teaching Strategies GOLD (TSG) in conjunction with Creative Curriculum. TSG employs "widely held expectations," grounded in research, as a benchmark for measuring developmental skills and abilities. This framework lets teaching staff assess children's skills compared to research-based developmental milestones. Teachers collaborate with parents, utilizing assessment information to set personalized goals for each child and tailor classroom instruction accordingly. Our program employs assessment data to inform and guide instruction and to develop training, support professional development, and enhance program planning. Conducted quarterly, child assessments evaluate outcomes, allowing us to identify trends and track progress across various developmental areas. This comprehensive approach ensures that our assessments are valid and reliable and contribute to improvements in our program's quality.

The outcomes analysis for the Community Colleges of Head Start/Early Head Start program from Fall 2022 to Spring 2023, specifically for kindergarten-bound children, highlights remarkable progress in development crucial for kindergarten readiness. This data not only affirms the program's effectiveness but also underscores its commitment to individualized instruction, equity, and parent collaboration. The gains observed in children, meeting widely held expectations, such as a 38% increase in literacy, a 40% increase in math proficiency, and a 30% increase in cognitive development, are pivotal for ensuring children's school readiness. The program's dedication to individualized instruction ensures that the unique needs of each child are addressed, fostering personalized growth and development. Furthermore, the program's focus on equity ensures that all children, regardless of their initial starting points, benefit equally from tailored interventions and educational support. The outcomes strongly highlight collaborative efforts with parents, recognizing them as essential partners in preparing their children for kindergarten. This comprehensive approach ensures that each child is not only academically ready but also socially and emotionally prepared for a successful start in kindergarten and beyond.

2021-22 Education Outcomes
CCS Head Start, Kindergarten Bound Children



Education Staff Qualifications



Appendix A

Contributors

- **Claudia Hume**, Nutrition Specialist
- **Christy Knight**, Program Specialist 3
- **Eric Shears**, Information Technology Specialist
- **Sari Shepard**, Family Engagement Specialist
- **Lee Ann VanLengen**, Director of Accounting and Budgets
- **Deanne Wilson**, Comprehensive Services Manager
- **Bobbi Woodral**, District Director

CONSENT AGENDA ITEMS: ADMIN PROCEDURE

Submitted by: Amy McCoy
Chief Compliance Officer
Linda McDermott
Chief Financial Officer
May 21, 2024

CCS Administrative Procedure

2.30.05 – I Lockout/Tagout

Implementing Board Policy [2.30.05](#)

Contact: ~~Contact: SCC~~ Environmental Health and Safety, ~~Officer~~ — 509-533-8686

~~SFCC Safety Officer — 279-6031~~ Director of Compliance

1.0 Lockout/Tagout (summary of Board of Trustees Policy 2.30.05)

Community Colleges of Spokane is committed to the health and safety of its faculty and staff, and in maintaining a safe and efficient workplace that complies with all local, state and federal safety and health regulations, programmatic standards, and with any special safety concerns identified at the unit level. The application of Lockout/Tagout measures will adhere to this procedure in order to ensure a safe environment for all the staff/employees, students, and visitors including contractors and vendors. ~~Proper lockout/tagout of energized equipment is essential to reduce the risks of workplace injuries.~~

Community Colleges of Spokane ~~has adopted~~ ~~adheres to~~ ~~the WAC 296-803~~ WAC 296-803, Lockout/Tagout (Control of Hazardous Energy), in order to prevent an injury which that is caused by the unexpected energization, start-up, or release of stored energy during a service or maintenance activity.

~~1.1 — The lockout/tagout program of the Community Colleges of Spokane has been initiated per WAC 296-803 Lockout/Tagout (Control of Hazardous Energy), to establish and implement procedures to prevent injury to employees through unexpected energizing of electrical circuits, movement of parts, or start-up or release of stored energy, fluids or gases during maintenance and repair activities.~~

~~1.2 — These procedures apply to the control of energy during servicing, repair, adjustment, and/or maintenance of machines and equipment and apply to employees who clean, install, lubricate, adjust, maintain or work with machinery and those who supervise staff who perform such functions~~

~~2.0 — Responsibilities~~

~~2.1 — All potentially affected employees are responsible for adhering to this procedure and shall be instructed in the safety significance of the lockout procedure by the Facility Maintenance Supervisor and the CCS Safety Professional. They shall also instruct each new or transferred affected employee in the purpose and use of the lockout procedure.~~

3.02.0 Definitions

3.12.1 Affected employee: An employee whose job requires him/her/them to operate or use a machine or equipment on which serviceing or maintenance is being performed under lockout and/or tagout; or whose job requires him/her/them to work in an area where in which such serviceing or maintenance is being performed.

3.22.2 Authorized employee: A person who locks or implements a tagout system procedure on machines or equipment to perform the serviceing or maintenance on that machine or equipment. An authorized employee and an affected employee may be the same person when the affected employee's duties also include performing maintenance or service on a machine or equipment, which must be locked, or a tagout system implemented.

~~3.3 —~~

2.3 Deenergized: Isolated or disconnected from an energy source and all stored energy has dissipated.

3.42.4 Energized: Connected to an energy source or containing residual or stored energy.

3.52.5 Energy source: Any source of electrical, mechanical, hydraulic (oils and fluids), pneumatic (gases and air), chemical, thermal, or other energy.

~~3.62.6~~ Lockout: The placement of a lockout device on an energy isolating device, in accordance with an established procedure, ensuring that the energy isolating device and the equipment being controlled cannot be operated until the lockout device is removed.

~~3.72.7~~ Lockout device: A mechanism or arrangement, which uses a key or combination lock to hold switches or valves in the "OFF" position.

~~3.82.8~~ Tagout: The placement of a tagout device on an energy isolating device, in accordance with an established procedure, to indicate that the energy isolating device and the equipment being controlled may not be operated until the tagout device is removed.

~~3.92.9~~ Tagout device: A prominent warning device, such as a tag and a means of attachment, which can be securely fastened to an energy isolating device in accordance with an established procedure, to indicate that the energy isolating device and the equipment being controlled may not be operated until the tagout device is removed.

~~3.10~~ Zero mechanical and energy state: A state in which all sources of electrical, mechanical, hydraulic, pneumatic, thermal, and chemical energy are isolated or neutralized. This may include release of fluid or gas pressure, release of spring tension, blocking or lowering of suspended parts, etc.

4.03.0 Responsibilities

All ~~potentially~~ affected ~~Community Colleges of Spokane (CCS)~~ employees are responsible for adhering to this procedure and ~~will~~shall be ~~educated/instructed/trained on~~ in the safety significance, purpose and use of the Lockout/Tagout procedure by their ~~Facility Maintenance Supervisor department~~ and the Environmental Health and Safety (EH&S) Office~~CCS Safety Professionals~~. ~~They shall also instruct each new or transferred affected employee on the purpose and use of the Lockout/Tagout procedure.~~ Additionally, ~~the~~ CCS departments where this ~~who this~~ procedure applies ~~to them~~ are responsible for providing standardized lockout and tagout devices that are singularly identified and not used for other purposes.

5.0 Preparing for Lockout

~~6.0 The authorized individual who is performing the Lockout/Tagout is to notify all affected employees that a servicing or maintenance for a CCS piece of equipment is required and that piece of equipment is going to be shut down and locked out.~~

~~7.0 4.1.1 Conduct a survey of the area and of the equipment/machine that will be serviced.~~

~~8.0 4.1.2 Collect enough devices, locks and tags required in order to perform the specific task.~~

~~9.0 4.1.3 Locate and identify all isolating devices to be certain which switch(s), valve(s) or other energy isolating devices apply to the equipment that will be locked out.~~

~~10.0 4.1.4 An orderly shutdown is necessary to avoid any additional or increased hazard to employees as a result of the equipment stoppage.~~

~~11.0 4.1.5 Verify that no one is operating the machine and then shut it down with the normal stopping procedures (close valve, open switch, stop button, etc.) before turning off the power. An orderly shutdown is necessary to avoid any additional or increased hazard to employees as a result of the equipment stoppage.~~

~~12.0 4.1.6 All energy isolating devices that are needed to control the energy to the machine or equipment will be physically located and operated in such a manner as to isolate the machine or equipment from the energy source(s).~~

13.04.0 Applying Lockout/Tagout Devices (Authorized Employees Only)

~~4.1 All~~ a ~~Authorized employees for the subject departments, that who~~ will be applying~~applying~~ Lockout/Tagout devices for their department, ~~must be trained and have~~proficient ~~an awareness and understanding of with the~~ elements below prior to turning ~~any equipment or machine being turned off~~ machine off. ~~Authorized employees must have an awareness and understanding of:~~

~~5.1.1 An awareness and understanding of~~ A ~~The t~~ Type and magnitude of the energy that is available.

~~4.2 The~~ a ~~authorized employee/individual who is~~ is ~~applying~~performing the Lockout/Tagout on the equipment or machine ~~is to~~ will **notify all affected employees** that servicing or maintenance on the ~~for a CCS piece of~~ equipment or machine is required and that ~~piece of equipment~~ is going to be shut down and locked out.

~~5.1 An~~ Authorized employee ~~for the the subject CCS departments, that will be applying Lockout/Tagout devices, must be trained and proficient with the elements below~~ prior to any equipment or machine being turned off:

~~5.1.1 An awareness and understanding of all hazardous energy sources to be controlled.~~

~~5.1.2 The methods and means that is required to control and isolate the energy.~~

~~4.3 5.1.3~~ Type and magnitude of the energy that is available. The authorized employee must fill out the Equipment Specific LOTO P ~~procedure~~ F ~~form.~~

~~4.4 5.2~~ The ~~An~~ Authorized employee, using ~~established procedures~~ established procedures, will turn off or shut down the machine or equipment using a standardized procedure to avoid an additional hazard as a result of the equipment stoppage.

~~4.5 The authorized employee must~~ 5.3c ~~Completely~~ isolate the machine or equipment from its energy sources using appropriate energy-isolating devices after the machine or equipment

has been turned off and verify that all potentially hazardous stored and residual energy is disconnected, relieved, and restrained to ensure the lockout or tagout devices are put on the energy-isolating devices safely.

4.6 To ensure protection from stored and residual energy hazards, tThe _____ 5.3.1 aAuthorized employee will mustconfirm the following-make suensure.:

_____ Tthe lockout device holds the energy-isolating device energy-isolating device in a "safe" or "off" position. :

_____ A lockout or tagout device is applied for every energy-isolating device.

_____ 5.4 _____ Ensure that a lockout or tagout device is being applied:

4.6.1 5.4.1 _____ For every energy isolating device.

_____ 5.4.2 _____ Only by the authorized employee doing the service or maintenance.

_____ 5.5 _____ Protects employees from the hazards of sStored and residual energy. hazard protection measures for employees.

4.6.2 The lock and tag shall havehaveve the if-name of the authorized employee and other associated identification on it.

4.6.3 No residual pressure remains in equipment lines or reservoir tanks Beforeprior to implementing the LOTO procedures. -This is accomplished by by, it is essential to thoroughly bleeding, draining, and cleansing steam, air, and hydraulic lines. ensuring no residual pressure remains in these lines or reservoir tanks.

4.6.4 Mechanisms like springs that hold tension or pressure, like springs, are should-be carefully released and securely blocked to prevent unexpected movement.

4.6.5 All potential energy sources capable of activating the machinery are must-be effectively locked out or tagged, safeguarding against unintended startup or operation.

4.6.6 The main valve or main electrical disconnect For-for eequipment with electrical energy sources are, the main valve or main electrical disconnect shall be tested to be-ensure that the power to the machine is off.

_____ Electrical circuits shall beare checked with proper and calibrated electrical testing equipment.

4.6.7 An electrical failure could energize the equipment even if the switch is in the off position.

4.6.8 Any sStored energy in electrical capacitors-shall beare is -safely discharged.

4.6.9 Machinery that has a ram that could fall, such as power presses and welding presses, are supported with safety blocks or pins when being worked on.

_____ Lockout-will is-being applied also-apply when working on or near exposed deenergized electrical circuits/parts.

When working on machinery such as power presses and welding presses that have a ram that could fall, the ram shall be supported with safety blocks or pins.

5.5.1 _____ Verify that all potentially hazardous stored and residual energy is disconnected, relieved,, and restrained to ensure the lockout or tagout devices are put on the energy isolating devices safely.

4.6.10 _____

4.7 Authorized employees will 5.5.2 _____ cContinue to verify the isolation of equipment and

~~machines that could potentially could reaccumulate stored energy to a hazardous level until:~~

~~4.7.1 5.5.2.1 Service or maintenance is completed.~~

~~4.7.2 5.5.2.2 The possibility of reaccumulating hazardous energy does not exist.~~

~~4.8 Authorized employees will 5.6 — pProtect employees during shift or personnel changes by:-~~

~~4.8.1 5.6.1 — Usinge specific procedures for shift or personnel changes.~~

~~4.8.2 5.6.1.1 Ensuringe the continuous use of lockout or tagout protection during any employee shift or personnel changes.~~

~~4.8.3 5.6.1.2 Conducting a detailed transfer of all lockout or tagout devices between outeffgoing and oncoming employees in order to minimize any unexpected energization of any equipment or release of stored energy.~~

~~13-14.9 If the authorized employee is Facilities personnel, willthey will enter a workorder in Directline when a lockout device or tag has been applied. -The work order will include the name of the person applying the device, location, hazards associated with energizing the system, and any other pertinent informationdata.~~

~~5.8 Temporary Energization of Locked out/Tagged out Devices~~

~~5.8.1 The temporary removal of a lockout/tagout/ device is to only be performed by the authorized employee and only for a short amount of time to perform necessary actions that can only happen when the device is powered (for example to test position or machine equipment or components.~~

~~5.8.2 The following steps must be followed by the authorized employee before the re-energization of the locked out/tagged out machine:~~

~~5.8.2.1 Clear tools and material from machines~~

~~5.8.2.2 Clear employees from the area around the machines.~~

~~5.8.2.3 Remove the lockout or tagout devices as specified in section 6.0~~

~~5.8.2.4 Energize the machine and proceed with testing or positioning~~

~~5.8.2.5 Deenergize all systems, isolate the machine from the energy source, and reapply energy control measures if additional service or maintenance is required~~

~~14.0 Lockout vs. Tagout~~

~~15.0 Lockout shall be used, as prescribed, whenever an energy isolating device is capable of being locked out (unless it can be demonstrated that the utilization of a tagout system will ensure full employee protection).~~

~~16.0 If an energy isolating device is not capable of being locked out, a tagout system is to be utilized.~~

~~17-05.0 Removal of Lockout/Tagout Devices~~

~~5.1 6.1 — Ensure that Oonly the authorized employee who applied a lockout or tagout device will remove it.s it.;~~

~~5.2 The authorized employee will:~~

~~5.2.1 6.2 — Inspect the work area to make sure nonessential items have been removed.;~~

~~5.2.2 6.3 — Verifiesy the machine or equipment is in operating condition and ready to energize; and~~

~~5.2.3 6.4 — Check that employees in the area are in positions that make it safe to energize the machine or equipment.~~

~~5.3 6.5 — If the authorized employee is Facilities personnel, they will close any associated work orders in Directline and include enough detail in the remarks to reconstruct events.~~

~~18-06.0 Replacement, Repair, Renovation, or Modification of New Equipment~~

~~18.16.1~~ Whenever major replacement, repair, renovation or modification of machines or equipment is performed, and whenever new machines or equipment are installed, energy-isolating devices for such machines or equipment ~~will~~shall be designed to accept a lockout device.

19.07.0 Marking of Disconnects and Valves

~~19.17.1~~ The ~~subject~~ impacted department ~~CCS~~ will ensure that all ~~disconnects~~disconnects and valves are clearly ~~labeled unless~~labeled unless they are located and arranged so their purpose is evident. -The labeling ~~will~~shall include:

~~19.1.1~~19.1.1 Equipment supplied;

~~19.1.2~~19.1.2 Energy type and magnitude.

~~7.2~~ 7.2 ~~It is the responsibility of All~~ Facilities personnel to whom this procedure ~~applies~~is applicable ~~staff who that are~~ a part of this program ~~shall~~will enter a work order in the Directline work order management system when ~~document any~~documenting any significant machine alterations with which they are involved that affect the lock-out points required to reduce a machine's function to an inoperative status, ~~and to submit this documentation to the Maintenance Supervisor. This information is to be transmitted to all authorized staff prior to any maintenance work on the affected equipment.~~

8.0 Additional Responsibilities If Using Tagout Devices

8.1 Authorized employees using tagout devices will ensure the following:

8.1.1 Tags are warning devices and do not provide the same level of physical restraint as a lock.

8.1.2 When attached to energy-isolating devices, tags are not to be removed without the approval of the authorized person responsible for it.

8.1.3 Tags need to be legible and understandable in order to be effective.

8.1.4 Tags must be securely attached to energy-isolating devices.

~~_____~~Tags should be made from materials that will withstand environmental conditions.

8.1.5

9.0 Employee Training (~~must include all elements listed in WAC 296-803-6005~~)

~~19.29.1~~ 9.1 The training must include all elements listed in WAC-296-803-6005.

~~19.39.2~~ Authorized employees will be trained ~~in~~on:

~~9.2.1~~ 9.1.1 The type and magnitude of energy available in the workplace.

~~9.2.2~~ 9.1.2 Recognizing hazardous energy sources that apply.

~~9.2.3~~ 9.1.3 Methods and means to isolate and control energy.

~~9.2.4~~ 9.1.4 The purpose and use of the energy control procedure.

~~19.49.3~~ 9.2 Affected employees will be ~~trained~~instructed ~~in~~on:

~~9.3.1~~ 9.2.1 The purpose and the use of the energy control procedures.

~~9.3.2~~ 9.2.2 The procedures being used.

~~9.3.3~~ 9.2.3 Prohibition against attempting to restart or reenergize a machine or equipment that is locked out or tagged out.

9.4 Authorized and affected employees will be retrained when introduced to new or revised control methods and procedures or when there is a change in any job assignments, machines, equipment or processes that present a new hazard.

- ~~19.59.5~~ Employees will be retrained to reestablish proficiency when a periodic review shows the employee deviates from or has inadequate knowledge of energy control procedures or if CCS has reason to believe retraining is necessary.
- ~~19.6~~ Contact the EH&S Environmental Health and Safety office at (509) 533-8686 to set up request this training, and other available options.

9.6

~~Departments will maintain a training record for their employees, and forward a copy of the training record to the CCS Human Resources Office.~~ **9.3 Document**

~~9.3.1 Employee training that has been completed and is kept up to date.~~

9.7**20.0 Additional Training Responsibilities (If Using Tagout Devices)**

~~20.1 9.4.1 The subject Authorized departments must ensure employees using tagout devices will ensure are trained in the following:~~

- ~~9.4.1.1 Tags are warning devices and do not provide the same level of physical restraint as a lock.~~
- ~~9.4.1.2 When attached to energy isolating devices, tags are not to be removed without the approval of the authorized person responsible for it.~~
- ~~9.4.1.3 Tags need to be legible and understandable in order to be effective.~~
- ~~9.4.1.4 Tags must be securely attached to energy isolating devices.~~
- ~~9.4.1.5 Tags should be made from materials that will withstand environmental conditions.~~

9.5 Employee Retraining

~~9.5.1 Authorized and affected employees must be retrained when introduced to new or revised control methods and procedures. If there is a change in any job assignments, machines, equipment, or processes that now presents a new hazard.~~

~~9.5.2 You must retrain Employees are to be retrained to reestablish proficiency when a periodic review shows the employee deviates from or has inadequate knowledge of energy control procedures or if CCS has reason to believe retraining is necessary.~~

21.0 Training

~~21.1 Training shall be provided to ensure that the purpose and function of the energy control program is understood by employees affected by this standard and that the knowledge and skills required for the safe application, usage and removal of energy controls are understood by these employees. This training will include the following elements:~~

- ~~21.1.1 Each authorized employee will receive training in recognition of zero energy and mechanical states and adequate methods to achieve these states.~~
- ~~21.1.2 Each authorized employee will receive training in the recognition of applicable hazardous energy sources, the type and magnitude of the energy available in the workplace, and the methods and means necessary for energy isolation and control.~~
- ~~21.1.3 Each authorized employee will be instructed in the purpose and use of the energy control procedure.~~

22.0 Employee Re-Training

~~22.1 Retraining will be provided for all authorized and affected employees whenever there is a change in their job assignments, a change in machines, equipment or processes that present a new hazard or when there is a change in the energy control procedures.~~

~~22.2 Additional retraining shall also be conducted whenever a periodic inspection reveals, or whenever the employer has reason to believe, that there are deviations from or inadequacies in the employee's knowledge or use of the energy control procedures.~~

~~22.3 The re-training will reestablish employee proficiency and introduce new or revised control methods and procedures as necessary.~~

23.010.0 Inspection System and Review

~~10.1~~ The ~~CCS Safety Professional~~EH&S Office and/or the Maintenance Supervisor Department will ensure that the procedures are being followed. ~~The EH&S Office and the department and~~ will conduct an inspection ~~and review~~ of the energy control procedures ~~on an annual basis at least annually~~.

~~23-410.2~~ Correction of any deviations or inadequacies observed ~~during the inspection~~ ~~will must be completed in~~ must be completed within a reasonable time frame.

~~23-210.3~~ Where lockout is used for energy control, ~~the is periodic~~ inspection will include a review ~~of authorized employees' responsibilities under the energy control procedure being inspected, between the inspector and each authorized employee of that employee's~~ ~~their~~ responsibilities under the energy control procedure being inspected.

~~23-310.4~~ Where tagout is used for energy control, ~~the is periodic~~ inspection will include a review of authorized and affected employees' responsibilities under the energy control procedure being inspected ~~will include a review between the inspector and each authorized and affected employee of that employee's~~ ~~their~~ responsibilities under the energy control procedure being inspected and also a review of the limitations of tags and the proper use of tags.

~~10.5~~ Documentation of the ~~periodic~~ inspections is required and will include ~~identit~~identification of the machine or equipment on which the energy control procedure ~~is was~~ being utilized, the date of the inspection, the employee(s) ~~included in~~involved in the inspection, and the person(s) performing the inspection.

~~23-410.6~~ The impacted department is responsible for maintaining the inspection records.

~~24-011.0~~ Protective Materials and Hardware

~~11.1~~ Only approved lockout devices and methods will be permitted. The ~~CCS Safety Professional~~EH&S Office and/or the ~~Maintenance Supervisor~~subject department will determine what devices and methods are approved.

~~Periodic Reviews of the procedure~~

~~12.1~~ ~~Perform and document all periodic reviews (verification).~~

~~12.2~~ ~~Periodic review will be conducted by an authorized employee.~~

~~12.3~~ ~~Correct all deviations and/or inadequacies that are identified.~~

~~25-012.0~~ Outside Servicing and Maintenance Personnel

~~12.1~~ Whenever outside servicing personnel, ~~such as (contractors and vendors, etc.)~~ ~~will are~~ to be engaged in activities covered by the scope and application of this ~~procedure program~~ and the referenced WAC standard, CCS departments and the outside ~~servicing personnel employer will are to~~ inform each other of their respective lockout or tagout procedures prior to any ~~to the onset of on-site (CCS) work being done~~ by the outside servicing personnel ~~at CCS sites~~.

~~12.1.1~~ The ~~subject~~ department must ~~also~~ inform the outside ~~servicing personnel~~ contractor of the CCS LOTO procedure and supply them with a copy ~~and~~. ~~They also need to~~

~~25-1-412.1.2~~ The department must obtain and review a copy of the outside ~~servicing personnel's~~ contractor's LOTO procedure.

~~12.2~~ ~~CCS D~~departments ~~who this procedure applies to them~~ will ensure ~~that their~~ CCS employees understand and comply with restrictions and prohibitions of the outside ~~servicing personnel's~~ employer's energy control procedures and will request that the outside ~~servicing personnel employer's personnel~~ understand and comply with restrictions and prohibitions of CCS' energy control procedures.

~~25.2~~

~~26.0 — Hazardous Energy Control Procedures~~

~~The procedures herein outlined shall be fully utilized by all authorized and affected CCS employees to ensure the control of energy in electrical circuits, movement of parts, or start-up or release of stored energy, fluids or gases when employees are engaged in activities specified in this program and the cited WAC 296-803 requirements Code of Federal Regulations 1910.147 standard.~~

~~27.0 — Preparing for Lockout~~

~~27.1 — Notification.~~

~~27.1.1 The authorized individual who is performing the lockout and/or tagout is to notify all affected employees that a lockout and/or tagout system is going to be utilized and the reason for the lockout/tagout.~~

~~27.2 — Preparation for shutdown.~~

~~27.2.1 Before an authorized employee turns off a machine or equipment, the authorized employee must have knowledge of the type and magnitude of the energy, the hazards of the energy to be controlled, and the method or means to control the energy.~~

~~27.2.2 This may require that a survey be made to locate and identify all isolating devices to be certain which switch(s), valve(s) or other energy isolating devices apply to the equipment to be locked or tagged out. More than one energy source (electrical, mechanical, or others) may be involved.~~

~~27.2.3 The authorized employee will check to be sure that no one is operating the machinery before turning off the power.~~

~~27.2.4 For complex systems or processes, the sequence checklist must include equipment access, lockout, clearance, release and start up. Where hazards are present due to spring tension, charged electrical capacitors, suspended parts, chemical energy, etc., the checklist is to include steps to neutralize these hazards.~~

~~28.0 — Machinery/Equipment Shutdown and Isolation~~

~~28.1 An orderly shutdown must be utilized to avoid any additional or increased hazard(s) to employees as a result of equipment de-energization.~~

~~28.2 All energy isolating devices that are needed to control the energy to the machine or equipment will be physically located and operated in such a manner as to isolate the machine or equipment from the energy source(s).~~

~~29.0 — Lockout/Tagout Application~~

~~29.1 Lockout and/or tagout devices will be affixed to each energy isolating device by authorized employees. All energy sources which could activate the machine must be locked out.~~

~~29.2 Each person who will be working on the machinery should put a lock on the machine's lockout device(s). Each lock must remain on the machine until the work is completed. Only the worker who placed the lock should remove his or her lock.~~

~~30.0 — Group Lockout or Tagout~~

~~30.1 When servicing and/or maintenance is performed by a crew, craft, department or other group, they will utilize a procedure which affords the employees a level of protection equivalent to that provided by the implementation of a personal lockout or tagout device.~~

~~31.0 — Shift or Personnel Changes~~

~~31.1 Specific procedures will be utilized during shift or personnel changes to ensure the continuity of lockout or tagout protection, including provision for the orderly transfer of lockout or tagout devices between off-going and oncoming employees to minimize exposure to hazards from the unexpected energization, start-up of the machine or equipment, or release of stored energy.~~

~~31.2 Thorough communication between in-coming and out-going maintenance personnel is essential.~~

~~31.3 The relief worker(s) is to put his/her lock on before the authorized employee.~~

13.0 Group Lockout or Tagout

~~13.1 When servicing and/or maintenance is performed by a crew, employee~~craft~~, department or other group, they will utilize a procedure which affords the employees a level of protection equivalent to that provided by the implementation of a personal lockout or tagout device.~~

~~13.2 Ensure that each authorized employee:~~

~~13.2.1 Fills out the Equipment Specific LOTO procedure form, and check marks the "Group LOTO" section.~~

~~13.2.2 Places a personal lockout or tagout device on the group lockout device ~~or lockbox~~ or lockbox before beginning work.~~

~~13.2.3 Does not remove it until they have finished work on the machine or equipment.~~

14.0 Resources:

~~142.1 29 CFR Part 1910.147, Control of Hazardous Energy (Lockout/Tagout)~~

~~142.2 WAC 296-803, Lockout/Tagout (—Control of Hazardous Energy)~~

~~Originated: July 2005, December 2008, Revised DecemberAugust DecemberMarch 202419~~

CCS Administrative Procedure

2.30.05 – I Lockout/Tagout

Implementing Board Policy [2.30.05](#)

Contact: Environmental Health and Safety, 509-533-8686

1.0 Lockout/Tagout (summary of Board of Trustees Policy 2.30.05)

Community Colleges of Spokane is committed to the health and safety of its faculty and staff, and in maintaining a safe and efficient workplace that complies with all local, state and federal safety and health regulations, programmatic standards, and with any special safety concerns identified at the unit level. The application of Lockout/Tagout measures will adhere to this procedure in order to ensure a safe environment for all employees, students, and visitors including contractors and vendors.

Community Colleges of Spokane adheres to [WAC 296-803](#), Lockout/Tagout (Control of Hazardous Energy), in order to prevent an injury that is caused by the unexpected energization, start-up, or release of stored energy during a service or maintenance activity.

2.0 Definitions

- 2.1 Affected employee: An employee whose job requires them to operate or use a machine or equipment on which service or maintenance is being performed under lockout and/or tagout or whose job requires them to work in an area where service or maintenance is being performed.
- 2.2 Authorized employee: A person who locks or implements a tagout system procedure on machines or equipment to perform the service or maintenance on that machine or equipment. An authorized employee and an affected employee may be the same person when the affected employee's duties also include performing maintenance or service on a machine or equipment, which must be locked, or a tagout system implemented.
- 2.3 Deenergized: Isolated or disconnected from an energy source and all stored energy has dissipated.
- 2.4 Energized: Connected to an energy source or containing residual or stored energy.
- 2.5 Energy source: Any source of electrical, mechanical, hydraulic (oils and fluids), pneumatic (gases and air), chemical, thermal or other energy.
- 2.6 Lockout: The placement of a lockout device on an energy isolating device, in accordance with an established procedure, ensuring that the energy isolating device and the equipment being controlled cannot be operated until the lockout device is removed.
- 2.7 Lockout device: A mechanism or arrangement which uses a key or combination lock to hold switches or valves in the "OFF" position.
- 2.8 Tagout: The placement of a tagout device on an energy isolating device, in accordance with an established procedure, to indicate that the energy isolating device and the equipment being controlled may not be operated until the tagout device is removed.
- 2.9 Tagout device: A prominent warning device, such as a tag and a means of attachment, which can be securely fastened to an energy isolating device in accordance with an established procedure, to indicate that the energy isolating device and the equipment being controlled may not be operated until the tagout device is removed.
- 2.10 Zero mechanical and energy state: A state in which all sources of electrical, mechanical, hydraulic, pneumatic, thermal, and chemical energy are isolated or neutralized. This may include release of fluid or gas pressure, release of spring tension, blocking or lowering of suspended parts, etc.

3.0 Responsibilities

All affected employees are responsible for adhering to this procedure and will be trained on the safety significance, purpose and use of the Lockout/Tagout procedure by their department and the Environmental Health and Safety (EH&S) Office. Additionally, CCS departments where this procedure applies are responsible for providing standardized lockout and tagout devices that are singularly identified and not used for other purposes.

4.0 Applying Lockout/Tagout Devices (Authorized Employees Only)

- 4.1 All authorized employees who will be applying Lockout/Tagout devices for their department must be trained and have an awareness and understanding of the elements below prior to turning any equipment or machine off.
 - 4.1.1 The type and magnitude of the energy that is available.
- 4.2 The authorized employee who is applying the Lockout/Tagout on the equipment or machine will **notify all affected employees** that servicing or maintenance on the equipment or machine is required and that it is going to be shut down and locked out.
- 4.3 The authorized employee must fill out the Equipment Specific LOTO Procedure Form.
- 4.4 The authorized employee will turn off or shut down the machine or equipment using a standardized procedure to avoid an additional hazard as a result of the equipment stoppage.
- 4.5 The authorized employee must completely isolate the machine or equipment from its energy sources using appropriate energy-isolating devices after the machine or equipment has been turned off and verify that all potentially hazardous stored and residual energy is disconnected, relieved, and restrained to ensure the lockout or tagout devices are put on the energy-isolating devices safely.
- 4.6 To ensure protection from stored and residual energy hazards, the authorized employee will confirm the following.
 - 4.6.1 **The lockout device holds the** energy-isolating device in a “safe” or “off” position. A lockout or tagout device is applied for every energy-isolating device.
 - 4.6.2 The lock and tag have the name of the authorized employee and other associated identification on it.
 - 4.6.3 No residual pressure remains in equipment lines or reservoir tanks prior to implementing the LOTO procedure. This is accomplished by thoroughly bleeding, draining, and cleansing steam, air, and hydraulic lines.
 - 4.6.4 Mechanisms that hold tension or pressure, like springs, are carefully released and securely blocked to prevent unexpected movement.
 - 4.6.5 All potential energy sources capable of activating the machinery are effectively locked out or tagged, safeguarding against unintended startup or operation.
 - 4.6.6 The main valve or main electrical disconnect for equipment with electrical energy sources are tested to ensure the power to the machine is off.
 - 4.6.7 Electrical circuits are checked with proper and calibrated electrical testing equipment. An electrical failure could energize the equipment even if the switch is in the off position.
 - 4.6.8 Any stored energy in electrical capacitors is safely discharged.
 - 4.6.9 Machinery that has a ram that could fall, such as power presses and welding presses, are supported with safety blocks or pins when being worked on.
 - 4.6.10 Lockout is applied when working on or near exposed deenergized electrical circuits/parts.
- 4.7 Authorized employees will continue to verify the isolation of equipment and machines that

could potentially reaccumulate stored energy to a hazardous level until:

- 4.7.1 Service or maintenance is completed.
 - 4.7.2 The possibility of reaccumulating hazardous energy does not exist.
- 4.8 Authorized employees will protect employees during shift or personnel changes by:
- 4.8.1 Using specific procedures for shift or personnel changes.
 - 4.8.2 Ensuring the continuous use of lockout or tagout protection during any employee shift or personnel change.
 - 4.8.3 Conducting a detailed transfer of all lockout or tagout devices between outgoing and oncoming employees in order to minimize any unexpected energization of any equipment or release of stored energy.
- 4.9 If the authorized employee is Facilities personnel, they will enter a workorder in Directline when a lockout device or tag has been applied. The work order will include the name of the person applying the device, location, hazards associated with energizing the system, and any other pertinent information.

5.0 Removal of Lockout/Tagout Devices

- 5.1 Only the authorized employee who applied a lockout or tagout device will remove it.
- 5.2 The authorized employee will:
 - 5.2.1 Inspect the work area to make sure nonessential items have been removed;
 - 5.2.2 Verify the machine or equipment is in operating condition and ready to energize; and
 - 5.2.3 Check that employees in the area are in positions that make it safe to energize the machine or equipment.
- 5.3 If the authorized employee is Facilities personnel, they will close any associated work orders in Directline and include enough detail in the remarks to reconstruct events.

6.0 Replacement, Repair, Renovation or Modification of New Equipment

- 6.1 Whenever major replacement, repair, renovation or modification of machines or equipment is performed, and whenever new machines or equipment are installed, energy-isolating devices for such machines or equipment will be designed to accept a lockout device.

7.0 Marking of Disconnects and Valves

- 7.1 The impacted department will ensure that all disconnects and valves are clearly labeled unless they are located and arranged so their purpose is evident. The labeling will include:
 - 7.1.1 Equipment supplied.
 - 7.1.2 Energy type and magnitude.
- 7.2 All Facilities personnel to whom this procedure applies shall enter a work order in the Directline work order management system when documenting any significant machine alterations with which they are involved that affect the lock-out points required to reduce a machine's function to an inoperative status.

8.0 Additional Responsibilities If Using Tagout Devices

- 8.1 Authorized employees using tagout devices will ensure the following:
 - 8.1.1 Tags are warning devices and do not provide the same level of physical restraint as a lock.
 - 8.1.2 When attached to energy-isolating devices, tags are not to be removed without the approval of the authorized person responsible for it.

- 8.1.3 Tags need to be legible and understandable in order to be effective.
- 8.1.4 Tags must be securely attached to energy-isolating devices.
- 8.1.5 Tags should be made from materials that will withstand environmental conditions.

9.0 Employee Training

- 9.1 The training must include all elements listed in WAC-296-803-6005.
- 9.2 Authorized employees will be trained on:
 - 9.2.1 The type and magnitude of energy available in the workplace.
 - 9.2.2 Recognizing hazardous energy sources that apply.
 - 9.2.3 Methods and means to isolate and control energy.
 - 9.2.4 The purpose and use of the energy control procedure.
- 9.3 Affected employees will be trained on:
 - 9.3.1 The purpose and the use of the energy control procedures.
 - 9.3.2 The procedures being used.
 - 9.3.3 Prohibition against attempting to restart or reenergize a machine or equipment that is locked out or tagged out.
- 9.4 Authorized and affected employees will be retrained when introduced to new or revised control methods and procedures or when there is a change in any job assignments, machines, equipment or processes that present a new hazard.
- 9.5 Employees will be retrained to reestablish proficiency when a periodic review shows the employee deviates from or has inadequate knowledge of energy control procedures or if CCS has reason to believe retraining is necessary.
- 9.6 Contact the EH&S Office at (509) 533-8686 to request training.
- 9.7 Departments will maintain a training record for their employees.

10.0 Inspection System and Review

- 10.1 The Department will ensure that the procedures are being followed. The EH&S Office and the department will conduct an inspection and review of the energy control procedures on an annual basis.
- 10.2 Correction of any deviations or inadequacies observed during the inspection must be completed within a reasonable time frame.
- 10.3 Where lockout is used for energy control, the inspection will include a review of authorized employees' responsibilities under the energy control procedure being inspected.
- 10.4 Where tagout is used for energy control, the inspection will include a review of authorized and affected employees' responsibilities under the energy control procedure being inspected and also a review of the limitations of tags and the proper use of tags.
- 10.5 Documentation of the inspection is required and will include identification of the machine or equipment on which the energy control procedure is being utilized, the date of the inspection, the employee(s) involved in the inspection and the person(s) performing the inspection.
- 10.6 The impacted department is responsible for maintaining the inspection records.

11.0 Protective Materials and Hardware

- 11.1 Only approved lockout devices and methods will be permitted. The EH&S Office and/or the department will determine what devices and methods are approved.

12.0 Outside Servicing and Maintenance Personnel

- 12.1 Whenever outside servicing personnel, such as contractors and vendors, will be engaged in activities covered by the scope and application of this procedure and the referenced WAC standard, CCS departments and the outside servicing personnel will inform each other of their respective lockout or tagout procedures prior to any work being done by the outside servicing personnel at CCS sites.
 - 12.1.1 The department must inform the outside servicing personnel of the CCS LOTO procedure and supply them with a copy.
 - 12.1.2 The department must obtain and review a copy of the outside servicing personnel's LOTO procedure.
- 12.2 Departments will ensure their employees understand and comply with restrictions and prohibitions of the outside servicing personnel's energy control procedures and will request that the outside servicing personnel understand and comply with restrictions and prohibitions of CCS' energy control procedures.

13.0 Group Lockout or Tagout

- 13.1 When servicing and/or maintenance is performed by a crew, employee, department or other group, they will utilize a procedure which affords the employees a level of protection equivalent to that provided by the implementation of a personal lockout or tagout device.
- 13.2 Ensure that each authorized employee:
 - 13.2.1 Fills out the Equipment Specific LOTO procedure form, and check marks the "Group LOTO" section.
 - 13.2.2 Places a personal lockout or tagout device on the group lockout device or lockbox before beginning work.
 - 13.2.3 Does not remove it until they have finished work on the machine or equipment.

14.0 Resources:

- 12.1 [29 CFR Part 1910.147](#), Control of Hazardous Energy (Lockout/Tagout)
- 12.2 [WAC 296-803](#), Lockout/Tagout (Control of Hazardous Energy)



Community Colleges of Spokane

Equipment Specific Lockout/Tagout Procedure Form

Campus:	Building:
Primary Authorized Employee:	Supervisor:
Department:	LOTO Date & Time:

This procedure establishes the minimum requirements necessary to protect employees from injury caused by the unexpected energization, start-up, or release of stored energy during service or maintenance on equipment. This procedure is required for LOTO to ensure the machine or equipment is shut down, isolated from all potentially hazardous energy sources, and locked out before any employee begins work.

Equipment Name/Description:
Equipment Identification/Serial Number:
Equipment Location:

Type of hazardous energy:

<input type="checkbox"/> Electrical	<input type="checkbox"/> Mechanical	<input type="checkbox"/> Thermal	<input type="checkbox"/> Pneumatic
<input type="checkbox"/> Hydraulic	<input type="checkbox"/> Chemical	<input type="checkbox"/> Other, please specify	

Before servicing this machine, affected employees were notified.

Equipment/System shutdown procedure:

Describe the machine or equipment's normal stopping procedures (such as depressing a stop button, flipping switches, or closing valves).

Steps to isolate energy:

Include isolating devices (e.g., lockout, hasps, padlocks) and their location.

Additional safety measures (if any):

Check here if Group LOTO is not applicable to this LOTO and skip this section.

Group LOTO-Authorized Person(s): All authorized persons, including contractors, working on the de-energized equipment are required to apply personal locks and tags to the group LOTO.					
Authorized Employee(s) Name:	Dept./Shop:	Lock applied: <i>Initials on</i>	Lock applied: Date & Time:	Lock removed: Initials	Lock removed: Date & Time

Verification procedure (e.g., Attempt to start the machine, visually confirm it will not start.) *If the system cannot be locked out or if the system fails the verification procedure, stop and contact your supervisor.*

Check here if there is no change to Primary Authorized Employee responsibility and skip this section.

Transfer of Primary Authorized Employee and LOTO Responsibility (when applicable) There must always be a Primary Authorized Employee that maintains responsibility for continuous LOTO protection. If shift or personnel changes occur, record the transfer information.					
New Primary Authorized Person Assuming Responsibility:	Dept./Shop:	Date & Time	Initials:	Verification of LOTO?	
				<input type="checkbox"/> Yes	<input type="checkbox"/> No
				<input type="checkbox"/> Yes	<input type="checkbox"/> No
				<input type="checkbox"/> Yes	<input type="checkbox"/> No
				<input type="checkbox"/> Yes	<input type="checkbox"/> No
				<input type="checkbox"/> Yes	<input type="checkbox"/> No

Removal of Lockout/Tagout Devices

- Work area, machine or equipment is clear of employees and tools have been removed.
- Machines are fully reassembled and guards and other safety devices have been reinstalled.
- Verify that all controls are in their neutral or off position.
- Notify affected employees that the servicing or maintenance is complete and the machine is ready to use.

To be completed when lockout/tagout devices are removed:	
Primary Authorized Employee Name (print):	
LOTO Removal Date & Time:	Signature:

LOTO Procedure Reviewer		
Reviewer Name (print)	Date & Time:	Signature:

CCS Administrative Procedure

2.40.01-C Exempt and Administrative Employee Leave Administration

Implementing Board Policy [2.40.01](#)

Contact: Payroll/Benefits Supervisor, 434-5291

1.0 Leave Administration Objective and Responsibilities (summary of Board of Trustees Policy 2.40.01)

Community Colleges of Spokane will provide and administer a program for employee leaves of absence in a manner that will both serve the well-being of faculty and staff and the organization as a whole.

- 1.1 The following procedure applies specifically to administrators, confidential exempt, and professional exempt employees and is in addition to the general leave provisions identified in [Administrative Procedure 2.40.01–A](#) and [2.40.01–B](#).
- 1.2 The chief financial ~~and risk~~ officer and the chief ~~strategy and administration~~ [human resources](#) officer, as appropriate, are responsible for ensuring leave is administered in good faith and consistent with the rights and responsibilities provided by statute or this procedure and for providing information and training specific to these rights and responsibilities.
- 1.3 Managers are responsible for managing their staff's leaves and keeping the employee, the HR Office and the Employee Compensation Department (as appropriate) informed of changes in status, rights and need for information. Additionally, managers are responsible for ensuring that no employee returns to work without the appropriate medical release.
- 1.4 The integrity of the leave approval and reporting process is critical for accountability purposes. Accurate and timely leave reporting by all employees is necessary to meet standards and criteria for reporting outcomes, costing programs, and safety and liability purposes.
- 1.5 Employees are responsible for reporting leaves and providing the notice and information necessary for CCS to effectively administrate this procedure and direct its workforce. Employees are to have an established work schedule so that their managers are aware of the expected times they will be working, and employees are expected to have a routine work schedule. If employees desire to flex their hours on a specific day, this must be approved by their supervisor.
- 1.6 State regulations require that all employees be either at work or on approved leave during a pay period. CCS is a public employer. As such, executive, administrative, and/or professional employees who qualify as salary basis employees are required to take vacation leave or sick leave for absences of less than one day.

2.0 Definitions

The following definitions are specific to the terms of this procedure and do not modify or revise similar terms as used in related procedures.

- 2.1 Bereavement: leave, subject to verification, provided when an employee's family member (as defined in section 2.3) dies.
- 2.2 Emergency health condition: a sudden, generally unexpected occurrence or set of circumstances related to a person's health, which requires immediate action and is typically short-term in nature.
- 2.3 Family members (bereavement): Family members are defined for this purpose as ~~mother, father, stepmother, stepfather, sister, brother, mother-in-law, father-in-law, spouse,~~ [mother, father, stepmother, stepfather, sister, brother, mother-in-law, father-in-law, spouse,](#)

parent, domestic partner, sibling, parent-in-law, domestic partner's parent, mother, domestic partner's father, spouse, domestic partner, grandparent, grandchild, aunt, uncle, child and son, daughter, and a child in the custody of and residing in the home of an employee. This also includes persons who reside in the same home who have reciprocal duties to and do provide financial supports for one another. The term does not include persons sharing the same house when the living style is primarily that of a dormitory or commune.

- 2.3 Parent is further defined as a biological, adoptive, de facto, or foster parent, step-parent, or legal guardian of an employee or the employee's spouse or registered domestic partner, or a person who stood *in loco parentis* to an employee when the employee was a child. A person who had day-to-day responsibilities to care for and financially support the employee when they were a child is considered to have stood *in loco parentis* to an employee.
- 2.4 Family members (other leave): includes parent, step-parent, parent-in-law, ~~sister, brother, sibling,~~ spouse, ~~domestic partner,~~ grandparent, grandchild, minor/dependent child, and child. Also includes persons who reside in the same home who have reciprocal duties to and do provide financial support for one another. Does not include persons sharing the same house when the living style is primarily that of a dormitory or commune.
- 2.5 Leave of absence: a paid or unpaid approved absence from work for a specified period of time for medical, parental, or personal reasons.
- 2.6 Leave without pay: unpaid approved absence.
- 2.7 Personal holiday: an employee benefit, usage subject to advance supervisory approval, providing paid release from work for personal reasons where the employee is scheduled to be, or has been, continuously employed for at least four months. Must be used within the calendar year and must be taken as a full day unless donated as shared leave.
- 2.8 Sick leave: an employee right, exercised subject to qualification, accrual, and reporting, which provides paid release from work for reasons of personal illness or injury or the illness/injury of family members. May also be used for treatment and care related to the illness/injury.
- 2.9 Vacation leave: an employee benefit, usage subject to advance supervisory approval, providing paid release from work for personal reasons. Vacation leave balances shall be allowed for reasons of family care emergencies or for an emergency health condition, subject to verification.

3.0 Vacation Leave Administration

General provisions regarding leave request, approval and documentation are provided in Administrative Procedure [2.40.01-B](#).

- 3.1 Vacation Leave Accrual: the following vacation leave accrual rates apply effective July 1, 2018:
- 3.1.1 Administrative and exempt personnel, otherwise eligible to earn and accrue annual leave shall earn such leave at the rate of:
- a. For seven (7) full calendar years or less of continuous, uninterrupted exempt/administrator service, the incumbent shall earn 1.83 days (14.67 hours) per month, beginning with the first full month of employment.
 1. Where a classified employee, currently accumulating vacation leave at greater than 14.67 hours per month, transfers into an exempt/administrator position that incumbent shall accumulate leave per section b.

- b. For seven (7) full calendar years or more of continuous, uninterrupted exempt/administrator service, the incumbent shall earn 2.08 days (16.67 hours) per month, beginning with the first full month of service following eligibility.
 - c. Leave accumulated pursuant to this section may not exceed forty-five (45) days (360 hours) unless an extension is approved following the procedure in 3.1.2. The vacation balance must be below 360.0 hours on the last day of each month, otherwise, no vacation hours will accrue. To receive the full monthly vacation accrual, the vacation balance on the last day of the month (before accruals are posted for the month), should not exceed 345.33 for 14.67 monthly accruals, or 343.33 for 16.67 monthly accruals.
- 3.1.2 Vacation leave may be accumulated in excess of 360 hours under the following circumstances:
- a) If an employee's request for vacation leave is denied by the supervisor, an extension may be granted for each month vacation leave is deferred until the employee's anniversary date. A statement of necessity from the supervisor must be provided for each month the leave balance exceeds 360 hours.
 - b) If operational necessity requires deferral of vacation leave beyond the employee's anniversary date, approval is required by the employee's supervisor and appointing authority. A written statement must be provided for each month the leave balance exceeds 360 hours beyond the anniversary date.
 - c) The chancellor must approve vacation leave cash outs in excess of 360 hours. The approval/denial of this exception will be based on the documented reasons for the excess accumulation.
- 3.2 The vacation leave accrual for administrative and exempt personnel with less than full-time appointments will be prorated based upon the appointment's percentage of full-time.
- 3.3 Vacation Leave Use: Advanced approval for use of vacation leave is required of administrative and exempt employees. The leave shall be approved by the employee's immediate supervisor.
- 3.4 Vacation Leave Cash Out: An employee who separates from service with adequate notice is entitled to a lump sum payment of unused vacation leave. The payment is computed using the formula established by the Office of Financial Management. No contributions are to be made to the department of retirement systems for lump sum payment of excess vacation leave accumulated under the provision of 3.1.2.
- a. The administrative/exempt and the institutional executive employee group may vote annually to authorize CCS to transfer vacation cash-out compensation at retirement to a Voluntary Employee Benefits Association (VEBA) account.
 - b. If adopted by a majority of employee group votes, vacation cash out compensation for RETIRING employees will be transferred to a VEBA account tax-free, to be used for out-of-pocket medical/dental costs. See Administrative Procedure 2.20.01–F for more information.
 - c. Vacation cash-outs for separating employees are not eligible for VEBA transfer.

- 4.1 **Sick Leave Accrual:** Upon initial employment with CCS, full-time administrative and exempt personnel shall be granted twelve (12) days or 96 hours of sick leave. An eligible employee may not accrue sick leave at a rate in excess of eight (8) hours per month.
- 4.1.1 The monthly accrual for administrative and exempt personnel with less than full-time appointments will be prorated based upon the appointment's percentage of full-time.
 - 4.1.2 Unused sick leave credits of employees who change state employers without a break in service transfer with the employee to the new employer. [WAC 357-31-110](#)
 - 4.1.3 **Transfer In Hours:** A contracted administrative or exempt employee may transfer existing sick leave that previously was earned while working for another Washington State agency or institution of higher education to CCS in accordance with Washington State statute. Upon request from the employee, the Employee Compensation Department will request a transfer of sick leave balance from the previous employer.
 - 4.1.3.1 Employees transferring in less than 96 hours shall be granted sick leave up to 96 hours and shall begin accruing sick leave in the month after the hours granted were applied to the number of months accrual needed to reach 96 hours. For example, an employee transfers to CCS in February with 84 hours of sick leave balance from EWU. Twelve (12) hours of sick leave are granted to the employee in February, the first month of employment (to equal 96 hours). In April, the employee shall begin his/her monthly accrual of eight (8) hours of sick leave (February and March accounted for in the twelve (12) hours granted).
 - 4.1.3.2 Employees transferring in 96 or more hours shall begin accruing sick leave in the first month of employment.
 - 4.1.4 **Transfer Out Hours:** When employees leave CCS to work at another state agency, only sick leave hours earned up to that time are available for transfer out. If an employee leaves CCS before earning the initial 96 hours of sick leave granted, only the portion of hours earned will be transferrable.
 - 4.1.4.1 **For example**, an employee works for CCS for two months, earning 16 hours and then leaves to work at another state agency. Only the 16 hours earned in the two months while working for CCS may be transferred upon request. If the employee had transferred hours in from another state agency, those would be available for transfer out.
 - 4.1.4.2 **For example**, an employee transfers in 30 hours from a previous state agency. They were granted 96 hours upon hire at CCS (30 hours transferred in and 66 hours from CCS), and works here two months before leaving, without using any sick leave. The total hours of 46 (30 transferred in and 16 earned in two months) would be available to transfer to another state agency.
 - 4.1.4.3 If any sick leave hours were used during their two months with CCS, those hours will not be available for transfer. **For example**, upon hire, an employee is granted 96 hours sick leave and uses 4 hours in the first month. They leave CCS to work for another state agency at the end of two months, accruing 16 hours. Total available hours for transfer to another state agency is 12 (16 earned minus the 4 used).
- 4.2 **Sick Leave Use:** Sick leave shall be allowed under the following conditions:
- 4.2.1 For personal illness, disability, or injury.

- 4.2.2 For personal health care appointments or for family members' appointments when the presence of the employee is required.
- 4.2.3 Because of illness or injury of a family member who is a person of disability and requires the employee's presence to provide short-term care or to make arrangements for extended care (see [Administrative Procedure 2.40.01-A](#)).
- 4.2.4 For condolence or bereavement.
- 4.2.5 The immediate supervisor may require an employee to provide a release to duty prior to return-to-work for any health condition (including treatment or recovery) lasting more than five consecutive work days (see [Administrative Procedure 2.40.01-A](#)).
- 4.2.6 Sick leave exceeding five consecutive calendar days will run concurrently with Family Medical Leave (see [Administrative Procedure 2.40.01-A](#)).
- 4.2.7 Annual sick leave cash out and sick leave cash out at retirement are available to exempt employees as specified in [Administrative Procedure 2.40.01-B](#).
- 4.2.8 Family Medical Leave Act: FMLA is available to exempt employees as specified in [Administrative Procedure 2.40.01-A](#).

5.0 Parental Leave and Family Care Emergency Leave

- 5.1 Parental leave shall be granted to a permanent employee because of the birth of a child of the employee and to provide care, or because of the placement of a child with the employee for adoption or foster care. Such leave runs concurrently with Family Medical Leave (see [Administrative Procedure 2.40.01-A](#)).
 - 5.1.1 An employee must apply for parental leave through the Human Resources Office. Leave for up to 12 consecutive calendar weeks is available for exempt employees.
 - 5.1.2 During an approved parental leave, employees may use any combination of vacation leave, personal holiday, compensatory leave or leave without pay. Sick leave may only be used in circumstances where pregnancy is accompanied by disability associated with the pregnancy and only with medical certification.
- 5.2 Family care emergency leave is provided for the following emergency situations:
 - 5.2.1 Minor/dependent child-care emergencies such as unexpected absence of regular care provider, unexpected closure of child's school, or unexpected need to pick up child at school earlier than normal.
 - 5.2.2 Elder care emergencies such as the unexpected absence of a regular care provider or unexpected closure of an assisted living facility.
 - 5.2.3 The employee may choose any of the following leave categories to use to account for time away from work for family care emergency, contingent upon his/her eligibility to use that leave:
 - d. Vacation or personal leave/holiday
 - e. Sick leave
 - f. Leave without pay

6.0 Disability Leave

- 6.1 Leave shall be granted for a reasonable period to a permanent employee who is precluded from performing his/her regularly job duties because of a disability (including those related to pregnancy or childbirth). Disability leave includes a serious health condition of the employee as provided in the federal Family and Medical Leave Act of 1993 (see [Administrative Procedure 2.40.01-A](#)).

- 6.2 An employee shall apply for a disability leave through the Human Resource Office when the employee is (or plans to be) out of the office on sick leave for more than five days.
- 6.3 The disability and recovery period shall be defined and certified by the employee's licensed health care provider. The employee shall provide, in a timely manner, a copy of such certification to the Human Resource Office.
- 6.4 Disability leave, including leave due to serious health condition per FMLA may be a combination of sick leave, vacation leave, personal holiday, compensatory time and leave of absence without pay and shall be granted at the written request of the employee. The combination and use of paid and unpaid leave during a disability leave shall be per the choice of the employee.
- 6.5 If necessary due to continued disability, the employee shall be allowed to use eight hours of accrued paid leave per month for up to four months, including the twelve workweeks provided in FMLA, to provide for continuation of benefits as provided by the Public Employees' Benefits Board (PEBB). The employee is required to exhaust all paid leave prior to using any LWOP, except as noted above for the continuation of benefits as provided by the PEBB. The Employee Compensation Department shall designate on which day of each month the eight hours paid leave will be used.
- 6.6 The employee should contact the Employee Compensation Department for information regarding filing a claim on long-term disability insurance.
- 6.7 Leave usage shall be documented on the "Leave Authorization Form" signed by the employee and supervisor and forwarded to the Employee Compensation Department no later than the first working day following the end of the pay period.
- 6.8 If the employee is unavailable to complete leave forms, the supervisor is responsible for providing leave forms to the Employee Compensation Department by the appropriate deadline.

7.0 Bereavement Leave

Up to five (5) days of paid bereavement leave will be granted for the death of any family member or household member (as defined by section 2.3) that requires the employee's absence from work.

8.0 Holidays

Administrative and exempt employees will receive the following legal holidays, established by section [RCW 1.16.050](#)

- 8.1 The first day of January (New Year's Day)
- 8.2 The third Monday of January (Martin Luther King Jr.'s birthday)
- 8.3 The third Monday of February (Presidents' Day)
- 8.4 The last Monday of May (Memorial Day)
- 8.5 The nineteenth day of June (Juneteenth)
- 8.6 The fourth day of July (Independence Day)
- 8.7 The first Monday in September (Labor Day)
- 8.8 The eleventh day of November (Veterans Day)
- 8.9 The fourth Thursday of November (Thanksgiving Day)
- 8.10 The day immediately following Thanksgiving Day
- 8.11 The twenty-fifth day of December (Christmas Day)

9.0 Personal Holiday

- 9.1 Personal Holiday Accrual: Exempt and administrator staff will be granted eight (8) hours of personal holiday leave annually, accrued at the beginning of each calendar year

provided they have been continuously employed by the institution for more than four months.

- 9.1.1 If the employee is initially employed on or after September 1 of the calendar year, no personal holiday will be awarded for that calendar year (and will have to wait until their fourth month anniversary before the personal holiday can be used).
- 9.1.2 Personal holiday must be used within the year it is accrued. If the 8 hours are not used by December 31 of the year earned, the hours will be lost.
- 9.1.3 The personal holiday accrual for administrative and exempt personnel with less than full-time appointments will be prorated based upon the appointment's percentage of full-time.

9.2 The personal holiday must be taken as a full day.

10.0 Appeal Process

Exempt and administrative employees may appeal the implementation and administration of this procedure to the CCS Chief Human Resource Officer or Chief Financial Officer within thirty (30) calendar days of being denied leave under this procedure.

The Chief Human Resources Officer or Chief Financial Officer shall review the circumstances and concerns addressed in the appeal and provide a decision to the employee within twenty (20) calendar days of the appeal.

40-011.0 Related Information

- 40-111.1 Administrative Procedure 2.40.01-A Family Medical Leave and Return to Work
- 40-211.2 Administrative Procedure 2.40.01-B General Leave Administration
- 40-311.3 Administrative Procedure 2.20.01-F VEBA
- 40-411.4 RCW 1.16.050 Legal holidays and legislatively recognized days
- 40-511.5 WAC 357-31-110 Leave
- 11.6 WAC 357-01-145 Employer
- 11.7 WAC 357-01-172 Family members
- 11.8 WAC 357-01-182 Household members
- 40-611.9 WAC 357-01-227 Parent

Originated: June 2005; July 2006, October 2009; March 2010; April 2010; revised April 2012; updated June 2018, December 2022, April 2023; January 2024

Cabinet approval: July 2006; October 12, 2009; March 15, 2010, May 10, 2010; May 21, 2012; January 2023

CCS Administrative Procedure

2.40.01-C Exempt and Administrative Employee Leave Administration

Implementing Board Policy [2.40.01](#)

Contact: Payroll/Benefits Supervisor, 434-5291

1.0 Leave Administration Objective and Responsibilities (summary of Board of Trustees Policy 2.40.01)

Community Colleges of Spokane will provide and administer a program for employee leaves of absence in a manner that will both serve the well-being of faculty and staff and the organization as a whole.

- 1.1 The following procedure applies specifically to administrators, confidential exempt, and professional exempt employees and is in addition to the general leave provisions identified in [Administrative Procedure 2.40.01-A](#) and [2.40.01-B](#).
- 1.2 The chief financial officer and the chief strategy and administration officer, as appropriate, are responsible for ensuring leave is administered in good faith and consistent with the rights and responsibilities provided by statute or this procedure and for providing information and training specific to these rights and responsibilities.
- 1.3 Managers are responsible for managing their staff's leaves and keeping the employee, the HR Office and the Employee Compensation Department (as appropriate) informed of changes in status, rights and need for information. Additionally, managers are responsible for ensuring that no employee returns to work without the appropriate medical release.
- 1.4 The integrity of the leave approval and reporting process is critical for accountability purposes. Accurate and timely leave reporting by all employees is necessary to meet standards and criteria for reporting outcomes, costing programs, and safety and liability purposes.
- 1.5 Employees are responsible for reporting leaves and providing the notice and information necessary for CCS to effectively administrate this procedure and direct its workforce. Employees are to have an established work schedule so that their managers are aware of the expected times they will be working, and employees are expected to have a routine work schedule. If employees desire to flex their hours on a specific day, this must be approved by their supervisor.
- 1.6 State regulations require that all employees be either at work or on approved leave during a pay period. CCS is a public employer. As such, executive, administrative, and/or professional employees who qualify as salary basis employees are required to take vacation leave or sick leave for absences of less than one day.

2.0 Definitions

The following definitions are specific to the terms of this procedure and do not modify or revise similar terms as used in related procedures.

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- 2.2 Emergency health condition: a sudden, generally unexpected occurrence or set of circumstances related to a person's health, which requires immediate action and is typically short-term in nature.
- 2.3 Family members (bereavement): Family members are defined for this purpose as, spouse, parent, domestic partner, sibling, parent-in-law, domestic partner's parent, grandparent, grandchild, child, and a child in the custody of and residing in the home of

an employee. This also includes persons who reside in the same home who have reciprocal duties to and do provide financial supports for one another. The term does not include persons sharing the same house when the living style is primarily that of a dormitory or commune.

Parent is further defined as a biological, adoptive, de facto, or foster parent, stepparent, or legal guardian of an employee or the employee's spouse or registered domestic partner, or a person who stood *in loco parentis* to an employee when the employee was a child. A person who had day-to-day responsibilities to care for and financially support the employee when they were a child is considered to have stood *in loco parentis* to an employee.

- 2.4 Family members (other leave): includes parent, stepparent, parent-in-law, sibling, spouse, domestic partner, grandparent, grandchild, minor/dependent child, and child. Also includes persons who reside in the same home who have reciprocal duties to and do provide financial support for one another. Does not include persons sharing the same house when the living style is primarily that of a dormitory or commune.
- 2.5 Leave of absence: a paid or unpaid approved absence from work for a specified period of time for medical, parental, or personal reasons.
- 2.6 Leave without pay: unpaid approved absence.
- 2.7 Personal holiday: an employee benefit, usage subject to advance supervisory approval, providing paid release from work for personal reasons where the employee is scheduled to be, or has been, continuously employed for at least four months. Must be used within the calendar year and must be taken as a full day unless donated as shared leave.
- 2.8 Sick leave: an employee right, exercised subject to qualification, accrual, and reporting, which provides paid release from work for reasons of personal illness or injury or the illness/injury of family members. May also be used for treatment and care related to the illness/injury.
- 2.9 Vacation leave: an employee benefit, usage subject to advance supervisory approval, providing paid release from work for personal reasons. Vacation leave balances shall be allowed for reasons of family care emergencies or for an emergency health condition, subject to verification.

3.0 Vacation Leave Administration

General provisions regarding leave request, approval and documentation are provided in Administrative Procedure [2.40.01-B](#).

- 3.1 Vacation Leave Accrual: the following vacation leave accrual rates apply effective July 1, 2018:
- 3.1.1 Administrative and exempt personnel, otherwise eligible to earn and accrue annual leave shall earn such leave at the rate of:
- a. For seven (7) full calendar years or less of continuous, uninterrupted exempt/administrator service, the incumbent shall earn 1.83 days (14.67 hours) per month, beginning with the first full month of employment.
 1. Where a classified employee, currently accumulating vacation leave at greater than 14.67 hours per month, transfers into an exempt/administrator position that incumbent shall accumulate leave per section b.
 - b. For seven (7) full calendar years or more of continuous, uninterrupted exempt/administrator service, the incumbent shall earn 2.08 days (16.67 hours) per month, beginning with the first full month of service following eligibility.

- c. Leave accumulated pursuant to this section may not exceed forty-five (45) days (360 hours) unless an extension is approved following the procedure in 3.1.2. The vacation balance must be below 360.0 hours on the last day of each month, otherwise, no vacation hours will accrue. To receive the full monthly vacation accrual, the vacation balance on the last day of the month (before accruals are posted for the month), should not exceed 345.33 for 14.67 monthly accruals, or 343.33 for 16.67 monthly accruals.
- 3.1.2 Vacation leave may be accumulated in excess of 360 hours under the following circumstances:
 - a. If an employee's request for vacation leave is denied by the supervisor, an extension may be granted for each month vacation leave is deferred until the employee's anniversary date. A statement of necessity from the supervisor must be provided for each month the leave balance exceeds 360 hours.
 - b. If operational necessity requires deferral of vacation leave beyond the employee's anniversary date, approval is required by the employee's supervisor and appointing authority. A written statement must be provided for each month the leave balance exceeds 360 hours beyond the anniversary date.
 - c. The chancellor must approve vacation leave cash outs in excess of 360 hours. The approval/denial of this exception will be based on the documented reasons for the excess accumulation.
- 3.2 The vacation leave accrual for administrative and exempt personnel with less than full-time appointments will be prorated based upon the appointment's percentage of full-time.
- 3.3 Vacation Leave Use: Advanced approval for use of vacation leave is required of administrative and exempt employees. The leave shall be approved by the employee's immediate supervisor.
- 3.4 Vacation Leave Cash Out: An employee who separates from service with adequate notice is entitled to a lump sum payment of unused vacation leave. The payment is computed using the formula established by the Office of Financial Management. No contributions are to be made to the department of retirement systems for lump sum payment of excess vacation leave accumulated under the provision of 3.1.2.
 - a. The administrative/exempt employee group may vote annually to authorize CCS to transfer vacation cash-out compensation at retirement to a Voluntary Employee Benefits Association (VEBA) account.
 - b. If adopted by a majority of employee group votes, vacation cash out compensation for RETIRING employees will be transferred to a VEBA account tax-free, to be used for out-of-pocket medical/dental costs. See [Administrative Procedure 2.20.01-F](#) for more information.
 - c. Vacation cash-outs for separating employees are not eligible for VEBA transfer.

4.0 Sick Leave

- 4.1 Sick Leave Accrual: Upon initial employment with CCS, full-time administrative and exempt personnel shall be granted twelve (12) days or 96 hours of sick leave. An eligible employee may not accrue sick leave at a rate in excess of eight (8) hours per month.

- 4.1.1 The monthly accrual for administrative and exempt personnel with less than full-time appointments will be prorated based upon the appointment's percentage of full-time.
 - 4.1.2 Unused sick leave credits of employees who change state employers without a break in service transfer with the employee to the new employer. [WAC 357-31-110](#)
 - 4.1.3 Transfer In Hours: A contracted administrative or exempt employee may transfer existing sick leave that previously was earned while working for another Washington State agency or institution of higher education to CCS in accordance with Washington State statute. Upon request from the employee, the Employee Compensation Department will request a transfer of sick leave balance from the previous employer.
 - 4.1.3.1 Employees transferring in less than 96 hours shall be granted sick leave up to 96 hours and shall begin accruing sick leave in the month after the hours granted were applied to the number of months accrual needed to reach 96 hours. For example, an employee transfers to CCS in February with 84 hours of sick leave balance from EWU. Twelve (12) hours of sick leave are granted to the employee in February, the first month of employment (to equal 96 hours). In April, the employee shall begin his/her monthly accrual of eight (8) hours of sick leave (February and March accounted for in the twelve (12) hours granted).
 - 4.1.3.2 Employees transferring in 96 or more hours shall begin accruing sick leave in the first month of employment.
 - 4.1.4 Transfer Out Hours: When employees leave CCS to work at another state agency, only sick leave hours earned up to that time are available for transfer out. If an employee leaves CCS before earning the initial 96 hours of sick leave granted, only the portion of hours earned will be transferrable.
 - 4.1.4.1 **For example**, an employee works for CCS for two months, earning 16 hours and then leaves to work at another state agency. Only the 16 hours earned in the two months while working for CCS may be transferred upon request. If the employee had transferred hours in from another state agency, those would be available for transfer out.
 - 4.1.4.2 **For example**, an employee transfers in 30 hours from a previous state agency. They were granted 96 hours upon hire at CCS (30 hours transferred in and 66 hours from CCS), and works here two months before leaving, without using any sick leave. The total hours of 46 (30 transferred in and 16 earned in two months) would be available to transfer to another state agency.
 - 4.1.4.3 If any sick leave hours were used during their two months with CCS, those hours will not be available for transfer. **For example**, upon hire, an employee is granted 96 hours sick leave and uses 4 hours in the first month. They leave CCS to work for another state agency at the end of two months, accruing 16 hours. Total available hours for transfer to another state agency is 12 (16 earned minus the 4 used).
- 4.2 Sick Leave Use: Sick leave shall be allowed under the following conditions:
- 4.2.1 For personal illness, disability, or injury.
 - 4.2.2 For personal health care appointments or for family members' appointments when the presence of the employee is required.

- 4.2.3 Because of illness or injury of a family member who is a person of disability and requires the employee's presence to provide short-term care or to make arrangements for extended care (see [Administrative Procedure 2.40.01-A](#)).
- 4.2.4 For condolence or bereavement.
- 4.2.5 The immediate supervisor may require an employee to provide a release to duty prior to return-to-work for any health condition (including treatment or recovery) lasting more than five consecutive work days (see [Administrative Procedure 2.40.01-A](#)).
- 4.2.6 Sick leave exceeding five consecutive calendar days will run concurrently with Family Medical Leave (see [Administrative Procedure 2.40.01-A](#)).
- 4.2.7 Annual sick leave cash out and sick leave cash out at retirement are available to exempt employees as specified in [Administrative Procedure 2.40.01-B](#).
- 4.2.8 Family Medical Leave Act: FMLA is available to exempt employees as specified in [Administrative Procedure 2.40.01-A](#).

5.0 Parental Leave and Family Care Emergency Leave

5.1 Parental leave shall be granted to a permanent employee because of the birth of a child of the employee and to provide care, or because of the placement of a child with the employee for adoption or foster care. Such leave runs concurrently with Family Medical Leave (see [Administrative Procedure 2.40.01-A](#)).

- 5.1.1 An employee must apply for parental leave through the Human Resources Office. Leave for up to 12 consecutive calendar weeks is available for exempt employees.
- 5.1.2 During an approved parental leave, employees may use any combination of vacation leave, personal holiday, compensatory leave or leave without pay. Sick leave may only be used in circumstances where pregnancy is accompanied by disability associated with the pregnancy and only with medical certification.

5.2 Family care emergency leave is provided for the following emergency situations:

- 5.2.1 Minor/dependent childcare emergencies such as unexpected absence of regular care provider, unexpected closure of child's school, or unexpected need to pick up child at school earlier than normal.
- 5.2.2 Elder care emergencies such as the unexpected absence of a regular care provider or unexpected closure of an assisted living facility.
- 5.2.3 The employee may choose any of the following leave categories to use to account for time away from work for family care emergency, contingent upon his/her eligibility to use that leave:
 - Vacation or personal leave/holiday
 - Sick leave
 - Leave without pay

6.0 Disability Leave

6.1 Leave shall be granted for a reasonable period to a permanent employee who is precluded from performing his/her regularly job duties because of a disability (including those related to pregnancy or childbirth). Disability leave includes a serious health condition of the employee as provided in the federal Family and Medical Leave Act of 1993 (see [Administrative Procedure 2.40.01-A](#)).

- 6.2 An employee shall apply for a disability leave through the Human Resource Office when the employee is (or plans to be) out of the office on sick leave for more than five days.
- 6.3 The disability and recovery period shall be defined and certified by the employee's licensed health care provider. The employee shall provide, in a timely manner, a copy of such certification to the Human Resource Office.
- 6.4 Disability leave, including leave due to serious health condition per FMLA may be a combination of sick leave, vacation leave, personal holiday, compensatory time and leave of absence without pay and shall be granted at the written request of the employee. The combination and use of paid and unpaid leave during a disability leave shall be per the choice of the employee.
- 6.5 If necessary due to continued disability, the employee shall be allowed to use eight hours of accrued paid leave per month for up to four months, including the twelve workweeks provided in FMLA, to provide for continuation of benefits as provided by the Public Employees' Benefits Board (PEBB). The employee is required to exhaust all paid leave prior to using any LWOP, except as noted above for the continuation of benefits as provided by the PEBB. The Employee Compensation Department shall designate on which day of each month the eight hours paid leave will be used.
- 6.6 The employee should contact the Employee Compensation Department for information regarding filing a claim on long-term disability insurance.
- 6.7 Leave usage shall be documented on the "Leave Authorization Form" signed by the employee and supervisor and forwarded to the Employee Compensation Department no later than the first working day following the end of the pay period.
- 6.8 If the employee is unavailable to complete leave forms, the supervisor is responsible for providing leave forms to the Employee Compensation Department by the appropriate deadline.

7.0 Bereavement Leave

Up to five (5) days of paid bereavement leave will be granted for the death of any family member or household member (as defined by section 2.3) that requires the employee's absence from work.

8.0 Holidays

Administrative and exempt employees will receive the following legal holidays, established by section [RCW 1.16.050](#)

- 8.1 The first day of January (New Year's Day)
- 8.2 The third Monday of January (Martin Luther King Jr.'s birthday)
- 8.3 The third Monday of February (Presidents' Day)
- 8.4 The last Monday of May (Memorial Day)
- 8.5 The nineteenth day of June (Juneteenth)
- 8.6 The fourth day of July (Independence Day)
- 8.7 The first Monday in September (Labor Day)
- 8.8 The eleventh day of November (Veterans Day)
- 8.9 The fourth Thursday of November (Thanksgiving Day)
- 8.10 The day immediately following Thanksgiving Day
- 8.11 The twenty-fifth day of December (Christmas Day)

9.0 Personal Holiday

9.1 Personal Holiday Accrual: Exempt and administrator staff will be granted eight (8) hours of personal holiday leave annually, accrued at the beginning of each calendar year provided they have been continuously employed by the institution for more than four months.

- 9.1.1 If the employee is initially employed on or after September 1 of the calendar year, no personal holiday will be awarded for that calendar year (and will have to wait until their fourth month anniversary before the personal holiday can be used).
- 9.1.2 Personal holiday must be used within the year it is accrued. If the 8 hours are not used by December 31 of the year earned, the hours will be lost.
- 9.1.3 The personal holiday accrual for administrative and exempt personnel with less than full-time appointments will be prorated based upon the appointment's percentage of full-time.

9.2 The personal holiday must be taken as a full day.

10.0 Appeal Process

Exempt and administrative employees may appeal the implementation and administration of this procedure to the CCS Chief Human Resource Officer or Chief Financial Officer within thirty (30) calendar days of being denied leave under this procedure.

The Chief Human Resources Officer or Chief Financial Officer shall review the circumstances and concerns addressed in the appeal and provide a decision to the employee within twenty (20) calendar days of the appeal.

11.0 Related Information

- 11.1 [Administrative Procedure 2.40.01–A](#) Family Medical Leave and Return to Work
- 11.2 [Administrative Procedure 2.40.01–B](#) General Leave Administration
- 11.3 [Administrative Procedure 2.20.01–F](#) VEBA
- 11.4 [RCW 1.16.050](#) Legal holidays and legislatively recognized days
- 11.5 [WAC 357-31-110](#) Leave
- 11.6 [WAC 357-01-145](#) Employer
- 11.7 [WAC 357-01-172](#) Family members
- 11.8 [WAC 357-01-182](#) Household members
- 11.9 [WAC 357-01-227](#) Parent

Originated: June 2005; July 2006, October 2009; March 2010; April 2010; revised April 2012; updated June 2018, December 2022, April 2023; January 2024

Cabinet approval: July 2006; October 12, 2009; March 15, 2010, May 10, 2010; May 21, 2012; January 2023; February 2024



Community Colleges of Spokane

May 21, 2024

ACTION TAB: 3 TENURE CONSIDERATION

The Board of Trustees, as appointing authority, is ultimately responsible for granting or denying tenure for a probationary faculty member after having reviewed and given reasonable consideration to the information provided through and during the tenure process.

By the end of a probationer's eighth quarter of employment, or when otherwise recommended prior to the eighth quarter, (summers excluded), the board may:

- a. grant tenure.
- b. deny tenure.
- c. extend the probationary period for one, two, or three quarters, excluding summer quarter (where recommended by the applicable tenure review committee); or
- d. take no action, thereby granting de facto tenure.

The following probationary faculty members are appropriately before the Board of Trustees and awaits action as outlined above.

RECOMMENDATION

Take the appropriate action to implement the Board of Trustees' tenure decision for the following probationary faculty members, presented here by.

GRANT TENURE

NAME	DEPARTMENT	COLLEGE
DUANE HILLE	PARALEGAL	SCC

DENY TENURE

NAME	DEPARTMENT	COLLEGE
NA		

Prepared by: Samantha Shelton
 Executive Assistant to Chief Strategy and Administration Officer
 May 21, 2024

Presented by: Greg Stevens
 Chief Strategy and Administration Officer



Community Colleges of Spokane

May 21, 2024

ACTION TAB: TENURE CONSIDERATION

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GRANT TENURE

NAME	DEPARTMENT	COLLEGE
DUANE HILLE	AVIATION MAINTENANCE	SCC

DENY TENURE

NAME	DEPARTMENT	COLLEGE
NA		

Prepared by: Samantha Shelton
 Executive Assistant to Chief Strategy and Administration Officer
 May 21, 2024

Presented by: Greg Stevens
 Chief Strategy and Administration Officer

**ACTION: Approval of Fiscal Year 2024-25
Tuition, Fees and Waiver Schedules**

Background

Tuition and fee rates and schedules are established by the State Board for Community and Technical Colleges (SBCTC) for resident and non-resident tuition, and for lower division (associate degree and certificate) and upper division (baccalaureate) programs. The enclosed tuition schedules reflect a 3.0 percent increase to operating fees as authorized by the legislature beginning fall quarter 2024.

The attached Tuition Schedules and Waiver Summary establish tuition and waiver rates for academic year 2024-25, beginning fall quarter.

Recommendation

It is recommended that the Board of Trustees approve the Fiscal Year 2024-25 tuition and waiver schedules as presented.

Attachments:

Presentation – Tuition & Fee Recommendations FY25 BOT 2024

1. FY 2024-25 Tuition Schedule and Waiver Summary
2. FY 2024-25 Waiver Summary

Report Prepared by: Brandy Browning, CPA
Director of Accounting and Budget

Presented by: Dr. Linda McDermott, CPA
Acting Chief Financial Officer
May 21, 2024

Tuition and Fee Recommendations FY 2024-2025

Board of Trustees Meeting
Community Colleges of Spokane
May 2024



Recommended Tuition & Fees FY 2024-2025

Tuition

- See Tuition & Fees Tab, 4

S&A Fees

- See S&A Fees Tab, 4A

Lab & Course Fees

- See Lab & Course Fees Tab, 4B

Student Technology Fees

- See Technology Fees Tab, 4C



FY25 Recommended Tuition

- ▶ Tuition and fee rates and schedules are established by the State Board for Community and Technical Colleges (SBCTC).
- ▶ Quarterly Lower-division Full Time (15 credit) Tuition and Fee changes presented below.

Quarterly Lower-division Full Time (15 credit) Tuition and Fees						
FYs 2023 to 2025						
	SCC			SFCC		
	2023	2024	2025	2023	2024	2025
Tuition						
Resident	\$ 1,486.00	\$1,540.90	\$1,590.70	\$1,486.00	\$1,540.90	\$1,590.70
Non-Resident Out-of-State	1,834.65	1,910.30	1,974.60	1,834.65	1,910.30	1,974.60
Non-Resident International	3,402.25	3,524.30	3,637.10	3,402.25	3,524.30	3,637.10
Mandatory Fees						
Registration Fee	20.00	20.00	20.00	20.00	20.00	20.00
Technology Fee	40.00	40.00	40.00	40.00	40.00	40.00
Comprehensive Fee	40.00	40.00	40.00	40.00	40.00	40.00
Student Bus Pass Fee **	22.00	-	-	22.00	-	-
SCC Health Clinic Fee	11.00	12.00	12.00	-	-	-
SFCC Gym Fee	-	-	-	129.75	129.75	129.75
Total Tuition & Fees						
Resident	\$ 1,619.00	\$1,652.90	\$1,702.70	\$1,737.75	\$1,770.65	\$1,820.45
Non-Resident	1,967.65	2,022.30	2,086.60	2,086.40	2,140.05	2,204.35
International	3,535.25	3,636.30	3,749.10	3,654.00	3,754.05	3,866.85
Change from previous year						
Resident		\$ 33.90	\$ 49.80		\$ 32.90	\$ 49.80
Non-Resident		54.65	64.30		53.65	64.30
International		101.05	112.80		100.05	112.80
More information on cost of attendance is available for students:						
SCC: https://scc.spokane.edu/What-to-Study/Programs						
SFCC: https://sfcc.spokane.edu/What-to-Study/Programs						
** Suspended in FY 24 and FY 25						



FY25 Recommended S&A Fees

- ▶ The State Board for Community & Technical Colleges establishes the maximum allowable S&A Fees rate; CCS has authority to establish the rate up to the authorized limit.
- ▶ The S&A Fee Committee recommends the fee rate and the budgets for approval.
 - ▶ The Committee has approved the maximum allowable rate of \$169.15 per quarter for a full-time student.
 - ▶ S&A Fees revenue and allocations are presented below.
 - ▶ Final budgets will be recommended for approval in June.

<u>CCS S&A Fee - Allocation of Revenue Projection</u>				
FY 2024-25				
	SCC	SFCC	Athletics	Total
College S&A General	\$ 1,047,016	\$ 654,884		\$ 1,701,900
College Building Fund	89,489	55,973		\$ 145,462
Running Start - S&A	67,473	70,227	32,300	\$ 170,000
Financial Aid - State Mandated	62,642	39,181		\$ 101,823
CCS Athletics General			816,039	\$ 816,039
CCS Athletics Scholarships			144,007	\$ 144,007
Total Tuition & Fees	\$ 1,266,620	\$ 820,265	\$ 992,346	\$ 3,079,230



FY25 Recommended Lab & Course Fees

- ▶ Lab and course fees are thoroughly reviewed and recommended by campus departments and college leadership.
- ▶ Fee increases are limited to the authorized fiscal growth factor (6.4% for FY 25).
- ▶ Tab 4B, attachments 2 & 3 include the detailed listing of recommended Lab and Course fees by college for collection in FY 25.



FY25 Recommended Technology Fees

- ▶ The Student Technology fee is a voluntary student fee, currently charged at a rate of \$4.00 per credit with a maximum of \$40.00 per quarter.
- ▶ Technology fee committees at SCC and SFCC develop technology fee spending plans based on available budget authority.
 - ▶ Budget authority is based on the technology revenue projected at SCC and SFCC for FY 24 and FY 25, supplemented by carryforward fund balance, if any, at each college.
- ▶ The recommended SCC and SFCC Technology Fees Budgets are presented below.
 - ▶ Detailed spending plans are presented in Tab 4C, attachments 1 & 2

Spokane Community College	\$ 516,635
Spokane Falls Community College	\$ 411,511
Total Technology Fee Budget Authority	\$ 928,146



Recommendation

- ▶ It is recommended that the Board of Trustees approve the Fiscal Year 2024-25 tuition and fee proposals as presented.
 - ▶ Tab 4 – Tuition, Fees and Waivers
 - ▶ Tab 4A – Services & Activities Fees
 - ▶ Tab 4B – Lab & Course Fees and Administrative/Use Fees
 - ▶ Tab 4C – Student Technology Fees



**Community Colleges of Spokane
Tuition Schedules for 2024-25**

**Tuition and Fees per Credit for State-Funded Classes
Associate Degree and Certificate (Lower Division) Classes**
Rates subject to change. See below for information on mandatory fees.

No. of Credits	Washington Resident	Non-resident International	Non-Resident w/ Operating Fee Waiver (Out-of- State US Citizen)	Eligible Veterans
1-10 Credits	\$ 127.59	\$ 317.95	\$ 177.90	\$ 102.08
11-18 Credits	\$ 62.96	\$ 68.96	\$ 26.22	\$ 43.80
19+ Credits	\$ 114.47	\$ 305.24	\$ 158.67	\$ 83.41
19+ Vocational Credits	\$ 19.36	\$ 49.46	\$ 48.02	\$ 16.97
.3 Credit Minimum	\$ 38.28	\$ 98.44	\$ 55.17	\$ 30.62
1	\$ 127.59	\$ 328.14	\$ 183.89	\$ 102.08
2	\$ 255.18	\$ 656.28	\$ 367.78	\$ 204.16
3	\$ 382.77	\$ 984.42	\$ 551.67	\$ 306.24
4	\$ 510.36	\$ 1,312.56	\$ 735.56	\$ 408.32
5	\$ 637.95	\$ 1,640.70	\$ 919.45	\$ 510.40
6	\$ 765.54	\$ 1,968.84	\$ 1,103.34	\$ 612.48
7	\$ 893.13	\$ 2,296.98	\$ 1,287.23	\$ 714.56
8	\$ 1,020.72	\$ 2,625.12	\$ 1,471.12	\$ 816.64
9	\$ 1,148.31	\$ 2,953.26	\$ 1,655.01	\$ 918.72
10	\$ 1,275.90	\$ 3,281.40	\$ 1,838.90	\$ 1,020.80
11	\$ 1,338.86	\$ 3,352.54	\$ 1,866.04	\$ 1,064.60
12	\$ 1,401.82	\$ 3,423.68	\$ 1,893.18	\$ 1,108.40
13	\$ 1,464.78	\$ 3,494.82	\$ 1,920.32	\$ 1,152.20
14	\$ 1,527.74	\$ 3,565.96	\$ 1,947.46	\$ 1,196.00
15	\$ 1,590.70	\$ 3,637.10	\$ 1,974.60	\$ 1,239.80
16	\$ 1,653.66	\$ 3,708.24	\$ 2,001.74	\$ 1,283.60
17	\$ 1,716.62	\$ 3,779.38	\$ 2,028.88	\$ 1,327.40
18	\$ 1,779.58	\$ 3,850.52	\$ 2,056.02	\$ 1,371.20
19	\$ 1,894.05	\$ 4,165.54	\$ 2,226.79	\$ 1,454.61
20	\$ 2,008.52	\$ 4,480.56	\$ 2,397.56	\$ 1,538.02
21	\$ 2,122.99	\$ 4,795.58	\$ 2,568.33	\$ 1,621.43
22	\$ 2,237.46	\$ 5,110.60	\$ 2,739.10	\$ 1,704.84
23	\$ 2,351.93	\$ 5,425.62	\$ 2,909.87	\$ 1,788.25
24	\$ 2,466.40	\$ 5,740.64	\$ 3,080.64	\$ 1,871.66
25	\$ 2,580.87	\$ 6,055.66	\$ 3,251.41	\$ 1,955.07
Vocational Rates for 19+ credits - for students enrolled exclusively in vocational preparatory programs.				
19	\$ 1,798.94	\$ 3,901.46	\$ 2,106.96	\$ 1,388.17
20	\$ 1,818.30	\$ 3,952.40	\$ 2,157.90	\$ 1,405.14
21	\$ 1,837.66	\$ 4,003.34	\$ 2,208.84	\$ 1,422.11
22	\$ 1,857.03	\$ 4,054.28	\$ 2,259.78	\$ 1,439.08
23	\$ 1,876.39	\$ 4,105.22	\$ 2,310.72	\$ 1,456.05
24	\$ 1,895.75	\$ 4,156.15	\$ 2,361.65	\$ 1,473.02
25	\$ 1,915.11	\$ 4,207.09	\$ 2,412.59	\$ 1,489.99

**Community Colleges of Spokane
Tuition Schedules for 2024-25**

**Tuition and Fees per Credit for State-Funded Classes
Applied Baccalaureate (Upper Division) Classes**

Rates subject to change. See below for information on mandatory fees.

No. of Credits	Washington Resident	Non-resident International	Non-Resident w/ Operating Fee Waiver (Out-of- State US Citizen)	Eligible Veterans
1-10 Credits	\$ 247.61	\$ 695.60	\$ 311.41	\$ 198.09
11-18 Credits	\$ 12.81	\$ 13.78	\$ 13.80	\$ 8.62
19+ Credits	\$ 234.49	\$ 682.48	\$ 298.30	\$ 163.60
1	\$ 247.61	\$ 695.60	\$ 311.41	\$ 198.09
2	\$ 495.22	\$ 1,391.19	\$ 622.83	\$ 396.18
3	\$ 742.83	\$ 2,086.79	\$ 934.24	\$ 594.27
4	\$ 990.44	\$ 2,782.38	\$ 1,245.65	\$ 792.36
5	\$ 1,238.05	\$ 3,477.98	\$ 1,557.06	\$ 990.45
6	\$ 1,485.66	\$ 4,173.57	\$ 1,868.48	\$ 1,188.54
7	\$ 1,733.27	\$ 4,869.17	\$ 2,179.89	\$ 1,386.63
8	\$ 1,980.88	\$ 5,564.76	\$ 2,491.30	\$ 1,584.72
9	\$ 2,228.49	\$ 6,260.36	\$ 2,802.71	\$ 1,782.81
10	\$ 2,476.10	\$ 6,955.95	\$ 3,114.13	\$ 1,980.90
11	\$ 2,488.91	\$ 6,969.73	\$ 3,127.93	\$ 1,989.52
12	\$ 2,501.74	\$ 6,983.51	\$ 3,141.74	\$ 1,998.14
13	\$ 2,514.55	\$ 6,997.29	\$ 3,155.55	\$ 2,006.76
14	\$ 2,527.38	\$ 7,011.07	\$ 3,169.36	\$ 2,015.38
15	\$ 2,540.19	\$ 7,024.85	\$ 3,183.17	\$ 2,024.00
16	\$ 2,553.01	\$ 7,038.63	\$ 3,196.97	\$ 2,032.62
17	\$ 2,565.83	\$ 7,052.41	\$ 3,210.78	\$ 2,041.24
18	\$ 2,578.65	\$ 7,066.19	\$ 3,224.59	\$ 2,049.86
19	\$ 2,813.14	\$ 7,748.67	\$ 3,522.88	\$ 2,213.46
20	\$ 3,047.63	\$ 8,431.16	\$ 3,821.18	\$ 2,377.06
21	\$ 3,282.12	\$ 9,113.63	\$ 4,119.48	\$ 2,540.66
22	\$ 3,516.61	\$ 9,796.11	\$ 4,417.77	\$ 2,704.26
23	\$ 3,751.10	\$ 10,478.59	\$ 4,716.07	\$ 2,867.86
24	\$ 3,985.59	\$ 11,161.07	\$ 5,014.36	\$ 3,031.46
25	\$ 4,220.08	\$ 11,843.55	\$ 5,312.66	\$ 3,195.06

Upper division tuition and fees will be charged for upper division courses. For students taking both upper and lower division courses in the same quarter: - Generally, colleges must charge lower division tuition and fees for lower division courses and upper division tuition and fees for upper division courses. However, in those instances where the upper and lower division credit combination would result in the student paying more than he or she would if paying for all credits based on the upper division schedule, the college must charge tuition and fees for both upper and lower division credits based on the upper division tuition and fee schedule. (See SBCTC Policy 5.80.3.b.)

A calculator has been developed to assist colleges in determining how much tuition to charge a student taking both upper and lower division courses. The 2024-25 BAS Tuition Calculator has been posted to the State Board website at:

<http://www.sbctc.edu/colleges-staff/collegeaccess/baccalaureate-tuition-calculator.aspx>

**Community Colleges of Spokane
Tuition Schedules for 2024-25**

**Quarterly/Annual Tuition and Mandatory Fees
Lower Division (Associate and Certificate Programs)**

Quarterly Full-time Tuition and Fees		SCC	SFCC
Tuition	Resident	\$ 1,590.70	\$ 1,590.70
	Non-Resident Out-of-State	\$ 1,974.60	\$ 1,974.60
	Non-Resident International	\$ 3,637.10	\$ 3,637.10
Mandatory Fees	Registration	\$ 20.00	\$ 20.00
	Technology	\$ 40.00	\$ 40.00
	Comprehensive	\$ 40.00	\$ 40.00
	**Student Bus Pass Fee	\$ -	\$ -
	SCC Health Clinic	\$ 12.00	\$ -
	SFCC Gym Renovation	\$ -	\$ 129.75
	Total		
	Total Resident	\$ 1,702.70	\$ 1,820.45
	Total Non-Resident	\$ 2,086.60	\$ 2,204.35
	Total International	\$ 3,749.10	\$ 3,866.85
Annual Full-time Tuition and Fees		SCC	SFCC
Tuition	Resident	\$ 4,772.10	\$ 4,772.10
	Non-Resident Out-of-State	\$ 5,923.80	\$ 5,923.80
	Non-Resident International	\$ 10,911.30	\$ 10,911.30
Mandatory Fees	Registration	\$ 60.00	\$ 60.00
	Technology	\$ 120.00	\$ 120.00
	Comprehensive	\$ 120.00	\$ 120.00
	**Student Bus Pass Fee	\$ -	\$ -
	SCC Health Clinic	\$ 36.00	\$ -
	SFCC Gym Renovation	\$ -	\$ 389.25
	Total		
	Total Resident	\$ 5,108.10	\$ 5,461.35
	Total Non-Resident	\$ 6,259.80	\$ 6,613.05
	Total International	\$ 11,247.30	\$ 11,600.55

Rates are subject to change. Certain classes may charge lab and course fees. Cost of books and other materials varies based on program and class enrollment.

Refunds of tuition and fees: 100% refunded if the student withdraws before the sixth day of instruction; 50% refund if the student withdraws on sixth day of instruction to the twentieth calendar day. Some fees are non-refundable; see the fee schedule for further information. Refund dates for classes which do not follow the regular college calendar are proportional to the length of a standard quarter.

Tuition and Fees as defined by the Washington Legislature include operating fees, building fees, and student services and activities fees. Colleges may add additional administrative, use, and class fees.

CCS charges certain mandatory fees in addition to tuition. These include:

Registration Fee	\$20.00 per quarter
Student-voted Technology Fee	\$4.00 per credit up to \$40 per quarter
Student-voted Comprehensive Fee for SCC & SFCC	\$40.00 per quarter
Student-voted SCC Health Clinic Fee	\$12.00 per quarter
Student-voted SFCC Gym Renovation Fee (SFCC only)	\$8.65 per credit
**Student-voted Bus Pass Fee	\$0.00 per quarter

**Community Colleges of Spokane
Tuition Schedules for 2024-25**

Estimated Upper Division (Applied Baccalaureate Programs)

Annual Full-time Tuition and Fees *		SCC	SFCC
Tuition	Resident	\$ 7,620.58	\$ 7,620.58
	Non-Resident Out-of-State	\$ 9,549.50	\$ 9,549.50
	Non-Resident International	\$ 21,074.56	\$ 21,074.56
Mandatory Fees	Registration	\$ 60.00	\$ 60.00
	Technology	\$ 120.00	\$ 120.00
	Comprehensive	\$ 120.00	\$ 120.00
	**Student Bus Pass Fee	\$ -	\$ -
	SCC Health Clinic	\$ 36.00	
	SFCC Gym Renovation		\$ 389.25
Total Resident		\$ 7,956.58	\$ 8,309.83
Total Non-Resident		\$ 9,885.50	\$ 10,238.75
Total International		\$ 21,410.56	\$ 21,763.81

* Quarterly rates will vary depending on mix of upper and lower division classes

** Collection of the Bus Pass Fee \$22 Quarterly (\$66 Annually) has been suspended for 2024-25.

Community Colleges of Spokane Waiver Information for 2024-25

The Community Colleges of Spokane recognizes various tuition waivers and residency classifications that have been established by the state legislature and State Board for Community and Technical Colleges. This summary outlines the types of waivers that may be available to students. Specific eligibility will be determined at the time of admission or registration. These are only summaries of available waivers. For more detail, see the resources listed at the bottom of the page.

Mandatory Waivers

Mandatory waivers of tuition, services and activities fees and most other fees are available for:

- Children or spouses of deceased or disabled Law Enforcement Officers/Firefighters
- Children/eligible spouses of 100% disabled, deceased, or POW/MIA veterans or national guard members
- Wrongfully Convicted Persons (Felons), Children, Stepchildren & Adopted Children

SBCTC Mandatory Waivers

- Adult Basic Education, English as a Second Language, and GED® Preparation
- Apprenticeship

Resident Tuition Rates

Students who qualify in the following categories will be charged in-state resident tuition rates:

- Congressional Dependents
- High School Completion - Non-residents planning permanent residency
- Non-resident Higher Education Employees (at least half-time)
- International Student Exchange
- Refugees, Spouses and Dependents
- Active Duty Military and Dependents
- Native American
- In-State High School Graduates
- Spouses and Dependents of Active Duty Military Transferred out of WA
- E-3, H-1, L Visa Holders and Family Members (meeting criteria)
- Person, Spouse or Child Eligible for Veterans Administration education benefits (meeting criteria)

Non-Resident Tuition Rates (waiver of non-resident international rates)

Students who are US citizens or who have Immigration and Naturalization Service "permanent resident" or "resident alien" status will be charged non-resident out-of-state tuition rates (this rate is also known as the "non-resident with operating fee waiver" rate) Students who participate in the Western Undergraduate Exchange (WUE) program will be charged this rate.

Space-Available Waivers

Students 60 years of age or older may, on a space available basis, enroll in classes on an audit basis for up to two classes, at \$2.50 per class.

State employees employed half-time or more and certain instructional staff at public and common schools may enroll in state-support credit classes up to six credits per quarter, on a space available basis; students must pay registration fees and \$25.00 per class.

Community Colleges of Spokane employees employed half-time or more may enroll in state-support credit classes up to six credits per quarter, on a space available basis; students must pay registration fees and \$25.00 per class.

Vocational Program Excess Credit Rates

Students enrolled exclusively in required courses in vocational preparatory programs will be charged a reduced rate for each credit hour in excess of eighteen credits.

Community Colleges of Spokane Waiver Information for 2024-25

Athletic Waivers

Students who meet and maintain eligibility requirements through the Community Colleges of Spokane Athletics Department may receive an Athletic Waiver. The waiver is established by the State Board for Community and Technical Colleges, and waives \$397.68 of a student's tuition.

Running Start

Running Start students are not charged tuition for up to 15 enrolled college level credits (courses 100 and above) each quarter (including Summer), depending on the course load at their high school. They must pay certain mandatory, lab and course fees. For additional credits, they will be charged applicable tuition and fees. Students qualifying for a low-income waiver (students who qualify for "free or reduced price lunch" as documented by their high school) will receive a further waiver of most fees.

Military and Veterans Waivers

Active duty military and dependents; spouses and dependents of active duty military transferred out of Washington; and persons, spouses or children eligible for Veterans Administration education benefits will be charged in-state resident tuition rates. Certain restrictions apply. Consult the registrar's office for more information.

Active duty military enrolled under the Department of Defense Tuition Assistance program, which provides limited funding of tuition, will pay only the Operating Fee portion of the in-state resident tuition rate.

A veteran tuition rate (80% of resident tuition rates) is available to eligible veterans or National Guard members meeting certain eligibility criteria.

Waivers offered for lower division (associate/certificate) credit programs generally apply to upper division (baccalaureate) programs.

"Ungraded" and Course-Based Waivers

Students enrolled in Adult Basic Education, English as a Second Language, High School Equivalency preparation, Emergency Medical Technician and Paramedic Continuing Education, Farm Management and Small Business Management, Industrial First Aid, Journey person, Parent Education, and Retirement classes will be charged tuition according to State Board for Community and Technical College rates; see the Tuition Schedule for these rates. Ungraded courses are defined as "not categorized by level of instruction;" they may confer credit and assign letter grades.

High School + (HS+) and HS+ College

The High School+ (HS+) program, is for adults 18-years-old and older who do not have a high school diploma. The HS+ program combines credit for previous experience, competency-based options, and high school courses. The HS+ program serves as a foundational component of the "Guided Pathways" framework. **HS+ College** is a component of HS+ which allows students to enroll in college-level, credit bearing courses to meet high school diploma requirements.

HS+ students are charged the Basic Skills – Basic Education for Adults (BEa) quarterly tuition rate set by the SBCTC. The current Basic Skills tuition rate for BEa programs is \$25.00 per quarter unless the student is granted a waiver.

To be eligible for the HS+ College waiver, students are enrolled in the HS+ program. Students are designated as HS+ students and receive support from college faculty and staff (e.g., counselors, pathway specialists, instructional faculty, etc.) throughout the program. College course options are designed to provide clear transition pathways for students while they are completing their high school diploma. The tuition and fees rate is \$0.00 per college level credit, for up to ten (10) cumulative college level credits in the HS+ College program.

Community Colleges of Spokane Waiver Information for 2024-25

For more information, see:

[State Board for Community and Technical Colleges Tuition Waivers \(http://www.sbctc.edu/colleges-staff/programs-services/tuition-fees/tuition-waivers/\)](http://www.sbctc.edu/colleges-staff/programs-services/tuition-fees/tuition-waivers/)

[Revised Code of Washington, College and University Fees \(http://app.leg.wa.gov/RCW/default.aspx?cite=28B.15\)](http://app.leg.wa.gov/RCW/default.aspx?cite=28B.15)

[Ungraded Courses \(http://app.leg.wa.gov/WAC/default.aspx?cite=131-28-026\)](http://app.leg.wa.gov/WAC/default.aspx?cite=131-28-026)

**ACTION: Approval of Fiscal Year 2024-25
Community Colleges of Spokane (CCS)
Student Services and Activities (S&A) Fee Rate**

Background

Student Services and Activities (S&A) Fees are collected as a portion of tuition revenue, subject to the applicable policies, regulations and procedures of CCS and Chapters 28B.15 and 43.88, Revised Code of Washington.

On approval of the Board of Trustees, these fees are used to fund student programs at each college. Activities include, but are not limited to, Associated Student Activities (ASA), Instructionally Related Programs (IRP), Athletics and Athletic Scholarships, Student Building Funds (Special Projects) and Student Financial Aid. Student government organizations and the District S&A Fee committee are responsible for proposing program priorities and budgets that use S&A Fee revenue. Students hold a majority of the voting membership of the S&A Fee committee, alongside faculty and staff.

The State Board for Community & Technical Colleges establishes the maximum allowable S&A Fees. The CCS Board of Trustees has authority to establish the rate up to the authorized limit. The District S&A Fee committee approved and recommends the following S&A Fee rate beginning fall quarter 2024. Revenue from S&A fees is estimated to be \$3,079,230 in FY 25. S&A budgets and spending plans are being finalized by student groups and will be submitted for approval to the Board of Trustees in June.

	CCS S&A Fees FY 2023-24	SBCTC Maximum S&A Fees FY 2024-25	CCS Recommended S&A Fees FY 2024-25
From 1-10 credit hours, per credit	\$12.71	\$13.12	\$13.12
From 11-18 credit hours, per credit	\$7.36	\$7.59	\$7.59
19+ credit hours	No additional	No additional	No additional
Fee Rate @ 15 credits	\$163.90	\$169.15	\$169.15

Recommendation

It is recommended that the Board of Trustees approve the Fiscal Year 2024-25 Student Services and Activities (S&A) Fee Rate, that will be incorporated into the CCS Tuition and Fee schedule effective fall quarter 2024.

Attachments:

1. FY2024-25 S&A Fees Projection
2. FY 2025 CTC Tuition and Fee Rates - FINAL

Report Prepared by: Brandy Browning, CPA
Director of Accounting and Budget

Presented by: Dr. Linda McDermott, CPA
Acting Chief Financial Officer
May 21, 2024

SCC - Student/Campus Controlled Revenue Estimate		\$ 1,203,978				
<table border="1"> <tr><td>Actual</td></tr> <tr><td>Estimated</td></tr> </table>		Actual	Estimated			
Actual						
Estimated						
		FY 2023	FY 2024	FY 2025		
Enrollment Headcount		5,662	5,268	5,268		
Summer, Fall, & Winter S&A Collected		616,229	1,213,992	1,252,840		
Spring S&A Collected		903,309	520,282	536,931		
Total Collected S&A Fee		1,519,538	1,734,274	1,789,771		
		SCC Projected 2025 S&A Fee Total Revenue		1,789,771		
FY24-25 Allocation of S&A Fee Revenue						
	SCC Financial Aid - State Mandated	3.5%		62,642		
	CCS Athletics General	28.05%		502,031		
	CCS Athletics Scholarships	4.95%		88,594		
	College Building Fund	5.0%		89,489		
	College S&A General	58.5%		1,047,016		
		100.0%		1,789,771		
	SCC Running Start - S&A			67,473		
				1,857,244		
SFCC - Student/Campus Controlled Revenue Estimate		\$ 781,084				
<table border="1"> <tr><td>Actual</td></tr> <tr><td>Estimated</td></tr> </table>		Actual	Estimated			
Actual						
Estimated						
		FY 2023	FY 2024	FY 2025		
Enrollment Headcount		2,477	2,433	2,433		
Summer, Fall, & Winter S&A Collected		418,075	423,052	436,589		
Spring S&A Collected		647,867	661,696	682,870		
Total Collected S&A Fee		1,065,941	1,084,747	1,119,459		
		SFCC Projected 2025 S&A Fee Total Revenue		1,119,459		
FY24-25 Allocation of S&A Fee Revenue						
	SFCC Financial Aid - State Mandated	3.5%		39,181		
	CCS Athletics General	28.05%		314,008		
	CCS Athletics Scholarships	4.95%		55,413		
	College Building Fund	5.0%		55,973		
	College S&A General	58.5%		654,884		
		100.0%		1,119,459		
	SFCC Running Start - S&A			70,227		
				1,189,686		
CCS Athletics Summary		\$ 992,346				
	CCS Total S&A FY 2025 Revenue Projection			3,079,230		
	CCS Athletics and Athletic Scholarships - 33%	33.0%		960,046		
	Athletics Running Start - S&A			32,300		
				\$ 992,346		
			Check	-		

WASHINGTON STATE COMMUNITY COLLEGE TUITION AND FEE RATES

2024-25

		<u>Lower Division</u>		<u>Upper Division</u>	
		<u>RESIDENTS</u>	<u>NONRESIDENTS</u>	<u>RESIDENTS</u>	<u>NONRESIDENTS</u>
		<i>Assumes 15 Credits per Quarter</i>		<i>Assumes 15 Credits per Quarter</i>	
ANNUAL	Operating Fee	\$3,742.05	\$9,320.70	\$6,590.40	\$19,483.80
	Building Fee	\$522.60	\$1,083.15	\$522.60	\$1,083.15
	Maximum S & A Fee	\$507.45	\$507.45	\$507.45	\$507.45
	Tuition and Fees	\$4,772.10	\$10,911.30	\$7,620.45	\$21,074.40
QUARTERLY	Operating Fee	\$1,247.35	\$3,106.90	\$2,196.80	\$6,494.60
	Building Fee	\$174.20	\$361.05	\$174.20	\$361.05
	Maximum S & A Fee	\$169.15	\$169.15	\$169.15	\$169.15
	Tuition and Fees	\$1,590.70	\$3,637.10	\$2,540.15	\$7,024.80
PER CREDIT		<i>1-10 Credits</i>	<i>1-10 Credits</i>	<i>1-10 Credits</i>	<i>1-10 Credits</i>
	Operating Fee	\$99.66	\$282.00	\$219.68	\$649.46
	Building Fee	\$14.81	\$33.01	\$14.81	\$33.01
	Maximum S & A Fee	\$13.12	\$13.12	\$13.12	\$13.12
Tuition and Fees	\$127.59	\$328.13	\$247.61	\$695.59	
PER CREDIT		<i>Average Incremental Increase for Each Credit between 11 and 18</i>		<i>Average Incremental Increase for Each Credit between 11 and 18</i>	
	Operating Fee	\$50.15	\$57.38	\$0.00	\$0.00
	Building Fee	\$5.22	\$6.19	\$5.22	\$6.19
	Maximum S & A Fee	\$7.59	\$7.59	\$7.59	\$7.59
Tuition and Fees	\$62.96	\$71.16	\$12.81	\$13.78	
EXCESS CREDIT SURCHARGE		<i>19+ Credits</i>	<i>19+ Credits</i>	<i>19+ Credits</i>	<i>19+ Credits</i>
	Operating Fee Only	\$114.47	\$315.01	\$234.49	\$682.47

UNGRADED COURSES - per credit fees - Operating Fees deposited to Fund 149

2024-25

	<u>Comments</u>	<u>Per Credit Fee</u>
Apprenticeship (Clock hour equivalent) ABE, ESL, GED	50% waiver	\$64.00
	Colleges may waive the \$25 charge for students who are unable to pay	\$4.27
Competency Based Programs	Method for establishing tuition governed by WAC 131-28-025, subsection (2), amended by State Board Resolution 14-09-60 (Sept. 10, 2014)	\$25 per student per quarter
		Program length (in months) divided by three and multiplied by quarterly tuition & fees at 15 credit hours
Athletic Waiver	<u>Comments</u>	<u>Per Quarter Waiver Amount</u>
	Amount allowable to waive is 25% of the 15 credit rate for tuition and fees but waiver must be from OPERATING FEE ONLY.	Lower Division \$ 397.70
		Upper Division \$ 635.00

Colleges are authorized to charge tuition to Running Start students when the student's choice of credit load exceeds the level that will be reimbursed by the school district.

**ACTION: Approval of Fiscal Year 2024-25
Lab & Course Fees and
Administrative / Use Fees**

Background

CCS administrative services and college staff conducted their annual review of administrative / use, and lab and course fees. The proposed fee schedules, effective fall quarter 2024 are attached.

Proposed changes to administrative / use fees include parking fees and the suspension of the student bus pass fee. The student government organizations at SCC and SFCC voted unanimously to suspend the fee in fiscal year 25 (FY 25) due to accumulated revenue available in the Student Bus Pass Fee fund. The \$22 per quarter student bus pass fee is suspended for all students for academic year 2024-2025. The fee will be reviewed on an annual basis by the associated student governments of SCC and SFCC, who will make recommendations for the collection of the fee in future years. The parking fee increase is consistent with the Parking Task Force recommendation.

Lab and course fees are thoroughly reviewed and recommended by campus departments and college leadership. Fee increases are limited to the authorized fiscal growth factor (6.4% for FY 25). Attachment 2 includes the detailed listing of recommended Lab and Course fees by college for collection in FY 25.

Recommendation

It is recommended that the Board of Trustees approve the Fiscal Year 2024-25 Administrative / Use, and Lab and Course fees effective fall quarter 2024.

Attachments:

1. CCS Administrative Fees for 2024-25
2. SCC Lab and Course Fees for 2024-25
3. SFCC Lab and Course Fees for 2024-25
4. Bus Fee Suspension Memo FY25

Report Prepared by: Brandy Browning, CPA
Director of Accounting and Budget

Presented by: Dr. Linda McDermott, CPA
Acting Chief Financial Officer
May 21, 2024

STUDENT FEES			FY 2023-24 Rate	Charge Rate/Note	Proposed FY24-25 Rate Changes	Proposed FY24-25 Rate	FY23-24 Justification for increased Fee	Increase Percentage
	Application for Admission - General (Currently not charged)	\$	25.00	One Time Only		\$ 25.00		
A	Application for Admission - International	\$	100.00	One Time Only		\$ 100.00		
	Application Fee for PLA Assessment/Non-Traditional Credit	\$	10.00	Each		\$ 10.00		
	Assessment & Testing Fees							
	Prior Learning Assessment/Non-Traditional Credit	\$	30.00	Per Credit		\$ 30.00		
	English Second Language Proficiency Testing	\$	7.50	Each Test Component		\$ 7.50		
	Test of Essential Academic Skills (TEAS) Test	\$	70.00	Per Test		\$ 70.00		
	College in the High School	\$	50.00	Per credit		\$ 50.00		
S	Comprehensive Fee (Printing, e-learning, library, Health Ctr, graduation)	\$	40.00	Per Quarter		\$ 40.00		
	GED (or High School Equivalency) Duplicate Diploma	\$	15.00	Each		\$ 15.00		
	High School Diploma Issuance	\$	20.00	Each		\$ 20.00		
	High School Transcript	\$	5.00	Each		\$ 5.00		
	I.D. Card Replacement	\$	2.00	Each		\$ 2.00		
	Pullman Campus Usage Fee	\$	10.00	Per Quarter		\$ 10.00		
	Registration Fee (All state support students (except "ungraded" courses)	\$	20.00	Per Quarter		\$ 20.00		
	Replacement Diploma	\$	25.00	Each		\$ 25.00		
S	SFCC Gymnasium Fee	\$	8.65	Per credit		\$ 8.65		
S	SCC Health Clinic Fee	\$	12.00	Per Quarter		\$ 12.00		
A	Transcript Fee (hardcopy at cashier)	\$	5.00	Each		\$ 5.00		
A	Transcript Fee (hardcopy mailed through National Student Clearinghouse)	\$	8.95	Each		\$ 8.95		
A	Transcript Fee (online through National Student Clearinghouse)	\$	7.25	Each		\$ 7.25		
A	Tuition Installment Payment Plan Enrollment Fee	\$	30.00	Per Quarter		\$ 30.00		
S	Technology Fee (Maximum \$40.00 per quarter)	\$	4.00	Per Credit		\$ 4.00		
	Parking/Transportation Fees and Fines			Charge Rate/Note				
S	Quarterly bus pass, credit student voluntarily imposed fee	\$	22.00	Per quarter	\$ (22.00)	\$ -	Collection of the Bus Pass Fee \$22 Quarterly (\$66 Annually) has been suspended for all student in Academic Year 2024-25.	
A	Quarterly bus pass, faculty/staff purchase price	\$	30.00	Each		\$ 30.00		
A	Quarterly bus pass, non-credit student purchase price	\$	22.00	Each	\$ (22.00)	\$ -	Collection of the Bus Pass Fee \$22 Quarterly (\$66 Annually) has been suspended for all student in Academic Year 2024-25.	
A	Parking Fee (daily)	\$	3.00	Each		\$ 3.00		
A	Parking Fee - metered		varies	Each		varies		
A	Parking Pass (monthly)	\$	17.00	Sales tax included	\$0.50	\$ 17.50	Continued implementation of Parking Task Force recommendation #7, or up to 5%	2.9%
A	Parking Pass (per quarter)	\$	34.00	Sales tax included	\$1.00	\$ 35.00	Continued implementation of Parking Task Force recommendation #7, or up to 5%	2.9%
A	Parking Pass (annual)	\$	99.00	Sales tax included	\$3.00	\$ 102.00	Continued implementation of Parking Task Force recommendation #7, or up to 5%	3.0%
A	Parking Pass (summer quarter)	\$	17.00	Sales tax included	\$0.50	\$ 17.50	Continued implementation of Parking Task Force recommendation #7, or up to 5%	2.9%
A	Parking Pass (Commute Trip Reduction)	\$	8.50	Sales tax included	\$0.25	\$ 8.75	25% quarterly permit, round to nearest \$.25	2.9%
A	Parking Fine - General Infraction	\$	30.00	Each		\$ 30.00		
A	Parking Fine - Handicap Zone	\$	250.00	Each		\$ 250.00		
A	Parking Fine - Fraudulent Permit	\$	160.00	Each		\$ 160.00		
A	Parking - Vehicle license research fee	\$	20.00	Each		\$ 20.00		
A	Traffic Fine - Moving Violation (Tier One)	\$	40.00	Each		\$ 40.00		
A	Traffic Fine - Moving Violation With Disregard for Safety (Tier Two)	\$	80.00	Each		\$ 80.00		
A	Traffic Fine - Moving Violation, Willful & Wanton Disregard for Safety (Tier Three)	\$	80.00	Each		\$ 80.00		
A	Smoking Fine	\$	30.00	Each		\$ 30.00		

STUDENT FEES			FY 2023-24 Rate	Charge Rate/Note	Proposed FY24-25 Rate Changes	Proposed FY24-25 Rate	FY23-24 Justification for increased Fee	Increase Percentage
Course Related Fees				Charge Rate/Note				
	Lab & Course Fees (listed separately)		varies			varies		
A	Washington State Patrol Background Check Fee	\$	10.00	Each	\$	10.00		
A	National Background Check Fee		varies	Each		varies		
A	Professional & General Liability Insurance	\$	8.00	Per Quarter	\$	8.00		
	<i>Courses in the following areas require professional and general liability insurance</i>							
	<i>Aquatics/Lifeguard/Water Safety</i>	<i>Family and Human Services</i>						
	<i>Biomedical Equipment Technician</i>	<i>Health and Fitness Technician</i>						
	<i>Biotechnology</i>	<i>Health and Medical Administration</i>						
	<i>Child Care/Education/Development</i>	<i>Hearing Instrument Specialist</i>						
	<i>Community Health</i>	<i>Medical and Dental Technology</i>						
	<i>Cosmetology</i>	<i>Mortuary and Funeral Services</i>						
	<i>Emergency Medical Tech (EMT)/Paramedic</i>							
A	Student Intern (non-medical) Professional Liability Insurance	\$	8.00	Per Quarter	\$	8.00		
	<i>Courses in the following areas require professional liability insurance</i>							
	<i>Agriculture/Horticulture</i>	<i>Natural Resource Management</i>						
	<i>Education Paraprofessional</i>	<i>Water Resources Technology</i>						
A	International Student Insurance	\$	401.28	Per Quarter	\$ 19.14	\$ 420.42	3 month assessment, \$140.14 per month	5%
	Student Insurance: Optional student injury and sickness insurance may be purchased. See brochures in cashiers' areas for current coverage and rates.							
Miscellaneous Fees			FY23-24 Rate	Charge Rate/Note		FY23-24 Rate		
A	Administrative Processing Fee for refunds	\$	7.00	Per Refund Processed	\$	7.00		
A	Check Cashing Fee	\$	1.50	Per Check	\$	1.50		
	Distance Learning Financial Aid Check Handling Fee	\$	3.00	Per Check	\$	3.00		
	Library Fines		Varies	Per Each		Varies		
	Locker Rental Fees (vary depending on location)		Varies by location \$1 to \$6			Varies by location \$1 to \$6		
	Art Bldg. Locker Rentals		\$ 5.00 / \$ 10.00	Per Quarter / Per Year		\$ 5.00 / \$ 10.00		
	Locker Rental - Health Building	\$	1.00	Per Quarter	\$	1.00		
	Locker Rental	\$	6.00	Per Quarter	\$	6.00		
	Fitness Center Lockers		not charged	Per Each		not charged		
	Microsoft Academic Alliance / Microsoft Project Software license	\$	10.00	Per Each	\$	10.00		
	Microsoft Testing		Varies	Each		Varies		
A	Returned Check (NSF) Fee (In addition to third party NSF fee)	\$	20.00	Per Check	\$	20.00		
	SFCC Intensive English Language Program "CL" Self-support rate	\$	157.50	Per Credit; \$3,150 Per Term	\$	157.50		
	Technical Arts Resource Center (TARC) Print Card	\$	15.00	Per Each	\$	15.00		
	Test Proctoring (Non-student)	\$	25.00	Each	\$	25.00		
	Testing No-Show Fine	\$	30.00	Each	\$	30.00		
Other Fees				Charge Rate/Note				
	COMPTR FEE-COLV/CLS		As on main campus	Per Course		As on main campus		
	COMPTR FEE-COLV/CRD		As on main campus	Per Credit		As on main campus		
	FEES-SENIOR PRG CLASS ("ACT 2 CLASS")		Varies per course	Per Course		Varies per course		
	CLS FEES-COLVILLE/CRS		As on main campus	Per Course		As on main campus		
	CLS FEE-WHITMAN CNTY		As on main campus	Per Course		As on main campus		
	CLS FEE-COLVILLE SCI		As on main campus	Per Course		As on main campus		
	COMPTR FEE-WHITMAN/CL		As on main campus	Per Course		As on main campus		
	COMPTR FEE-WHITMAN/CR		As on main campus	Per Credit		As on main campus		



Lab and Course Fee Final for Fiscal Year : 2025

College	Dept Name	Subject	Class Type	Course Numbers	Charge Unit	Current Fee	Proposed Fee	Fee Change	Refundable
SCC									
SCC	Auto Collision/Refinish Tech	ABF	LAB	111, 112	per course	84.31	89.71	5.40	N
SCC	Auto Collision/Refinish Tech	ABF	LAB	115, 116, 117, 123, 124, 244	per course	87.74	93.36	5.62	N
SCC	Auto Collision/Refinish Tech	ABF	LAB	125	per course	87.74	87.74	0.00	N
SCC	Auto Collision/Refinish Tech	ABF	LAB	133, 134, 135, 136, 137, 138, 139, 141	per course	88.74	94.42	5.68	N
SCC	Auto Collision/Refinish Tech	ABF	LAB	140	per course	97.46	103.7	6.24	N
SCC	Auto Collision/Refinish Tech	ABF	LAB	181, 183	per course	175	186.2	11.20	N
SCC	Auto Collision/Refinish Tech	ABF	LAB	270, 271, 272, 273	per course	70.53	75.04	4.51	N
SCC	Business Management	ACCT	LEC	141	per course	3.8	3.8	0.00	
SCC	Business Management	ACCT	LEC	142	per course	90	90	0.00	N
SCC	Environmental Sciences	AGGEN	LAB	151	per course	42.54	45.26	2.72	
SCC	Environmental Sciences	AGGEN	LAB	156	per course	55.06	58.58	3.52	
SCC	Environmental Sciences	AGHRT	LEC	101, 104	per course	5.29	5.63	0.34	
SCC	Environmental Sciences	AGHRT	LAB	102	per course	23.65	25.16	1.51	
SCC	Environmental Sciences	AGHRT	LAB	103	per course	21.16	22.51	1.35	
SCC	Environmental Sciences	AGHRT	LAB	105, 106, 107, 108, 219	per course	18.78	19.98	1.20	
SCC	Environmental Sciences	AGHRT	LAB	109	per course	31.73	33.76	2.03	
SCC	Environmental Sciences	AGHRT	LAB	110, 112	per course	13.76	14.64	0.88	
SCC	Environmental Sciences	AGHRT	LAB	111	per course	63.47	67.53	4.06	
SCC	Environmental Sciences	AGHRT	LAB	115	per course	42.31	45.02	2.71	
SCC	Environmental Sciences	AGHRT	LEC	116	per course	7.5	7.98	0.48	
SCC	Environmental Sciences	AGHRT	LAB	126	per course	3.76	4	0.24	
SCC	Environmental Sciences	AGHRT	LAB	184, 185	per course	2.5	2.66	0.16	
SCC	Environmental Sciences	AGHRT	LAB	195	per course	3	3	0.00	N
SCC	Environmental Sciences	AGHRT	LAB	201, 206	per course	85.09	90.54	5.45	
SCC	Environmental Sciences	AGHRT	LEC	202	per course	16.27	17.31	1.04	
SCC	Environmental Sciences	AGHRT	LAB	204	per course	43.8	46.6	2.80	
SCC	Environmental Sciences	AGHRT	LAB	205	per course	48.8	51.92	3.12	
SCC	Environmental Sciences	AGHRT	LAB	211	per course	38.79	41.27	2.48	
SCC	Environmental Sciences	AGHRT	LAB	225	per course	6.26	6.66	0.40	
SCC	Environmental Sciences	AGHRT	LAB	226	per course	45.05	47.93	2.88	
SCC	Environmental Sciences	AGHRT	LEC	228	per course	11.25	11.97	0.72	
SCC	Environmental Sciences	AGHRT	LAB	230	per course	15.02	15.98	0.96	
SCC	Environmental Sciences	AGHRT	LEC	232	per course	10.01	10.65	0.64	
SCC	Environmental Sciences	AGHRT	LEC	234	per course	6.26	6.66	0.40	
SCC	Environmental Sciences	AGHRT	LAB	235	per course	8.76	9.32	0.56	
SCC	Environmental Sciences	AGHRT	LAB	236	per course	21.26	22.62	1.36	
SCC	Environmental Sciences	AGHRT	LAB	237	per course	100.11	106.52	6.41	
SCC	Environmental Sciences	AGHRT	LEC	238	per course	21.16	22.51	1.35	
SCC	HVAC and Refrigeration	AIRC	LAB	107, 110, 137, 204, 206, 208, 265	per course	308.35	328.08	19.73	N
SCC	Applied Education	APLED	LEC	112	per course	22.61	22.61	0.00	N
SCC	Aviation Maintenance Tech	ARCFT	LAB	115	per course	57.03	57.03	0.00	N
SCC	Aviation Maintenance Tech	ARCFT	LAB	116, 118, 140, 236, 238, 246	per course	92.47	92.47	0.00	N
SCC	Aviation Maintenance Tech	ARCFT	LAB	120, 136, 138, 248, 256	per course	94.55	94.55	0.00	N

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SCC	Aviation Maintenance Tech	ARCFT	LEC	137, 245	per course	30.36	30.36	0.00	N
SCC	Aviation Maintenance Tech	ARCFT	LAB	258, 276	per course	94.37	94.37	0.00	N
SCC	Architectural Technology	ARCHT	LAB	122, 126	per course	70.56	70.56	0.00	N
SCC	Architectural Technology	ARCHT	LAB	132	per course	73.39	73.39	0.00	N
SCC	Architectural Technology	ARCHT	LAB	242, 252, 262	per course	88.09	88.09	0.00	N
SCC	Social Science/Humanities	ART	LEC	-112	per course	5.91	0	(5.91)	N
SCC	English and Foreign Languages	ASL&	LEC	121, 122, 123	per course	2.95	0	(2.95)	N
SCC	Science	ASTR&	LEC	-100	per course	11.82	0	(11.82)	N
SCC	Science	ASTR&	LAB	-101	per course	11.82	0	(11.82)	N
SCC	Automotive Technology	AUTO	LEC	100	per course	8.7	9.26	0.56	N
SCC	Automotive Technology	AUTO	LAB	102	per course	26.37	28.06	1.69	N
SCC	Automotive Technology	AUTO	LAB	104	per course	29.65	31.55	1.90	N
SCC	Automotive Technology	AUTO	LAB	104, 123, 126, 136, 137, 260, 261, 263, 286	per course	95.5	95.5	0.00	
SCC	Automotive Technology	AUTO	LEC	110	per course	83.49	88.83	5.34	N
SCC	Automotive Technology	AUTO	LEC	111, 113, 115, 117, 119, 129, 131, 211	per course	95.5	95.5	0.00	
SCC	Automotive Technology	AUTO	LAB	112, 114, 130	per course	72.29	76.92	4.63	N
SCC	Automotive Technology	AUTO	LAB	116	per course	135.54	140.96	5.42	N
SCC	Automotive Technology	AUTO	LAB	118	per course	115.07	119.67	4.60	N
SCC	Automotive Technology	AUTO	LAB	120	per course	121.48	129.25	7.77	N
SCC	Automotive Technology	AUTO	LAB	123	per course	59.92	63.75	3.83	N
SCC	Automotive Technology	AUTO	LAB	126	per course	86.34	91.86	5.52	N
SCC	Automotive Technology	AUTO	LAB	132	per course	72.29	75.91	3.62	N
SCC	Automotive Technology	AUTO	LAB	136	per course	28.63	30.46	1.83	N
SCC	Automotive Technology	AUTO	LAB	137	per course	19.13	20.35	1.22	N
SCC	Automotive Technology	AUTO	LAB	212	per course	167.76	178.5	10.74	N
SCC	Automotive Technology	AUTO	LAB	237, 238, 239	per course	29.54	31.43	1.89	N
SCC	Automotive Technology	AUTO	LAB	260	per course	43.13	45.89	2.76	N
SCC	Automotive Technology	AUTO	LAB	261, 263	per course	108.74	115.7	6.96	N
SCC	Automotive Technology	AUTO	LAB	270	per course	90.36	96.14	5.78	N
SCC	Automotive Technology	AUTO	LAB	286	per course	120.78	128.51	7.73	N
SCC	Electronics Engineering Tech	AVIO&	LAB	103	per course	65.74	65.74	0.00	N
SCC	Electronics Engineering Tech	AVIO&	LAB	104	per course	98.62	98.62	0.00	N
SCC	Electronics Engineering Tech	AVIO&	LAB	201	per course	118.34	118.34	0.00	N
SCC	Electronics Engineering Tech	AVIO&	LAB	202, 203	per course	124.04	124.04	0.00	N
SCC	Hospitality	BAK	LAB	101	per course	673.72	716.84	43.12	N
SCC	Hospitality	BAK	LAB	110	per course	66.81	71.09	4.28	
SCC	Hospitality	BAK	LAB	111	per course	67.29	71.6	4.31	
SCC	Hospitality	BAK	LAB	120	per course	62.98	67.01	4.03	
SCC	Hospitality	BAK	LAB	121, 130, 131, 248	per course	57.36	61.03	3.67	
SCC	Hospitality	BAK	LAB	140	per course	116.7	124.17	7.47	
SCC	Biomedical Equipment Tech	BIOEQ	LAB	252	per course	83.9	89.27	5.37	N
SCC	Science	BIOL	LAB	-100, 115	per course	11.82	0	(11.82)	N
SCC	Science	BIOL	LAB	100, 115	per course	35.45	35.45	0.00	N
SCC	Science	BIOL&	LAB	-160, 221, 222, 223, 241, 242, 260	per course	11.82			N
SCC	Science	BIOL&	LAB	160, 221, 222, 223, 241, 242, 260	per course	35.45	35.45	0.00	N

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SCC	Science	BIOL&	LAB	-160, 221, 222, 223, 241, 242, 260	per course	11.82	0	(11.82)	N
SCC	Science	BOT	LAB	111, 112	per course	35.45	35.45	0.00	N
SCC	Business Management	BUS	LEC	103	per course	7.39	7.39	0.00	
SCC	Business Management	BUS	LAB	107	per course	7.39	7.39	0.00	
SCC	CAD Design and Drafting	CAD	LAB	124	per course	32.65	32.65	0.00	N
SCC	CAD Design and Drafting	CAD	LEC	133	per course	37.77	37.77	0.00	N
SCC	CAD Design and Drafting	CAD	LAB	141	per course	60.77	60.77	0.00	N
SCC	CAD Design and Drafting	CAD	LAB	142	per course	46.14	46.14	0.00	N
SCC	CAD Design and Drafting	CAD	LEC	242	per course	9.49	9.49	0.00	N
SCC	CAD Design and Drafting	CAD	LAB	243, 244, 260	per course	9.49	9.49	0.00	N
SCC	CAD Design and Drafting	CAD	LAB	252	per course	95.32	95.32	0.00	N
SCC	CAD Design and Drafting	CAD	LAB	255	per course	100.78	100.78	0.00	N
SCC	CAD Design and Drafting	CAD	LAB	256, 268	per course	37.77	37.77	0.00	N
SCC	CAD Design and Drafting	CAD	LAB	264	per course	100.7	100.7	0.00	N
SCC	CAD Design and Drafting	CAD	LAB	269	per course	8.68	8.68	0.00	N
SCC	Science	CHEM	LAB	115	per course	35.69	35.69	0.00	N
SCC	Science	CHEM	LAB	-115	per course	11.82	0	(11.82)	N
SCC	Science	CHEM&	LAB	-110, 121, 122, 123, 161, 162, 163, 251	per course	11.82			N
SCC	Science	CHEM&	LAB	-110, 121, 122, 123, 161, 162, 163, 251	per course	11.82	0	(11.82)	N
SCC	Science	CHEM&	LAB	110, 121, 122, 123, 161, 162, 163, 251, 252, 253	per course	35.69	35.69	0.00	N
SCC	Science	CHEM&	LEC	-241, 242, 243	per course	11.82	0	(11.82)	N
SCC	Computer Information Systems	CIS	LEC	103, 110, 201, 206, 213, 234, 236, 244, 247, 250, 251, 252, 253, 263, 270, 275, 286	per course	3.54	3.77	0.23	
SCC	Computer Information Systems	CIS	LEC	106, 147, 276, 283	per course	2.37	2.52	0.15	
SCC	Computer Information Systems	CIS	LEC	111, 114, 126, 130, 146, 230, 258, 282	per course	161.04	171.35	10.31	
SCC	Computer Information Systems	CIS	LEC	117	per course	155.91	165.89	9.98	
SCC	Computer Information Systems	CIS	LEC	134, 218, 225, 233, 246, 277	per course	5.91	6.29	0.38	
SCC	Computer Information Systems	CIS	LEC	217	per course	164.58	6.29	(158.29)	
SCC	Computer Information Systems	CIS	LEC	259	per course	152.24	161.98	9.74	
SCC	Administration of Justice	CJ	LEC	-217	per course	147.86	147.86	0.00	N
SCC	Administration of Justice	CJ	LAB	-229	per course	111.68	111.68	0.00	N
SCC	Administration of Justice	CJ	LAB	-249	per course	118.28	118.28	0.00	N
SCC	Administration of Justice	CJ&	LEC	-240	per course	59.15	59.15	0.00	N
SCC	Communication Studies	CMST&	LEC	210	per course	3.54	0	(3.54)	N
SCC	Cosmetology	COS	LAB	112	per course	495.41	415	(80.41)	N
SCC	Cosmetology	COS	LAB	112	per course	1307.27	1390.94	83.67	N
SCC	Cosmetology	COS	LAB	112, 132, 242, 252, 275	per course	8	8	0.00	N
SCC	Cosmetology	COS	LAB	114	per course	321.06	341.61	20.55	N
SCC	Cosmetology	COS	LAB	114	per course	352.41	374.96	22.55	N
SCC	Cosmetology	COS	LAB	116	per course	486.25	394.89	(91.36)	N
SCC	Cosmetology	COS	LAB	116, 136, 262	per course	310	310	0.00	
SCC	Cosmetology	COS	LAB	122	per course	703.58	415	(288.58)	N
SCC	Cosmetology	COS	LAB	124	per course	538.37	460	(78.37)	N

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SCC	Cosmetology	COS	LAB	124	per course	611.79	611.79	0.00	N
SCC	Cosmetology	COS	LAB	126	per course	427.35	454.7	27.35	N
SCC	Cosmetology	COS	LAB	132	per course	649.19	415	(234.19)	N
SCC	Cosmetology	COS	LAB	227	per course	414.55	0	(414.55)	N
SCC	Cosmetology	COS	LAB	242	per course	673.26	415	(258.26)	N
SCC	Cosmetology	COS	LAB	252	per course	676.36	415	(261.36)	N
SCC	Cosmetology	COS	LEC	261	per course	8	8	0.00	N
SCC	Cosmetology	COS	LAB	262	per course	673.26	0	(673.26)	N
SCC	Cosmetology	COS	LAB	275	per course	49.37	49.37	0.00	N
SCC	Hospitality	CUL	LAB	110	per course	437.96	465.99	28.03	N
SCC	Hospitality	CUL	LAB	110	per course	452.79	481.77	28.98	N
SCC	Hospitality	CUL	LAB	110, 124	per course	256.64	273.06	16.42	
SCC	Hospitality	CUL	LEC	112, 120, 126, 257	per course	53.39	56.81	3.42	
SCC	Hospitality	CUL	LEC	115	per course	154.13	163.99	9.86	
SCC	Hospitality	CUL	LAB	131	per course	263.48	280.34	16.86	
SCC	Hospitality	CUL	LAB	132	per course	228.16	242.76	14.60	
SCC	Hospitality	CUL	LAB	244	per course	131.44	139.85	8.41	
SCC	Hospitality	CUL	LEC	255	per course	40.48	43.07	2.59	
SCC	Hospitality	CUL	LAB	261	per course	72.54	77.18	4.64	N
SCC	Hospitality	CUL	LAB	261	per course	160.53	170.8	10.27	N
SCC	Hospitality	CUL	LEC	265	per course	16.18	17.22	1.04	
SCC	Allied Health	DENT	LAB	109, 120	per course	22.34	23.77	1.43	
SCC	Allied Health	DENT	LAB	110	per course	186.45	198.38	11.93	
SCC	Allied Health	DENT	LAB	115	per course	8	8	0.00	N
SCC	Allied Health	DENT	LAB	115, 125, 132	per course	124.29	132.24	7.95	
SCC	Allied Health	DENT	LAB	117, 127	per course	93.22	99.19	5.97	
SCC	Allied Health	DENT	CLN	129, 139, 148, 154	per course	8	8	0.00	N
SCC	Allied Health	DENT	LAB	137	per course	61.8	65.76	3.96	
SCC	Allied Health	DENT	LEC	138	per course	65.37	69.55	4.18	
SCC	Allied Health	DENT	LAB	142	per course	183.31	195.04	11.73	
SCC	Allied Health	DENT	LAB	145	per course	1050.12	1117.33	67.21	
SCC	Allied Health	DENT	CLN	148	per course	463.45	493.11	29.66	
SCC	Allied Health	DENT	LAB	152	per course	1067.86	1136.2	68.34	
SCC	Allied Health	DENT	CLN	154	per course	522.63	556.08	33.45	
SCC	Allied Health	DENT	LAB	158	per course	310.62	330.5	19.88	
SCC	Allied Health	DENT	LAB	160	per course	51.66	54.97	3.31	
SCC	Computer Information Systems	DVOP	LEC	310, 311	per course	0	161.04	161.04	N
SCC	Computer Information Systems	DVOP	LEC	320, 400, 401, 425, 480	per course	0	101.4	101.40	N
SCC	Computer Information Systems	DVOP	LEC	325, 371, 372	per course	0	25	25.00	N
SCC		DVP[LEC		per course	0	0	0.00	N
SCC	Allied Health	ECHO	LEC	100	per course	92.05	97.94	5.89	
SCC	Allied Health	ECHO	LAB	105, 115, 121	per course	0	97.94	97.94	
SCC	Allied Health	ECHO	LAB	112	per course	92.05	0	(92.05)	
SCC	Allied Health	ECHO	LAB	122, 125, 135	per course	92.05	97.94	5.89	
SCC	Allied Health	ECHO	LAB	140	per course	39.43	41.95	2.52	
SCC	Allied Health	ECHO	LAB	140, 254	per course	8	8	0.00	
SCC	Allied Health	ECHO	LAB	142	per course	249.82	265.81	15.99	

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SCC	Allied Health	ECHO	LAB	142, 264	per course	8	8	0.00	N
SCC	Allied Health	ECHO	CLN	143	per course	12.5	13.3	0.80	
SCC	Allied Health	ECHO	CLN	143, 251, 261, 273, 299	per course	8	8	0.00	N
SCC	Allied Health	ECHO	CLN	251	per course	87.6	93.21	5.61	
SCC	Allied Health	ECHO	LAB	254, 264	per course	237.75	252.97	15.22	
SCC	Social Science/Humanities	EDUC	CLN	267	per course	13.75	13.75	0.00	N
SCC	Electronics Engineering Tech	ELECT	LAB	-112	per course	502.38	502.38	0.00	N
SCC	Electronics Engineering Tech	ELECT	LAB	112, 122	per course	40.6	43.19	2.59	N
SCC	Electronics Engineering Tech	ELECT	LAB	132	per course	52.59	10.77	(41.82)	N
SCC	Electronics Engineering Tech	ELECT	LAB	134	per course	249.01	198.64	(50.37)	N
SCC	Electronics Engineering Tech	ELECT	LAB	212	per course	217.13	15.92	(201.21)	N
SCC	Electronics Engineering Tech	ELECT	LAB	216	per course	52.59	55.9	3.31	N
SCC	Electronics Engineering Tech	ELECT	LAB	222	per course	168.14	198.9	30.76	N
SCC	Electronics Engineering Tech	ELECT	LEC	226	per course	143.84	575.93	432.09	N
SCC	Electronics Engineering Tech	ELECT	LAB	234	per course	212.65	80.59	(132.06)	N
SCC	Electronics Engineering Tech	ELECT	LAB	236	per course	52.89	55.9	3.01	N
SCC	Electronics Engineering Tech	ELECT	LAB	272	per course	178.06	189.46	11.40	N
SCC	Electrical Maint/Automation	ELMT	LAB	102	per course	172.78	172.78	0.00	N
SCC	Electrical Maint/Automation	ELMT	LAB	112	per course	49.26	52.41	3.15	N
SCC	Electrical Maint/Automation	ELMT	LAB	113	per course	353.53	376.16	22.63	N
SCC	Electrical Maint/Automation	ELMT	LAB	114	per course	45.33	48.23	2.90	N
SCC	Electrical Maint/Automation	ELMT	LAB	122, 135	per course	54.86	58.37	3.51	N
SCC	Electrical Maint/Automation	ELMT	LAB	123, 124	per course	40.72	43.33	2.61	N
SCC	Electrical Maint/Automation	ELMT	LAB	131	per course	23.67	25.18	1.51	N
SCC	Electrical Maint/Automation	ELMT	LAB	132	per course	34.27	36.46	2.19	N
SCC	Electrical Maint/Automation	ELMT	LAB	133, 253	per course	16.89	17.97	1.08	N
SCC	Electrical Maint/Automation	ELMT	LAB	134, 242	per course	74.02	78.76	4.74	N
SCC	Electrical Maint/Automation	ELMT	LAB	241	per course	83.56	88.91	5.35	N
SCC	Electrical Maint/Automation	ELMT	LAB	243	per course	54.19	57.66	3.47	N
SCC	Electrical Maint/Automation	ELMT	LAB	244	per course	38.59	41.06	2.47	N
SCC	Electrical Maint/Automation	ELMT	LAB	251	per course	16.89	16.89	0.00	N
SCC	Electrical Maint/Automation	ELMT	LAB	252	per course	40.74	43.35	2.61	N
SCC	Electrical Maint/Automation	ELMT	LAB	254	per course	61.17	65.08	3.91	N
SCC	Electrical Maint/Automation	ELMT	LAB	262	per course	225.65	240.09	14.44	N
SCC	Electrical Maint/Automation	ELMT	LAB	263	per course	57.01	60.66	3.65	N
SCC	Electrical Maint/Automation	ELMT	LAB	265, 268	per course	54.57	58.06	3.49	N
SCC	Allied Health	EMS	LEC	120	per course	55.06	55.06	0.00	
SCC	Allied Health	EMS	LAB	122	per course	139.08	139.08	0.00	
SCC	Allied Health	EMS	LEC	128	per course	107.53	107.53	0.00	
SCC	Allied Health	EMS	CLN	129	per course	374.14	374.14	0.00	
SCC	Allied Health	EMS	CLN	129	per course	8	8	0.00	N
SCC	English and Foreign Languages	ENGL	LEC	096, 099	per course	2.95	0	(2.95)	N
SCC	English and Foreign Languages	ENGL&	LEC	101, 102	per course	2.95	0	(2.95)	N
SCC	Environmental Sciences	ENVS	LEC	104, 110	per course	12.5	13.3	0.80	
SCC	Environmental Sciences	ENVS	LEC	207	per course	7.5	7.98	0.48	
SCC	Environmental Sciences	ENVS	LAB	208	per course	72.59	77.24	4.65	
SCC	Environmental Sciences	ENVS	LEC	210	per course	6.26	6.66	0.40	

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Report Generated: 4/9/2024

Version: 1.0

Revision Date: 10/15/2020



Lab and Course Fee Final for Fiscal Year : 2025

SCC	Environmental Sciences	ENVS	LEC	211	per course	13.76	14.64	0.88	
SCC	Environmental Sciences	ENVS	LEC	216	per course	28.78	30.62	1.84	
SCC	Environmental Sciences	ENVS	LAB	217	per course	70.07	74.55	4.48	
SCC	Environmental Sciences	ENVS	LAB	220	per course	12.5	13.3	0.80	
SCC	Environmental Sciences	ENVS	LAB	226	per course	58.81	62.57	3.76	
SCC	Environmental Sciences	ENVS	LEC	227	per course	15.02	15.98	0.96	
SCC	Environmental Sciences	ENVS	CLN	231, 232, 233, 234, 235	per course	81.33	86.54	5.21	
SCC	Environmental Sciences	ENVS	CLN	231, 232, 233, 234, 235	per course	2.5	2.5	0.00	N
SCC	Environmental Sciences	ENVS	LAB	237	per course	67.57	71.89	4.32	
SCC	Hydraul/Pneumatic Autom Tech	FLPT	LAB	104	per course	29.9	29.9	0.00	N
SCC	Hydraul/Pneumatic Autom Tech	FLPT	LEC	111	per course	20.93	22.27	1.34	N
SCC	Hydraul/Pneumatic Autom Tech	FLPT	LAB	112, 121, 123, 134	per course	31.42	33.43	2.01	N
SCC	Hydraul/Pneumatic Autom Tech	FLPT	LAB	113	per course	11.23	11.95	0.72	N
SCC	Hydraul/Pneumatic Autom Tech	FLPT	LAB	114, 132	per course	39.22	41.73	2.51	N
SCC	Hydraul/Pneumatic Autom Tech	FLPT	LAB	122, 272, 274	per course	20.93	22.27	1.34	N
SCC	Hydraul/Pneumatic Autom Tech	FLPT	LAB	131	per course	34.03	36.21	2.18	N
SCC	Hydraul/Pneumatic Autom Tech	FLPT	LAB	133	per course	13.13	13.97	0.84	N
SCC	Hydraul/Pneumatic Autom Tech	FLPT	LEC	135	per course	5.21	5.54	0.33	N
SCC	Hydraul/Pneumatic Autom Tech	FLPT	LAB	231	per course	43.09	45.85	2.76	N
SCC	Hydraul/Pneumatic Autom Tech	FLPT	LAB	233	per course	127.69	135.86	8.17	N
SCC	Hydraul/Pneumatic Autom Tech	FLPT	LAB	243	per course	43.47	46.25	2.78	N
SCC	Hydraul/Pneumatic Autom Tech	FLPT	LEC	251	per course	42.52	45.24	2.72	N
SCC	Hydraul/Pneumatic Autom Tech	FLPT	LAB	252	per course	71.25	75.81	4.56	N
SCC	Hydraul/Pneumatic Autom Tech	FLPT	LAB	253	per course	62.03	66	3.97	N
SCC	Hydraul/Pneumatic Autom Tech	FLPT	LAB	254	per course	74.67	79.45	4.78	N
SCC	Hydraul/Pneumatic Autom Tech	FLPT	LAB	264, 265, 268	per course	26.25	27.93	1.68	N
SCC	Hydraul/Pneumatic Autom Tech	FLPT	LAB	269	per course	39.75	42.29	2.54	N
SCC	Hydraul/Pneumatic Autom Tech	FLPT	LAB	271, 273	per course	35.54	37.81	2.27	N
SCC	Hydraul/Pneumatic Autom Tech	FLPT	LEC	279	per course	30.03	31.95	1.92	N
SCC	English and Foreign Languages	FRCH&	LEC	121, 122, 123	per course	2.95	0	(2.95)	N
SCC	Fire Science Technology	FS	LAB	114	per course	259.93	276.57	16.64	N
SCC	Fire Science Technology	FS	LAB	116	per course	246.51	262.29	15.78	N
SCC	Fire Science Technology	FS	LAB	212, 222	per course	810.87	862.77	51.90	N
SCC	Fire Science Technology	FS	LAB	232	per course	899.47	957.04	57.57	N
SCC	Social Science/Humanities	GEOG&	LEC	-100	per course	-2.95	0	(-2.95)	
SCC	Science	GEOL	LEC	-116	per course	-11.82	0	(-11.82)	N
SCC	Science	GEOL	LAB	201	per course	35.69	30	(5.69)	N
SCC	Science	GEOL	LAB	-201, 210	per course	-11.82	0	(-11.82)	N
SCC	Science	GEOL	LAB	210	per course	35.69	35.69	0.00	N
SCC	Science	GEOL&	LEC	-100	per course	-11.82	0	(-11.82)	N
SCC	Science	GEOL&	LAB	-101	per course	-11.82	0	(-11.82)	N
SCC	Science	GEOL&	LAB	101	per course	35.69	30	(5.69)	N
SCC	Allied Health	HED	LEC	108, 109, 125, 129	per course	11.85	12.61	0.76	
SCC	Diesel/Heavy Duty Equipment	HEQ	LAB	112, 122, 132, 242, 252, 262	per course	228.29	242.9	14.61	N
SCC	Business Technology	HIM	LAB	103	per course	54.72	58.22	3.50	
SCC	Business Technology	HIM	CLN	203	per course	98.28	104.57	6.29	
SCC	Business Technology	HIM	LEC	240	per course	255.75	272.12	16.37	

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Version: 1.0

Revision Date: 10/15/2020



Lab and Course Fee Final for Fiscal Year : 2025

SCC	Health	HLTH	LEC	174	per course	8.94	9.51	0.57	N
SCC	Health	HLTH	LEC	174	per course	13.4	14.26	0.86	
SCC	Hospitality	HM	LEC	221	per course	130.05	130.05	0.00	
SCC	Allied Health	ICT	LAB	115	per course	25.03	26.63	1.60	
SCC	Allied Health	ICT	LAB	126, 135, 141, 145, 217, 228	per course	37.54	39.94	2.40	
SCC	Allied Health	ICT	LEC	127, 234	per course	37.54	39.94	2.40	
SCC	Allied Health	ICT	LAB	128	per course	78.89	83.94	5.05	
SCC	Allied Health	ICT	LEC	129	per course	93.85	99.86	6.01	
SCC	Allied Health	ICT	LEC	140	per course	12.5	13.3	0.80	
SCC	Allied Health	ICT	CLN	146, 218, 229, 235	per course	8	8	0.00	N
SCC	Allied Health	ICT	CLN	146, 218, 229, 235	per course	87.6	93.21	5.61	
SCC	Allied Health	ICT	LAB	204	per course	93.85	99.86	6.01	
SCC	Allied Health	ICT	LAB	212	per course	118.53	126.12	7.59	
SCC	Allied Health	ICT	LAB	212	per course	8	8	0.00	
SCC	Allied Health	ICT	LEC	214	per course	75.08	79.89	4.81	
SCC	Allied Health	ICT	LEC	224	per course	467.88	497.82	29.94	
SCC	Business Management	LA	LEC	105, 110, 118, 120, 130, 201, 207, 217, 218, 219, 220, 221, 225, 230, 240	per course	26.4	26.4	0.00	
SCC	Business Management	LA	CLN	245, 285	per course	26.4	26.4	0.00	
SCC	Allied Health	MA	LEC	101	per course	100.11	106.52	6.41	
SCC	Allied Health	MA	LAB	102, 111, 112, 122, 132	per course	8	8	0.00	N
SCC	Allied Health	MA	LEC	102, 132	per course	125.13	133.14	8.01	
SCC	Allied Health	MA	LEC	111	per course	93.85	99.86	6.01	N
SCC	Allied Health	MA	LEC	112	per course	137.65	146.46	8.81	
SCC	Allied Health	MA	LEC	122	per course	172.06	183.07	11.01	
SCC	Allied Health	MA	LAB	123	per course	31.28	33.28	2.00	
SCC	Allied Health	MA	LEC	126	per course	11.85	12.61	0.76	
SCC	Allied Health	MA	LEC	141	per course	156.43	166.44	10.01	N
SCC	Allied Health	MA	CLN	142	per course	8	8	0.00	N
SCC	Allied Health	MA	CLN	142	per course	93.85	99.86	6.01	N
SCC	Machinist/CNC Technology	MACH	LAB	142, 152, 162	per course	156.79	166.82	10.03	N
SCC	Machinist/CNC Technology	MACH	LEC	143	per course	23.63	23.63	0.00	N
SCC	Machinist/CNC Technology	MACH	LAB	146	per course	0	205.68	205.68	
SCC	Machinist/CNC Technology	MACH	LAB	147	per course	0	205	205.00	N
SCC	Machinist/CNC Technology	MACH	LAB	212, 222, 232	per course	206.46	219.67	13.21	N
SCC	Machinist/CNC Technology	MACH	LEC	224, 234	per course	0	100	100.00	
SCC	Machinist/CNC Technology	MACH	LAB	248	per course	206.46	206.46	0.00	N
SCC	Mathematics	MATH	LEC	-046	per course	-11.82			N
SCC	Mathematics	MATH	LEC	-071, 072	per course	-11.07	0	(-11.07)	
SCC	Mathematics	MATH	LEC	-087, 088, 091, 092, 096, 097, 099, 108, 201, 211, 212, 220, 274	per course	-11.17	0	(-11.17)	N
SCC	Mathematics	MATH&	LEC	-107, 141, 142, 146, 148, 151, 152, 153, 254	per course	-11.17	0	(-11.17)	N
SCC	Business Technology	MSEC	CLN	286, 287	per course	8	8	0.00	N
SCC	Environmental Sciences	NATRS	LEC	112	per course	7.5	7.98	0.48	
SCC	Environmental Sciences	NATRS	LAB	120	per course	7.5	7.98	0.48	

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Report Generated: 4/9/2024

Version: 1.0

Revision Date: 10/15/2020



Lab and Course Fee Final for Fiscal Year : 2025

SCC	Environmental Sciences	NATRS	LEC	122	per course	10.01	10.65	0.64	
SCC	Environmental Sciences	NATRS	LAB	130	per course	45.05	47.93	2.88	
SCC	Environmental Sciences	NATRS	IND	131, 133, 231, 232, 233	per course	2.5	2.5	0.00	N
SCC	Environmental Sciences	NATRS	LAB	201	per course	50.04	53.24	3.20	
SCC	Environmental Sciences	NATRS	LAB	202	per course	113.87	121.16	7.29	
SCC	Environmental Sciences	NATRS	LAB	203	per course	177.69	189.06	11.37	
SCC	Environmental Sciences	NATRS	LAB	204, 205	per course	13.76	14.64	0.88	
SCC	Environmental Sciences	NATRS	LAB	209	per course	65.07	69.23	4.16	
SCC	Environmental Sciences	NATRS	LAB	215	per course	48.8	51.92	3.12	
SCC	Environmental Sciences	NATRS	LAB	216	per course	93.85	99.86	6.01	
SCC	Environmental Sciences	NATRS	LAB	221	per course	30.03	31.95	1.92	
SCC	Environmental Sciences	NATRS	LAB	225	per course	2.36	2.51	0.15	
SCC	Environmental Sciences	NATRS	LAB	230	per course	26.28	27.96	1.68	
SCC	Nursing	NURS	CLN	102	per course	307.19	184.31	(122.88)	N
SCC	Nursing	NURS	CLN	102, 105, 108, 134, 139, 182, 206, 208	per course	8	8	0.00	N
SCC	Nursing	NURS	CLN	105	per course	264.9	158.94	(105.96)	
SCC	Nursing	NURS	CLN	108	per course	36.95	22.17	(14.78)	
SCC	Nursing	NURS	CLN	134, 139	per course	78.37	47.02	(31.35)	
SCC	Nursing	NURS	CLN	182	per course	239.63	143.78	(95.85)	
SCC	Nursing	NURS	CLN	206	per course	366.62	219.97	(146.65)	
SCC	Nursing	NURS	LAB	210	per course	340.85	204.51	(136.34)	
SCC	Science	NUTRI	LEC	-251	per course	11.17	0	(11.17)	N
SCC	Science	OCEA&	LEC	-101	per course	11.17	0	(11.17)	N
SCC	Non-Credit Apprentice	PAINT	LEC	120, 121, 122, 123	per course	0	0	0.00	
SCC	Physical Education	PE	LAB	100, 139, 141, 143, 145, 146, 147, 149, 151, 156, 157, 158, 159, 164, 165, 177, 186, 187, 188, 200, 239, 241, 243, 246, 247, 249, 251, 256, 257, 258, 259, 264, 277, 286, 287, 288	per course	16.76	16.76	0.00	
SCC	Physical Education	PE	LAB	100, 139, 141, 143, 145, 146, 147, 149, 151, 156, 157, 158, 159, 164, 165, 177, 186, 187, 188, 200, 239, 241, 243, 246, 247, 249, 251, 256, 257, 258, 259, 264, 277, 286, 287, 288	per course	5.59	5.59	0.00	
SCC	Physical Education	PE	LAB	122, 222	per course	0	265	265.00	
SCC	Physical Education	PE	LAB	150, 250	per course	11.17	11.17	0.00	
SCC	Allied Health	PHARM	LEC	101	per course	212.72	226.33	13.61	
SCC	Allied Health	PHARM	LAB	123	per course	225.24	239.66	14.42	
SCC	Allied Health	PHARM	CLN	133	per course	8	8	0.00	N
SCC	Science	PHYS	LAB	100, 101, 102, 103	per course	33.74	33.74	0.00	N
SCC	Science	PHYS	LAB	-100, -101, -102, -103, -120	per course	11.17	0	(11.17)	N
SCC	Science	PHYS	LAB	120	per course	35.69	35.69	0.00	N
SCC	Allied Health	RAD	LEC	111	per course	81.14	86.33	5.19	
SCC	Allied Health	RAD	LAB	115, 125, 237	per course	82.44	87.72	5.28	
SCC	Allied Health	RAD	CLN	116	per course	450.49	479.32	28.83	N

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Report Generated: 4/9/2024

Version: 1.0

Revision Date: 10/15/2020



Lab and Course Fee Final for Fiscal Year : 2025

SCC	Allied Health	RAD	CLN	116, 126, 136, 146, 156, 157, 216, 226, 236	per course	8	8	0.00	N
SCC	Allied Health	RAD	LAB	121	per course	85.08	90.53	5.45	
SCC	Allied Health	RAD	LEC	131	per course	98.16	104.44	6.28	
SCC	Allied Health	RAD	LEC	134, 214	per course	31.28	33.28	2.00	
SCC	Allied Health	RAD	LAB	145	per course	8	8	0.00	N
SCC	Allied Health	RAD	LAB	145	per course	82.44	87.72	5.28	N
SCC	Allied Health	RAD	CLN	156, 157	per course	58.81	62.57	3.76	
SCC	Allied Health	RAD	LEC	215	per course	22.51	23.81	1.30	
SCC	Allied Health	RAD	CLN	216	per course	160.16	170.41	10.25	
SCC	Allied Health	RAD	LEC	223, 235	per course	82.44	87.72	5.28	
SCC	Allied Health	RAD	LEC	224	per course	42.54	45.26	2.72	
SCC	Allied Health	RAD	LEC	225	per course	250.25	266.27	16.02	N
SCC	Allied Health	RT	LEC	241, 244, 248, 251, 254, 256, 261, 263, 264, 302, 304	per course	25.03	26.63	1.60	
SCC	Allied Health	RT	LAB	242	per course	99.7	106.08	6.38	
SCC	Allied Health	RT	LAB	242, 252, 255, 262, 311, 312, 313, 315, 411, 412, 413	per course	8	8	0.00	N
SCC	Allied Health	RT	LAB	252	per course	113.62	120.89	7.27	
SCC	Allied Health	RT	LAB	255	per course	122.65	130.5	7.85	
SCC	Allied Health	RT	LAB	262	per course	109.62	116.64	7.02	
SCC	Allied Health	RT	CLN	265	per course	47.26	50.28	3.02	
SCC	Allied Health	RT	CLN	265, 321, 322, 325, 331, 421, 423, 424, 425	per course	8	8	0.00	N
SCC	Allied Health	RT	LEC	301	per course	35.45	37.72	2.27	
SCC	Allied Health	RT	LEC	303, 305, 309, 401, 402, 403, 404, 406, 409, 410, 415, 416	per course	31.28	33.28	2.00	
SCC	Allied Health	RT	LEC	308	per course	150.15	159.76	9.61	
SCC	Allied Health	RT	LAB	311	per course	87.6	93.21	5.61	
SCC	Allied Health	RT	LAB	312	per course	98.16	104.44	6.28	
SCC	Allied Health	RT	LAB	313	per course	103.23	109.84	6.61	
SCC	Allied Health	RT	LAB	315	per course	94.93	101.01	6.08	
SCC	Allied Health	RT	CLN	321, 322, 325, 331, 421, 424	per course	25.03	26.63	1.60	
SCC	Allied Health	RT	LEC	407	per course	406.68	432.71	26.03	
SCC	Allied Health	RT	LAB	411	per course	81.33	86.54	5.21	
SCC	Allied Health	RT	LAB	412	per course	25.99	27.65	1.66	
SCC	Allied Health	RT	LAB	413	per course	90.7	96.5	5.80	
SCC	Allied Health	RT	CLN	423, 425, 433	per course	12.5	13.3	0.80	
SCC	Social Science/Humanities	SOC	LEC	230	per course	2.95	0	(2.95)	N
SCC	Allied Health	SONO	LEC	111	per course	51.27	54.55	3.28	
SCC	Allied Health	SONO	LAB	112, 121, 125, 135	per course	92.05	97.94	5.89	
SCC	Allied Health	SONO	LAB	123	per course	184.08	195.86	11.78	
SCC	Allied Health	SONO	LAB	131, 141, 142	per course	249.82	265.81	15.99	
SCC	Allied Health	SONO	LAB	133, 145	per course	0	265.81	265.81	
SCC	Allied Health	SONO	LAB	141, 142	per course	8	8	0.00	N
SCC	Allied Health	SONO	CLN	143	per course	13.24	14.09	0.85	
SCC	Allied Health	SONO	CLN	143, 253, 263, 273	per course	8	8	0.00	N
SCC	English and Foreign Languages	SPAN&	LEC	121, 122, 123	per course	2.95	0	(2.95)	N

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Version: 1.0

Revision Date: 10/15/2020



Lab and Course Fee Final for Fiscal Year : 2025

SCC	Allied Health	SURG	LEC	100	per course	17.73	18.86	1.13	
SCC	Allied Health	SURG	LEC	101	per course	114.61	121.95	7.34	
SCC	Allied Health	SURG	CLN	104	per course	82.7	87.99	5.29	
SCC	Allied Health	SURG	CLN	104, 254, 255, 256	per course	8	8	0.00	N
SCC	Allied Health	SURG	LEC	105	per course	5.91	6.29	0.38	
SCC	Allied Health	SURG	LAB	111	per course	153.59	163.42	9.83	
SCC	Allied Health	SURG	LAB	111, 212	per course	8	8	0.00	N
SCC	Allied Health	SURG	LEC	206	per course	159.51	169.72	10.21	
SCC	Allied Health	SURG	LAB	212	per course	279.34	297.22	17.88	
SCC	Allied Health	SURG	LEC	250	per course	297.74	316.8	19.06	
SCC		TEST	TST		per course	0	10.56	10.56	
SCC	Allied Health	VASC	LEC	100	per course	75.08	75.08	0.00	
SCC	Allied Health	VASC	LAB	105, 115	per course	0	97.94	97.94	
SCC	Allied Health	VASC	LAB	112	per course	92.05	0	(92.05)	
SCC	Allied Health	VASC	LAB	121	per course	0	167.88	167.88	
SCC	Allied Health	VASC	LAB	122	per course	157.78	167.88	10.10	
SCC	Allied Health	VASC	LAB	125, 135, 142	per course	92.05	97.94	5.89	
SCC	Allied Health	VASC	LAB	127	per course	39.43	41.95	2.52	
SCC	Allied Health	VASC	LEC	133	per course	92.05	97.94	5.89	
SCC	Allied Health	VASC	LAB	140	per course	32.87	34.97	2.10	
SCC	Allied Health	VASC	LAB	214	per course	8.46	9	0.54	N
SCC	Allied Health	VASC	LAB	251	per course	8	8	0.00	N
SCC	Allied Health	VASC	LAB	251	per course	236.17	251.28	15.11	
SCC	Allied Health	VASC	LEC	252	per course	75.08	79.89	4.81	
SCC	Allied Health	VASC	CLN	253, 262, 272	per course	8	8	0.00	N
SCC	Environmental Sciences	WATER	LEC	109, 212	per course	1.25	1.33	0.08	
SCC	Environmental Sciences	WATER	LAB	110	per course	60.37	64.23	3.86	
SCC	Environmental Sciences	WATER	LAB	120	per course	7.5	7.98	0.48	
SCC	Environmental Sciences	WATER	IND	131, 132, 133, 231, 232, 233	per course	2.5	2.5	0.00	N
SCC	Environmental Sciences	WATER	IND	132	per course	72.59	77.24	4.65	
SCC	Environmental Sciences	WATER	IND	133	per course	86.34	91.87	5.53	
SCC	Environmental Sciences	WATER	LEC	135	per course	2.5	2.5	0.00	N
SCC	Environmental Sciences	WATER	LEC	135	per course	94.63	100.69	6.06	
SCC	Environmental Sciences	WATER	LAB	205	per course	78.83	83.88	5.05	
SCC	Environmental Sciences	WATER	LAB	208	per course	56.31	59.91	3.60	
SCC	Environmental Sciences	WATER	LAB	209	per course	18.78	19.98	1.20	
SCC	Environmental Sciences	WATER	LAB	210	per course	67.57	71.89	4.32	
SCC	Environmental Sciences	WATER	LAB	229	per course	2.5	2.5	0.00	N
SCC	Environmental Sciences	WATER	IND	231	per course	48.8	51.92	3.12	
SCC	Environmental Sciences	WATER	IND	233	per course	92.6	98.53	5.93	
SCC	Welding and Fabrication	WELD	LAB	104	per course	141.86	141.86	0.00	N
SCC	Welding and Fabrication	WELD	LAB	115, 117, 125, 126, 135, 136, 145, 146	per course	180.01	191.53	11.52	N
SCC	Welding and Fabrication	WELD	LAB	151, 152, 153	per course	111.15	118.26	7.11	N
SCC	Welding and Fabrication	WELD	LAB	154, 155	per course	47.62	50.67	3.05	N

Fiscal Growth Factor for 2025: 6.4%

Report by CCS/IR: AMM

Data Sources: Budget office Course Fee Master File

Report Generated: 4/9/2024

Version: 1.0

Revision Date: 10/15/2020



Lab and Course Fee Final for Fiscal Year : 2025

College	Dept Name	Subject	Class Type	Course Numbers	Charge Unit	Current Fee	Proposed Fee	Fee Change	Refund-able
SFCC									
SFCC	Social Sciences	ANTH&	LEC	204, 221	per course	0	15	15.00	N
SFCC	Fine Arts	ART	LAB	101, 102, 103, 260	per course	21	21	0.00	N
SFCC	Fine Arts	ART	LAB	105	per course	23	23	0.00	N
SFCC	Fine Arts	ART	LAB	106	per course	39	50	11.00	N
SFCC	Fine Arts	ART	LAB	127	per course	17	17	0.00	
SFCC	Fine Arts	ART	LAB	130	per course	52	75	23.00	
SFCC	Fine Arts	ART	LAB	147	per course	23	23	0.00	
SFCC	Fine Arts	ART	LAB	160	per course	68	72	4.00	N
SFCC	Fine Arts	ART	LAB	180	per course	39	41.5	2.50	
SFCC	Fine Arts	ART	LAB	186, 188	per course	55	60	5.00	
SFCC	Fine Arts	ART	LAB	189, 190	per course	55	55	0.00	
SFCC	Fine Arts	ART	LAB	191, 192	per course	55	55	0.00	N
SFCC	Fine Arts	ART	LAB	194	per course	52	75	23.00	N
SFCC	Fine Arts	ART	LAB	197	per course	39	45	6.00	N
SFCC	Fine Arts	ART	LAB	201	per course	42	44.69	2.69	N
SFCC	Fine Arts	ART	LAB	202	per course	51	60	9.00	N
SFCC	Fine Arts	ART	LAB	205	per course	63	75	12.00	N
SFCC	Fine Arts	ART	LAB	206	per course	68	75	7.00	N
SFCC	Fine Arts	ART	LAB	261	per course	47	47	0.00	N
SFCC	Fine Arts	ART	IND	291, 292, 293	per course	26	26	0.00	N
SFCC	Human Services	AS	LEC	131	per course	18.86	18.86	0.00	N
SFCC	Human Services	AS	LEC	141, 275, 290	per course	25.38	25.38	0.00	N
SFCC	Human Services	AS	LEC	172, 279	per course	22.84	22.84	0.00	N
SFCC	Human Services	AS	LEC	176	per course	25.96	25.96	0.00	N
SFCC	Human Services	AS	LEC	182, 277	per course	21.92	21.92	0.00	N
SFCC	Human Services	AS	LEC	221	per course	24.23	24.23	0.00	N
SFCC	Human Services	AS	LEC	250	per course	211.16	211.16	0.00	N
SFCC	Human Services	AS	LEC	280	per course	5.76	5.76	0.00	N
SFCC	Human Services	AS	CLN	281, 282	per course	17.3	17.3	0.00	N
SFCC	Human Services	ASL&	LEC	121, 122, 123, 221, 222, 223	per course	24.18	25.73	1.55	N
SFCC	Phys Science and Engineering	ASTR&	LEC	100	per course	5.29	5.29	0.00	N
SFCC	Phys Science and Engineering	ASTR&	LAB	101	per course	10.58	10.58	0.00	N
SFCC	Music	AUDIO	LAB	113	per course	7.5	7.5	0.00	
SFCC	Music	AUDIO	LAB	117	per course	10	10	0.00	
SFCC	Music	AUDIO	LAB	120, 121, 206, 213, 218, 219, 220	per course	15	15	0.00	
SFCC	Music	AUDIO	LAB	151, 156, 251, 255	per course	20	20	0.00	
SFCC	Music	AUDIO	LAB	155	per course	17.5	17.5	0.00	
SFCC	Music	AUDIO	LEC	205	per course	15	15	0.00	
SFCC	Life Sciences	BIOL	LAB	110, 229, 280	per course	48.2	48.2	0.00	
SFCC	Life Sciences	BIOL&	LAB	160, 221, 222, 223, 260	per course	48.2	48.2	0.00	
SFCC	Life Sciences	BIOL&	LAB	241, 242	per course	53.5	53.5	0.00	
SFCC	Life Sciences	BOT	LAB	112, 113, 130	per course	48.2	48.2	0.00	
SFCC	Business Technology	BT	LEC	106	per course	0	1	1.00	N
SFCC	Business Technology	BT	LEC	107	per course	0	2	2.00	N

Fiscal Growth Factor for 2025: 6.4%

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Report Generated: 4/9/2024

Version: 1.0

Revision Date: 10/15/2020



Lab and Course Fee Final for Fiscal Year : 2025

SFCC	Management	BUS	LEC	105, 119, 280	per course	0	2	2.00	N
SFCC	Management	BUS	LAB	123	per course	0	2	2.00	N
SFCC	Management	BUS	LAB	124, 125	per course	0	1	1.00	
SFCC	Management	BUS	LAB	129	per course	0	2	2.00	
SFCC	Business Technology	CAPPS	LEC	100, 185	per course	0	1	1.00	
SFCC	Business Technology	CAPPS	LAB	102	per course	0	1	1.00	
SFCC	Business Technology	CAPPS	LAB	141, 151, 171	per course	0	1	1.00	N
SFCC	Phys Science and Engineering	CHEM&	LAB	110, 121, 123, 161, 162, 163, 251, 252, 253	per course	32.26	32.26	0.00	
SFCC	Phys Science and Engineering	CHEM&	LAB	122	per course	32.26	32.26	0.00	N
SFCC	Phys Science and Engineering	CHEM&	LAB	140	per course	30.5	30.5	0.00	
SFCC	Phys Science and Engineering	CHEM&	LEC	241, 242, 243	per course	32.26	32.26	0.00	
SFCC	Commun, Modern	CMST	LEC	227	per course	5	5	0.00	
SFCC	Commun, Modern	CMST&	LEC	101, 210, 220	per course	5	5	0.00	
SFCC	Computer Science/Info System	CS	LEC	101, 142, 211, 223, 253, 255	per course	8.73	8.73	0.00	
SFCC	Computer Science/Info System	CS&	LEC	141	per course	8.73	8.73	0.00	
SFCC	Computer Science/Info System	CYBR	LEC	320, 330, 350, 410, 430, 440, 470	per course	12.75	12.75	0.00	
SFCC	Commun, Modern	DRMA	LAB	106, 107, 108	per course	50	50	0.00	
SFCC	Commun, Modern	DRMA	LEC	140, 240, 245	per course	60	60	0.00	
SFCC	Commun, Modern	DRMA&	LEC	101	per course	15	15	0.00	
SFCC	Human Services	ECED	LEC	103	per course	22.34	22.34	0.00	N
SFCC	Human Services	ECED	CLN	133, 191	per course	27.93	27.93	0.00	N
SFCC	Human Services	ECED	CLN	282, 283	per course	33.5	33.5	0.00	N
SFCC	Human Services	ECED&	LEC	105, 107	per course	27.93	27.93	0.00	N
SFCC	Human Services	ECED&	LAB	120	per course	27.93	27.93	0.00	N
SFCC	Human Services	ECED&	LEC	132, 134, 138, 139, 160, 170, 180, 190	per course	22.34	22.34	0.00	N
SFCC	Human Services	EDUC	CLN	282	per course	8	8	0.00	N
SFCC	Human Services	EDUC&	LEC	115	per course	27.93	27.93	0.00	N
SFCC	Human Services	EDUC&	LEC	130, 136, 150	per course	22.34	22.34	0.00	N
SFCC	Phys Science and Engineering	ENGR	LAB	103, 190, 210	per course	10.79	10.79	0.00	
SFCC	Phys Science and Engineering	ENGR	LAB	111	per course	21.16	21.16	0.00	
SFCC	Phys Science and Engineering	ENGR	LEC	201	per course	5.39	5.39	0.00	
SFCC	Phys Science and Engineering	ENGR	LEC	202, 203	per course	5.39	5.39	0.00	N
SFCC	Phys Science and Engineering	ENGR	LAB	211	per course	47.6	47.6	0.00	
SFCC	Phys Science and Engineering	ENGR	LEC	240	per course	10.79	10.79	0.00	
SFCC	Life Sciences	ENVS&	LAB	101	per course	21.5	21.5	0.00	
SFCC	Commun, Modern	FILM	LEC	141, 222, 224, 225, 236	per course	10	10	0.00	N
SFCC	Physical Education	FMT	LAB	112, 225	per course	8	8	0.00	
SFCC	Physical Education	FMT	LEC	204, 209	per course	8	8	0.00	
SFCC	Commun, Modern	FRCH&	LEC	121, 123, 221, 222, 223	per course	10	10	0.00	
SFCC	Commun, Modern	FRCH&	LEC	122	per course	10	10	0.00	N
SFCC	Phys Science and Engineering	GEOL	LAB	201	per course	17.03	17.03	0.00	
SFCC	Phys Science and Engineering	GEOL&	LAB	101	per course	17.03	17.03	0.00	
SFCC	Applied Visual Arts	GRDSN	LAB	101	per course	5	5.32	0.32	

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Report Generated: 4/9/2024

Version: 1.0

Revision Date: 10/15/2020



Lab and Course Fee Final for Fiscal Year : 2025

SFCC	Applied Visual Arts	GRDSN	LAB	102, 105, 111, 112, 121, 122, 151, 156, 158, 163, 164, 166, 168, 175, 181, 182, 201, 202, 211, 212, 223, 235, 236, 237	per course	5	5	0.00	
SFCC	Allied Health Sciences	HIS	LEC	101	per course	37.49	857.49	820.00	
SFCC	Allied Health Sciences	HIS	LEC	104	per course	37.49	39.89	2.40	N
SFCC	Allied Health Sciences	HIS	LEC	106	per course	8	8	0.00	
SFCC	Allied Health Sciences	HIS	LEC	106, 125, 127, 205, 213, 250	per course	37.49	39.89	2.40	
SFCC	Allied Health Sciences	HIS	LAB	123, 134, 136, 201, 222	per course	37.49	39.89	2.40	
SFCC	Allied Health Sciences	HIS	LAB	123, 138, 206, 215	per course	8	8	0.00	
SFCC	Allied Health Sciences	HIS	LAB	138	per course	56.22	176.22	120.00	
SFCC	Allied Health Sciences	HIS	LAB	206, 215	per course	56.22	59.82	3.60	
SFCC	Allied Health Sciences	HIS	LAB	210	per course	37.49	39.89	2.40	N
SFCC	Allied Health Sciences	HIS	LEC	266	per course	19.73	20.99	1.26	
SFCC	Allied Health Sciences	HIS	CLN	267	per course	8	8	0.00	
SFCC	Allied Health Sciences	HIS	CLN	267	per course	19.73	20.99	1.26	
SFCC	Physical Education	HLTH	LEC	174	per course	12	12.77	0.77	
SFCC	Human Services	IBH	LEC	310, 320, 330, 340, 350, 410	per course	0	0	0.00	
SFCC	Human Services	ICS	LEC	100, 130, 140, 200, 220, 240	per course	12.75	12.75	0.00	
SFCC	Human Services	ICS	LEC	120, 150, 160, 210	per course	17.85	17.85	0.00	
SFCC	Human Services	ICS	LEC	170	per course	12.85	12.85	0.00	
SFCC	Human Services	ICS	LEC	180	per course	10.01	10.01	0.00	
SFCC	Applied Visual Arts	INTDS	LAB	106, 171, 172, 176, 184	per course	25	26.6	1.60	
SFCC	Applied Visual Arts	INTDS	LEC	170, 175, 179, 180, 185, 275, 280	per course	15	15.96	0.96	
SFCC	Applied Visual Arts	INTDS	LAB	173	per course	20	21.28	1.28	
SFCC	Applied Visual Arts	INTDS	LAB	268, 285, 286, 294	per course	45	47.88	2.88	
SFCC	Computer Science/Info System	IS	LEC	101	per course	1.65	1.65	0.00	
SFCC	Computer Science/Info System	IS	LEC	102	per course	3.3	3.3	0.00	
SFCC	Computer Science/Info System	IS	LEC	103, 106, 125, 165, 210, 222, 228, 234, 244, 245, 260, 262	per course	8.25	8.25	0.00	
SFCC	Computer Science/Info System	IS	LEC	107, 144, 162	per course	4.95	4.95	0.00	
SFCC	Computer Science/Info System	IS	LEC	141, 241	per course	300	300	0.00	
SFCC	Computer Science/Info System	IS	LEC	243	per course	600	600	0.00	
SFCC	Computer Science/Info System	ISIT	LEC	310, 332, 344, 360, 444	per course	12.75	12.75	0.00	
SFCC	Human Services	ITP	LEC	104, 231, 232, 233, 241, 251, 252, 253, 261, 262, 263, 282, 283	per course	30.22	32.15	1.93	N
SFCC	Human Services	ITP	LEC	271	per course	250	250	0.00	N
SFCC	Human Services	ITP	LEC	281	per course	144.02	153.24	9.22	N
SFCC	Commun, Modern	JAPN&	LEC	121, 122, 123, 221, 222, 223	per course	10	10	0.00	
SFCC	Library and Info Services	LMLIB	LEC	115, 116, 220	per course	23.88	23.88	0.00	N
SFCC	Mathematics	MATH	LEC	087, 088, 093, 094, 098, 201, 220, 245, 274	per course	12.5	12.5	0.00	
SFCC	Mathematics	MATH	LAB	095	per credit	2	2	0.00	
SFCC	Mathematics	MATH	LEC	108	per course	7.25	7.25	0.00	
SFCC	Mathematics	MATH&	LEC	107, 141, 142, 146, 148, 151, 152, 153, 254	per course	12.5	12.5	0.00	

Fiscal Growth Factor for 2025: 6.4%

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Version: 1.0

Revision Date: 10/15/2020



Lab and Course Fee Final for Fiscal Year : 2025

SFCC	Management	MMGT	LEC	106, 125, 126, 128	per course	0	2	2.00	
SFCC	Music	MUSC	LEC	166, 167, 176, 177, 178, 276, 277, 278	per course	5	5	0.00	
SFCC	Music	MUSPL	LEC	101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 204, 205, 206, 210, 211, 212, 213, 214, 215, 217, 218, 219, 220, 221, 223, 225, 226	per course	5	5	0.00	
SFCC	Music	MUSPL	LEC	207, 208, 209, 216, 222, 224	per course	5	5	0.00	N
SFCC	Music	MUSPL	LEC	260, 261, 262, 263, 264	per course	10	10	0.00	
SFCC	Life Sciences	OCEA&	LEC	101	per course	5.46	5.46	0.00	
SFCC	Allied Health Sciences	OR-PR	LEC	101	per course	60	63	3.00	N
SFCC	Allied Health Sciences	OR-PR	LAB	102, 104, 116, 117	per course	300	315	15.00	N
SFCC	Allied Health Sciences	OR-PR	LEC	105, 106, 115	per course	0	0	0.00	
SFCC	Allied Health Sciences	OR-PR	LAB	-111	per course	112.77	112.77	0.00	N
SFCC	Allied Health Sciences	OR-PR	LAB	-111, 114, 141, 144	per course	60	60	0.00	N
SFCC	Allied Health Sciences	OR-PR	LAB	-114	per course	171.91	171.91	0.00	N
SFCC	Allied Health Sciences	OR-PR	LAB	-124	per course	186.76	186.76	0.00	N
SFCC	Allied Health Sciences	OR-PR	LAB	-126	per course	268.03	268.03	0.00	N
SFCC	Allied Health Sciences	OR-PR	LAB	-134	per course	203.74	203.74	0.00	N
SFCC	Allied Health Sciences	OR-PR	LAB	-136	per course	153.29	153.29	0.00	N
SFCC	Allied Health Sciences	OR-PR	CLN	-138	per course	30.46	30.46	0.00	N
SFCC	Allied Health Sciences	OR-PR	CLN	-138, 178	per course	8	8	0.00	N
SFCC	Allied Health Sciences	OR-PR	LAB	-141	per course	109.38	109.38	0.00	N
SFCC	Allied Health Sciences	OR-PR	LAB	-144	per course	192.31	192.31	0.00	N
SFCC	Allied Health Sciences	OR-PR	LAB	146, 147	per course	450	472.5	22.50	N
SFCC	Allied Health Sciences	OR-PR	LAB	-154	per course	202.44	202.44	0.00	N
SFCC	Allied Health Sciences	OR-PR	LAB	-156	per course	253.89	253.89	0.00	N
SFCC	Allied Health Sciences	OR-PR	LAB	-164	per course	402.86	402.86	0.00	N
SFCC	Allied Health Sciences	OR-PR	LAB	-174	per course	64.77	64.77	0.00	N
SFCC	Allied Health Sciences	OR-PR	CLN	-178	per course	31.98	31.98	0.00	N
SFCC	Allied Health Sciences	OR-PR	CLN	188, 189	per course	8	8	0.00	N
SFCC	Allied Health Sciences	OR-PR	CLN	188, 189	per course	30	31.5	1.50	N
SFCC	Allied Health Sciences	OTA	LEC	101	per course	50	30	(20.00)	N
SFCC	Allied Health Sciences	OTA	LEC	102	per course	15	11	(4.00)	N
SFCC	Allied Health Sciences	OTA	LEC	103	per course	87.2	15	(72.20)	N
SFCC	Allied Health Sciences	OTA	LEC	104	per course	12.39	10	(2.39)	N
SFCC	Allied Health Sciences	OTA	LEC	105	per course	92.99	70	(22.99)	N
SFCC	Allied Health Sciences	OTA	LEC	107	per course	25	15	(10.00)	N
SFCC	Allied Health Sciences	OTA	LEC	-108	per course	10	0	(10.00)	
SFCC	Allied Health Sciences	OTA	LEC	110	per course	50	15	(35.00)	
SFCC	Allied Health Sciences	OTA	LEC	111	per course	87.2	65	(22.20)	
SFCC	Allied Health Sciences	OTA	LEC	112	per course	60	45	(15.00)	N
SFCC	Allied Health Sciences	OTA	LEC	113	per course	25	19	(6.00)	N
SFCC	Allied Health Sciences	OTA	LEC	114	per course	105	45	(60.00)	N

Fiscal Growth Factor for 2025: 6.4%

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Report Generated: 4/9/2024

Version: 1.0

Revision Date: 10/15/2020



Lab and Course Fee Final for Fiscal Year : 2025

SFCC	Allied Health Sciences	OTA	LAB	120	per course	113.4	85	(28.40)	N
SFCC	Allied Health Sciences	OTA	LAB	122, 231, 242	per course	124.59	93	(31.59)	N
SFCC	Allied Health Sciences	OTA	LAB	123, 232	per course	99.67	75	(24.67)	N
SFCC	Allied Health Sciences	OTA	LAB	124	per course	124.59	93	(31.59)	
SFCC	Allied Health Sciences	OTA	LAB	127	per course	60	0	(60.00)	
SFCC	Allied Health Sciences	OTA	CLN	151	per course	8	8	0.00	N
SFCC	Allied Health Sciences	OTA	CLN	151, 251	per course	99.67	38	(61.67)	N
SFCC	Allied Health Sciences	OTA	LEC	161	per course	25	11	(14.00)	
SFCC	Allied Health Sciences	OTA	LAB	180	per course	70	80	10.00	N
SFCC	Allied Health Sciences	OTA	LAB	180	per course	0	60	60.00	N
SFCC	Allied Health Sciences	OTA	LEC	201	per course	87.2	19	(68.20)	N
SFCC	Allied Health Sciences	OTA	LEC	202	per course	30	15	(15.00)	N
SFCC	Allied Health Sciences	OTA	LEC	203	per course	124.59	30	(94.59)	N
SFCC	Allied Health Sciences	OTA	LEC	210	per course	40	30	(10.00)	N
SFCC	Allied Health Sciences	OTA	LEC	212, 221	per course	30	23	(7.00)	N
SFCC	Allied Health Sciences	OTA	LAB	220	per course	125	94	(31.00)	N
SFCC	Allied Health Sciences	OTA	CLN	251, 252, 253, 254, 255, 264	per course	8	8	0.00	
SFCC	Allied Health Sciences	OTA	CLN	252	per course	50	180	130.00	N
SFCC	Allied Health Sciences	OTA	CLN	253	per course	210	90	(120.00)	
SFCC	Allied Health Sciences	OTA	CLN	254	per course	168	45	(123.00)	
SFCC	Allied Health Sciences	OTA	CLN	255	per course	168	45	(123.00)	N
SFCC	Allied Health Sciences	OTA	LEC	261	per course	8	8	0.00	
SFCC	Allied Health Sciences	OTA	LEC	261	per course	50	11	(39.00)	N
SFCC	Allied Health Sciences	OTA	LEC	263	per course	290	79	(211.00)	
SFCC	Allied Health Sciences	OTA	CLN	264	per course	290	79	(211.00)	N
SFCC	Physical Education	PE	LAB	100, 138, 139, 141, 143, 144, 145, 146, 147, 149, 151, 154, 156, 157, 158, 159, 160, 164, 165, 169, 177, 186, 187, 188, 200, 239, 241, 243, 244, 245, 247, 251, 256, 257, 258, 259, 260, 265, 269, 277, 286, 287, 288	per course	15	15	0.00	
SFCC	Physical Education	PE	LAB	100, 138, 139, 141, 143, 144, 145, 146, 147, 149, 151, 154, 156, 157, 158, 159, 160, 164, 165, 169, 177, 186, 187, 188, 239, 241, 244, 251, 254, 256, 257, 258, 259, 260	per course	5	5	0.00	
SFCC	Physical Education	PE	LAB	190	per course	20	20	0.00	N
SFCC	Physical Education	PE	LAB	200, 243, 245, 247, 264, 265, 269, 277, 286, 287, 288, 290	per course	5	5	0.00	N
SFCC	Physical Education	PE	LAB	254, 264, 290	per course	15	15	0.00	N
SFCC	Applied Visual Arts	PHOTO	LAB	101, 111, 114, 120, 121, 124, 130, 228, 231, 232, 233, 237, 247	per course	54	57.46	3.46	N
SFCC	Applied Visual Arts	PHOTO	LAB	112, 126, 200, 234	per course	26	27.66	1.66	N
SFCC	Applied Visual Arts	PHOTO	LAB	225	per course	39	41.5	2.50	N

Fiscal Growth Factor for 2025: 6.4%

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Version: 1.0

Revision Date: 10/15/2020



Lab and Course Fee Final for Fiscal Year : 2025

SFCC	Applied Visual Arts	PHOTO	LAB	235, 236	per course	44	46.82	2.82	N
SFCC	Phys Science and Engineering	PHYS	LAB	100, 101, 102, 201, 203	per course	18.35	18.35	0.00	
SFCC	Phys Science and Engineering	PHYS	LAB	103, 202	per course	18.35	18.35	0.00	N
SFCC	Allied Health Sciences	PTA	LAB	101	per course	8	8	0.00	N
SFCC	Allied Health Sciences	PTA	LAB	101	per course	116.68	116.68	0.00	
SFCC	Allied Health Sciences	PTA	LEC	103	per course	118.49	118.49	0.00	N
SFCC	Allied Health Sciences	PTA	LEC	105	per course	37.84	37.84	0.00	N
SFCC	Allied Health Sciences	PTA	LEC	108, 201	per course	10	10	0.00	
SFCC	Allied Health Sciences	PTA	LEC	110, 111, 112	per course	149.7	149.7	0.00	N
SFCC	Allied Health Sciences	PTA	CLN	151	per course	75.92	75.92	0.00	N
SFCC	Allied Health Sciences	PTA	CLN	151, 251	per course	8	8	0.00	
SFCC	Allied Health Sciences	PTA	LAB	170, 172, 173, 270, 271, 272	per course	173.84	173.84	0.00	N
SFCC	Allied Health Sciences	PTA	LAB	171	per course	195.93	195.93	0.00	N
SFCC	Allied Health Sciences	PTA	LAB	180	per course	70	70	0.00	N
SFCC	Allied Health Sciences	PTA	LEC	202	per course	116.99	116.99	0.00	N
SFCC	Allied Health Sciences	PTA	LAB	203	per course	60	60	0.00	N
SFCC	Allied Health Sciences	PTA	LEC	210	per course	141.51	141.51	0.00	N
SFCC	Allied Health Sciences	PTA	LEC	211	per course	176.36	176.36	0.00	N
SFCC	Allied Health Sciences	PTA	LEC	211, 212	per course	8	8	0.00	
SFCC	Allied Health Sciences	PTA	LEC	212	per course	159.28	159.28	0.00	N
SFCC	Allied Health Sciences	PTA	CLN	251	per course	104.6	104.6	0.00	
SFCC	Allied Health Sciences	PTA	CLN	252	per course	134.34	134.34	0.00	
SFCC	Allied Health Sciences	PTA	CLN	252, 253	per course	8	8	0.00	N
SFCC	Allied Health Sciences	PTA	CLN	253	per course	177.23	177.23	0.00	
SFCC	Allied Health Sciences	PTA	LEC	254	per course	65.72	65.72	0.00	
SFCC	Allied Health Sciences	PTA	LEC	255	per course	51.26	51.26	0.00	N
SFCC	Commun, Modern	SPAN&	LEC	121, 122, 123, 221, 222, 223	per course	10	10	0.00	

Memorandum

Date: February 20, 2024

To: Board of Trustees of Washington State Community College District 17
(Community Colleges of Spokane)

From: Austin Dehlin, SCC Associated Student Government President
Vishal Pathirana, SFCC Associated Student Government President

Subject: Student Bus Pass Fee - Recommendation for Academic Year 2025

Proposed: Suspension of the \$22 quarterly Student Bus Pass Fee for all currently enrolled students, effective summer quarter 2024 and continuing through spring quarter 2025.

Pursuant to RCW 28B.15.610 – Voluntary fees of students, the Student Bus Pass fee was originally approved by a majority vote of the associated student governments of Spokane Community and Spokane Falls Community College for implementation effective July 1, 2016, at a rate of \$22 per quarter per student. The fee is assessed each quarter on currently enrolled students in college level credit courses.

Revenue from the fee is to be used solely for the purpose of providing bus passes to students. Due to excess revenue available in the fund, it is the unanimous consensus of the student government organizations to suspend the \$22 per quarter Student Bus Pass Fee for all students for academic year 2024-2025. This suspension will be reviewed on an annual basis by the associated student governments of Spokane Community and Spokane Falls Community College.

**ACTION: Approval of Fiscal Year 2024-25 (FY 25)
Student Technology Fee Budgets for
Spokane Community College (SCC) and
Spokane Falls Community College (SFCC)**

BACKGROUND

The technology fee is a voluntary student fee, currently charged at a rate of \$4.00 per credit with a maximum of \$40.00 per quarter. Student technology fee revenue may be spent on broadly defined technology related items used in support of the learning environment, and institutional priorities.

Each year, technology fee committees at SCC and SFCC develop technology fee spending plans based on available budget authority. The detail budgets are attached. The CCS Board of Trustees has final authority to approve the technology fee budgets.

Institution budget authority is based on the technology revenue projected at SCC and SFCC for FY 24 and FY 25, supplemented by carryforward fund balance, if any, at each college. Revenue received above forecasted levels is retained in the college’s technology fee account for future use. The SCC and SFCC Technology Fees Budgets are attached and summarized below:

Spokane Community College	\$ 516,635
Spokane Falls Community College	\$ 411,511
Total Technology Fee Budget Authority	\$ 928,146

Recommendation

It is recommended that the Board of Trustees approve of the Fiscal Year 2024-25 Technology Fee budgets for SCC and SFCC as presented.

Attachments:

1. 2024-25 SCC Tech Fee Budget
2. 2024-25 SFCC Tech Fee Budget

Report Prepared by: Brandy Browning, CPA
Director of Accounting and Budget

Presented by: Dr. Linda McDermott, CPA
Acting Chief Financial Officer
May 21, 2024

**2023-2024 Tech Fee Requests for 2025 AY
(Round 1)**

DIVISION/DEPARTMENT	QTY	ITEM REQUESTED	REQUESTED AMOUNT	REQUESTOR
Arts & Sciences				
Life Science	1	Alliance Q9 Atom Imaging System	\$28,090.49	Nita Rektor
Chemistry/Science	2	IR Spectrometers	\$58,804.42	Sarah Iannell
			\$86,894.91	
Business, Hospitality & Informati				
Hospitality	1	Walk-in freezer/cooler replacement (2 coolers & 1 freeze)	\$55,000.00	Janet Breedlove
Hospitality	6	Stainless Steel Tables (6 tables)	\$1,876.00	Janet Breedlove
Hospitality	1	Pacojet	\$9,642.00	Janet Breedlove
Hospitality	1	Traulsen Reach-in Cooler	\$6,321.00	Janet Breedlove
			\$72,839.00	
Extended Learning: Rural Educati				
Rural Ed/Welding	1	Augmented Arc Welding System & Augarc WKPC Kit Pipe & Butt Joint	\$29,861.58	Russell Schluter
Rural Education/Biology	1	Genechecker QPCR-Thermalcycler with reagent	\$6,472.94	Claire Dodd
Rural Education/IMT	1	HandySCAN 3D with software bundle	\$37,697.66	Russell Schluter
Rural Education/IMT	1	Haas Servo Rotary Table with accessories	\$19,866.19	Russell Schluter
			\$93,898.37	
Health & Environmental Sciences				
RAD Tech/Allied Health	1	Full Body X-Ray and Radiographic Position Manikin	\$21,000.00	Becky Scheid
Respiratory Care/Allied Health	1	Trilogy EV300 Hospital Ventilator System (ventilator, mounts & filters)	\$16,000.00	Becky Scheid
			\$37,000.00	
Physical Education				
Physical Education	1	Urethan Dumbbell set 55lb-75lb	\$3,000.00	Sean McLachlan
Physical Education	1	Booty Builder V8 Selectorized	\$5,500.00	Sean McLachlan
Physical Education	1	Hoist HD 3300 Chest/Shoulder Press Machine	\$5,000.00	Sean McLachlan
Physical Education	1	Hoist HD3400 Leg extension/leg curl	\$5,000.00	Sean McLachlan
Physical Education	47	Weight Room Equipment (weights, holders, bars, bands, medicine balls, plyoboxes, foam rollers)	\$5,452.51	Aaron Kilfoyle
Physical Education		Weight Room Rig (benches, wiehgts, pulleys, rig, slinger)	\$12,000.00	Aaron Kilfoyle
			\$35,952.51	
Technical Education				
WELDING	1	CNC PLASMA TABLE	\$26,500.00	CAMERON KJELDGAARD
AVIATION	1	MAGNETO BENCH TESTER	\$15,400.00	CHARLIE ROBBINS
HVAC R	3	BUILDING AUTOMATION SYSTEM	\$6,700.00	TRAVIS GREEN
AUTOMOTIVE (2)	2	BACK PROBE MONITOR SYSTEM	\$10,100.00	PAUL PETRETEE
FIRE SCIENCE	1	SCBA MASK FIT TESTER	\$18,000.00	RAY LACKEY
MACHINIST/ CNC	1	4TH AXIS ROTARY	\$15,500.00	SAM TEVIS
ELMT	22	MOTOR DRIVES	\$13,000.00	SEAN BLACKBURN
AUTOMOTIVE	1	CART STAND AND TOOLS	\$16,000.00	PAUL PETRETEE
DIESEL/HEQ	1	JACK STAND KIT	\$8,071.59	PAT MARKER
AUTOMOTIVE	1	BLOWER CONTROL TRAINER	\$9,440.08	PAUL PETRETEE
FLUID POWER	2	PLC TRAINERS	\$11,000.00	JOHN NORMAN
CNC/MACHINING	1	ROTARY AXIS (additional)	\$15,467.12	SAM TEVIS
AUTOMOTIVE	1	SCAN TOOLS	\$4,905.00	JON SPOTTS
AUTOMOTIVE	1	POWER DOOR LOCK TRAINER	\$12,669.49	PAUL PETRETEE
T-TEN	7	HAND TOOLS	\$4,320.45	PAUL OVERFIELD
ELMT	15	Reversing Contractor and Overload Blocks	\$2,976.00	ALAN GOLTZ
			\$190,049.73	
		Total requests APPROVED:	\$516,634.52	

Tech Fee Request 2024-2025

Requester	DEPT	Request Description	Vote	Approved Amount	Notes to Governance	
1	Lance Best	PSLWE	Complete Anatomy App licenses for 76 students and faculty for one year. The app would enhance instruction and allows 3d views with layering, hyperlink of specific structures and detailed information on each structure. The app would enhance instruction and can be used off campus.	all yes	\$4,615.00	one time request only
2	Lance Best	PSLWE	EXXAT software license for tracking PTA and OTA Program clinical site info and student placement requirements. This software will assist with tracking 69 students at 246+ clinical sites - ensuring requirements are met. Will decrease employee hours tracking.	all yes	\$0.00	removed not for student use
3	Peter Jagoda	VPA	A video/camera system to project and record demonstrations of small detailed techniques used in jewelry and metal smithing. Many of the important techniques demonstrated in jewelry and metal smithing involve small detailed examples of the processes. It is very difficult for students to see the demonstrations close up and clearly. If the demonstration can be projected onto a large screen important details that can not be seen from a distance of more than a foot or two will can easily be seen by all the students in the class. Also it will allow students to see the demonstrations with out having to closely crowd together.	all yes	\$2,562.00	
4	Kathy Albin, Alan Rathbone	PSLWE	Internet access is vital to student success. Students need to access the Internet to connect to Canvas, due research, produce projects, communicate with instructors, apply for financial aid, apply for other funding opportunities, and register for classes, etc. Not all students have access to off-campus Internet, or they may have unreliable off-campus access. A new partnership has been developed between IT and Learning Support to address the broader access and equity issues by providing mobile hotspot for student checkout. Mobile hotspots are portable devices that provide Internet access via Wi-Fi. We ask that the Committee continue funding another year of data plans for 130 hotspots, 50 of which were purchased fall quarter as an identified student need. This would allow us to provide off-campus Internet access to students thereby supporting student Internet access needs.	all yes	\$15,600.00	
5	Joanna Petridou-Fischer	CMS	I am requesting 4, Flinn Scientific Spectrophotometers. These spectrophotometers will be used for laboratory experiments regarding the absorption of visible light using different chemical substances. The students will research how the colors of the compounds depends on the wavelengths of visible light that the compound does not absorb. The students will collect data of wavelength and absorption to verify the scientific truth. The instruments can be used by anyone in the SFCC science community doing experiments involving spectrometry.	all yes	\$6,006.00	
6	Ryne Webb	PE	We are requesting funding to update, replace, and purchase new equipment. Much of our auxiliary equipment has reached the end of it's lifespan. Most of these items are relatively minor purchases, but our students have also repeatedly asked for a Smith machine. We are in need of replacements for many items that our attendees use on a daily basis. These items would directly help with their functionality and they would also improve the overall atmosphere in the gym by meeting any needs an exerciser could have. Our loyal community members and students have all expressed a desire for these upgrades and we believe they'd be thrilled to see them come to fruition.	all yes	\$3,500.00	one time request only
7	Nathan Grogg	PSLWE	replacement cost is \$120,000 •Paper Folder is more than 40 years old, no longer functions properly, was flagged for safety concerns from the safety inspection, and needs replaced immediately, replacement cost is \$48,000 •Paper cutter is more than 40 years old, does not function at an acceptable level, and should be replaced as soon as possible; replacement cost is \$28,000 The Print Shop currently runs more than one million prints per year, and that figure is expected to climb. Over 90% of the print jobs are papers that go directly to the students. Slow, malfunctioning, and unusable equipment can cause delays in getting the tests/flyers/forms to the students on time. It also results in a great deal of waste (paper, toner, etc.) due to equipment error. The SFCC Print Shop is unique in that it must produce its own revenue to support the bulk of the costs associated with its operation. Due to the loss of revenue during the pandemic, and the recent uncertainty of its continuing to stay open, necessary updates to equipment, software, and personnel have largely been put on hold the past few years. To give context, the last four full academic years prior to the pandemic (2016-19), the Print Shop had a total revenue of \$479,945, compared to the last four years (2020-2023) with a total revenue of \$263,966. The difference in those dollar amounts is almost identical to the amount we're requesting - the amount that would get our equipment back up to date. Being awarded this initial funding would be a huge help in getting the Print Shop back on track. Following this one-time funding, the Print Shop will be able to cover all operational costs (including secondary staffing and any future equipment needs) every year moving forward.	all yes	\$0.00	function is not just SFCC. SFCC students do not have direct contact with this office and its functions.
8	Corrine Morrow	SSBHS	4 OWL recording devices to be used in the 4 primary ITP/ASL classrooms. With these devices we will provide for the students a high-quality online learning environment where they have a better view of the whole classroom and its participants with less distractions from instructors who have to currently monitor and move equipment in order to capture the class goings on.	all yes	\$3,528.00	
9	Corrine Morrow	SSBHS	2 in 1 I pads for be used in the classroom by the faculty for a higher quality Flex environment. Students will be able to see the white board more readily and instructors will be able to manage technology in a more efficient manner from one place instead of multiple pieces of equipment.	all yes	\$0.00	not used by students
10	Nathan Grogg	PSLWE	New Store Front Software for the SFCC Print Shop. The current software being used by the Print Shop is extremely limited and outdated. It is not possible to modify the system in any way, so users are unable to select certain products or options through the current system that the Print Shop offers. This results in frustrated users and our Print Shop being under-utilized. The software is also completely unsupported, so no updates will ever be made, and if the software ever had any issues, it would cause major delays in jobs being able to be submitted or completed.	all yes	\$0.00	not used by students
11	Kemuel DeMerville	HUM	We are requesting some needed power tools and sewing machines as well as some lighting instruments that are a vital part of the technology for students who want to go into those lighting, costume design, and technical theatre fields. As a public facing degree granting program, we need to be able to train our students in the operation and maintenance of the various forms of technology that they will encounter in the workforce. We also have some camera equipment in there that is coming as a shared request with the library. We're hoping to start a technology check out process for camera equipment for those students in the directing course and acting for the camera course, as well as any other SFCC student who may want to use the equipment regardless of their degree track. Heather Morgan has been our primary contact person for this collaboration.	all yes	\$10,718.00	
12	Kathy Albin, Alan Rathbone	PSLWE	Access to laptop services is vital to student success. Students need to have access to laptops to complete coursework, connect to Canvas, due research, produce projects, communicate with instructors, apply for financial aid, apply for other funding opportunities, and register for classes, etc. Not all students have access to personal computers. A new partnership has been developed between IT and Learning Support to address the broader access and equity issues by providing technology for student checkout. We are requesting an additional 20 Dell Laptops to add to the current inventory. Having the ability to checkout laptops gives student peace and the ability to study whenever and wherever they want and are not limited by available campus hours to complete their work.		\$21,540.00	
13		IT	5 MacBook Pro Laptops - Student Check out	all yes	\$20,501.00	
14		IT	30 Apple iMacs - student labs	all yes	\$78,759.00	
15		IT	112 Desktop computers - student labs	all yes	\$115,853.00	
16		IT	15 Desktops computers - Podiums	all yes	\$21,990.00	
17		IT	4 Desktops - TV behind TVS	all yes	\$5,633.00	
18		IT	110 Monitors - student labs	all yes	\$21,821.00	
19		IT	64 Laptops, 40 Chargers & 18 locks - student use	all yes	\$78,885.00	
Total Request					\$411,511.00	

Tech Fee Committee Members:
 Students: Vishal Pathirana, Tanya Bruzese-Cooley, Day Day Win, Little Picker, Norman Thompson
 Faculty: David Vosen & Heather Morgan Administrator: Sarah Martin Student
 Affairs: McCall Fadeley
 Chair: Heather McKenzie Waitt

REPORT: CHANCELLOR'S REPORT

Presented by: Dr. Kevin Brockbank
Chancellor, CCS
May 21, 2024



Compliance Office Board Report

Athletics Updates

The women's basketball team finished in fifth place in the East region of the Northwest Athletic Conference (NWAC). The men's basketball team finished in third place in the East region of NWAC and advanced to the NWAC championships where they were eliminated in the first round.

Both women and men basketball players earned postseason awards. Kennedy McCorkle and Keely Maves were on the 2nd Team All East Region for Women's Basketball and Damarion Delaney was on the 2nd Team All East Region for Men's Basketball.

Mark Ramos, former SCC and SFCC graduate and current SCC Workforce Transitions employee, sang a Native American Flag Song at the March 21st women's and men's basketball games. Ramos, a Coeur d'Alene Tribe member, sang the song to pay tribute to the Native American players, their teammates and coaching staff. The Flag Song is sung to honor the tribes of America and the First Nations of Canada and pay homage to tribal members, Veterans and ancestors who have passed on.

This spring, a number of students have been named NWAC Athletes of the Week.

- NWAC Track Athletes of the Week: Madison Carr, Jacob Goude, Camille Ussher, Afton Wood, Mary Nakamura, Zack Merrifield and Kaley Bohl.
- NWAC Women's Tennis NWAC Athlete of the Week: Elise Carsey
- Baseball NWAC Athlete of the Week: Ricco Longo
- NWAC Softball Athletes of the Week: Rebecca Carson and Alyssa Krause

Athletic Director Jim Fitzgerald started a quarterly "Lunch with the AD" where he meets with two student athletes from each team to eat lunch and discuss any issues or concerns.

Compliance Office Updates

The Compliance Office has updated the district's Health Insurance Portability and Accountability Act (HIPAA) Hybrid Entity Status. CCS has designated itself as a hybrid entity since it has a Student Health Clinic. The HIPAA Privacy Rule outlines national standards to protect individuals' medical records and other personal health information including appropriate safeguards that healthcare providers must achieve to protect the privacy of personal health information that is created or received by or on behalf of the health care component of CCS.

In collaboration with the Campus Security Directors, Human Resources Office and Vice Presidents of Student Affairs/Services, a new Clery Crimes Reconciliation Protocol has been developed to ensure Clery compliance and demonstrate administrative capability. This protocol aims to ensure prompt reporting of any Clery reportable crimes discovered through CCS's harassment, discrimination, conduct, disciplinary and Title IX resolution processes. The fines for Clery violations have increased this year and are now \$69,733 for each violation.

In collaboration with Campus Security Directors, Human Resources Office and Vice Presidents of Student Affairs/Services, the Compliance Office has completed the Drug and Alcohol Biennial Review to ensure compliance with the Drug Free Schools and Communities Act.

The Compliance Office has updated the intake packet for Title IX complainants and respondents. It is also busy reviewing the Title IX Final Rules on sex-based harassment and discrimination in order to update CCS's procedure in advance of the August 1, 2024 implementation deadline.

Head Start/ECEAP/Early Head Start Updates

Please see report under consent agenda.

Prepared by: Amy McCoy
Chief Compliance Officer
May 21, 2024



(Formerly) Strategy and Administration Services Division

This division no longer exists in its prior form and has been in process of reorganization and reassignment since February, under the direction of the Chief Strategy Officer.

My division's responsibility for executive recruitment was transitioned to a new department, Culture and Talent Development, which had been merged with the current Information Technology Division. Jim Mohr, Associate Chief of Culture and Talent Development, shadowed me during three executive recruitments during winter/spring – SCC's President and Vice President of Student Services, and SFCC's Vice President of Learning – and, with me advising, assumed control of the Vice President of Workforce Development. He is fully in charge of the current Chief Human Resources Officer recruitment. Professional Development was removed from my division's Human Resources Department and placed in this new division – thereby creating the new division of Culture, Talent Development, and Information Technology under the direction of Chief Officer Grace Leaf. I began mentoring the division's new leadership team in February.

My division's Facilities/Capital Construction department and Security department were merged and, along with the Environment Health and Safety and Central Receiving departments, assigned to a new General Services Division. Nichole Hanna was promoted to serve as the new division's executive officer and I have been mentoring her since the above became effective on March 1st.

The Strategic Management department was merged with elements of the former Provost division under a new executive officer, Chief of Staff and Strategy Lori Hunt, effective May 1st. I began mentoring her in April. Both the 2021-25 Strategic Plan's final year of implementation and the development of a successor plan will dominate the next fiscal year.

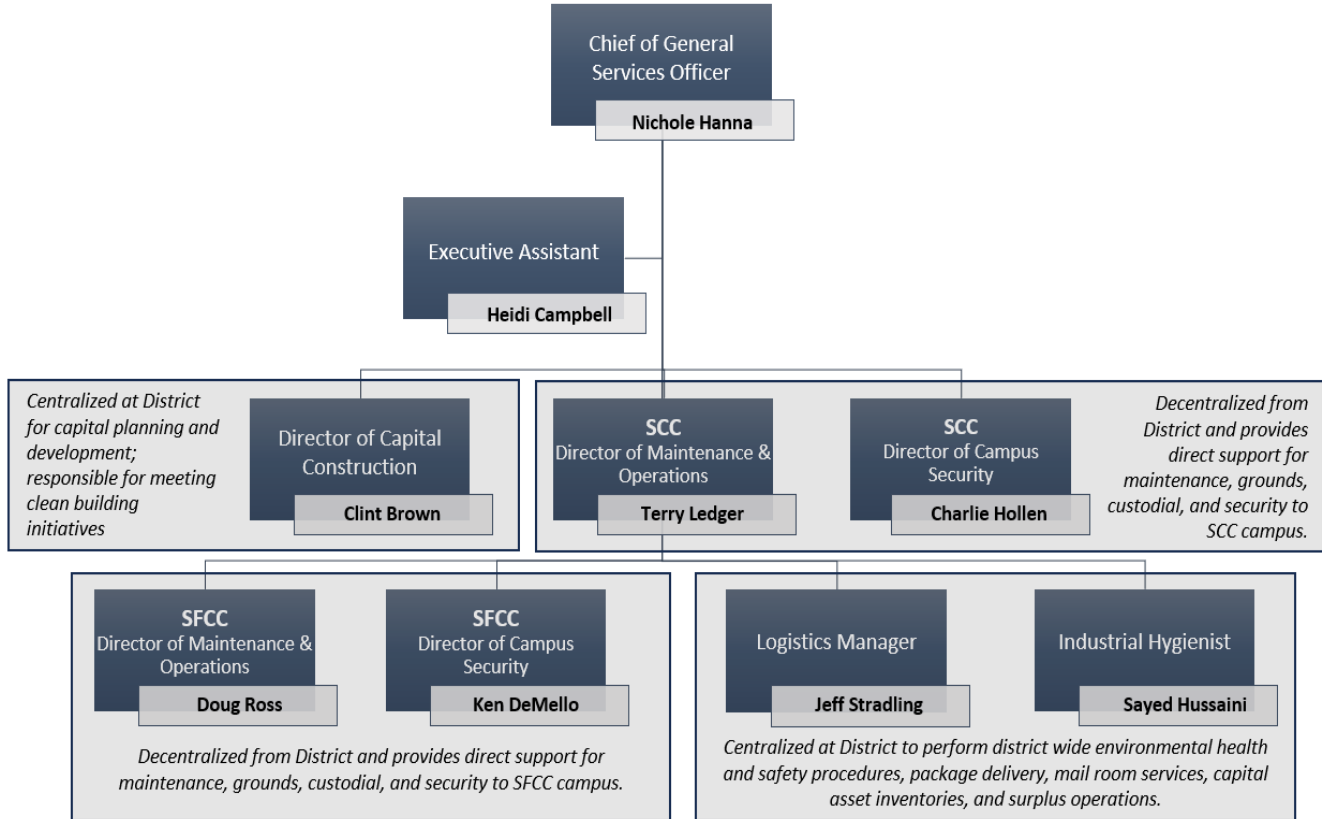
The Human Resources Department, the lone remaining element of the former Strategy and Administration Services Division, remains under my direction until a new Chief Human Resources Officer is hired. That position is currently open for recruitment with an anticipated hire date of August 1st.

In addition to the above, my office continues to coordinate the board's faculty tenure review process, track on-going strategic projects, support assigned project managers, prepare key performance indicators, support the chancellor with information and consultation, and gather/interpret relevant data to develop a number of annual and special reports. Upcoming planned board reports include a Strategic Plan update, Workforce Utilization Report, and Staffing Report.

Prepared by: Greg Stevens
Division Chief
May 21, 2024

General Services Division

May 1, 2024, marked the final day of transition for the General Services Division, a newly formed division resulting from the district wide reorganization. With approximately 120 personnel assigned, this division consists of capital planning & development, sustainability & energy conservation, facilities, the office of campus security, environmental health & safety, and central services.



Capital Planning & Development

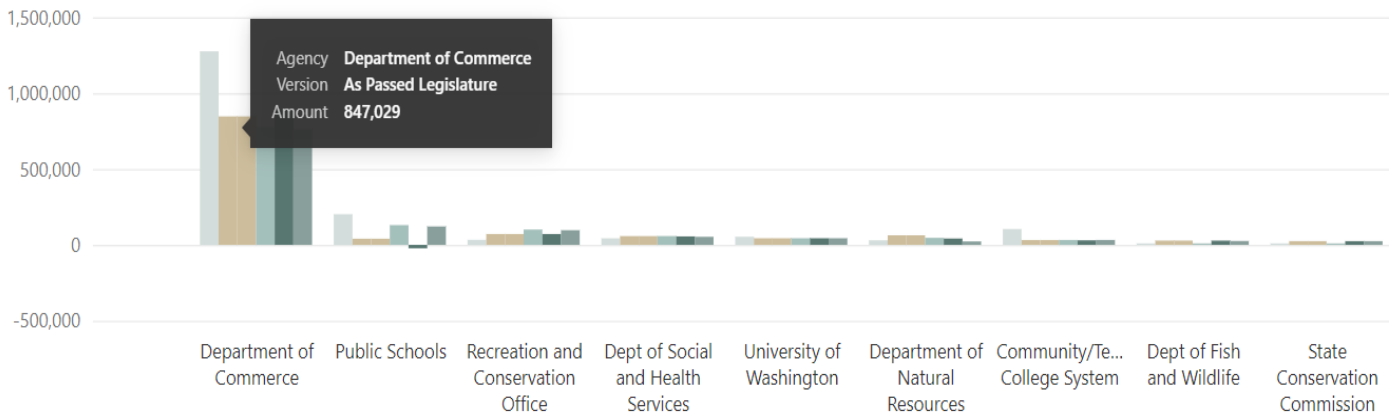
According to the latest construction schedule, **Capital Project 18-063, Fine and Applied Arts** facility at SFCC should be reaching **substantial completion on May 17, 2024**. This project still has a handful of lingering items such as building commissioning, punch list completion, and non-conforming work that needs to be addressed. The capital team has been busy outfitting the facility with furniture, IT, and program equipment to prepare for a fall quarter opening.





Sustainability/Energy Conservation

The Capital Planning & Development team hired their very first Sustainability Project Manager, Kim Arman in February 2024. Charged with the responsibility of wading through thousands of documents to comprehend and interpret the **Clean Buildings Performance Standard** resulting from the Clean Buildings Act, we are quickly uncovering how restrictive and costly this will be in the coming years. The Department of Commerce requested \$1.2 billion with only \$847k enacted by Legislature in the 2024 Supplemental Capital Budget to help fund green initiatives throughout WA state. These funds are up for grabs through grant opportunities and early adopter incentive programs.



Capital received an additional **\$428k of supplemental funding to install submeters** on the remaining facilities district-wide. This funding will allow our Sustainability Project Manager to monitor energy and gas usage and report accurately in Energy Star Portfolio Manager, a requirement established by DES to benchmark data throughout WA state.

Implementation of energy-efficient practices and renewable energy sources continues to be a priority to minimize environmental impact and reduce operational costs.

District Facilities

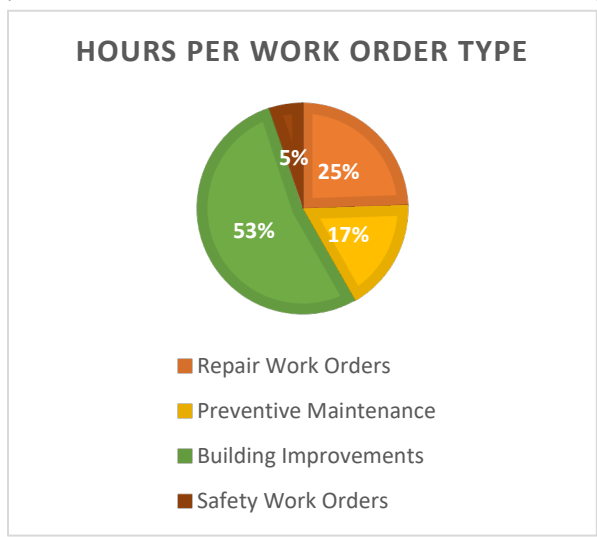
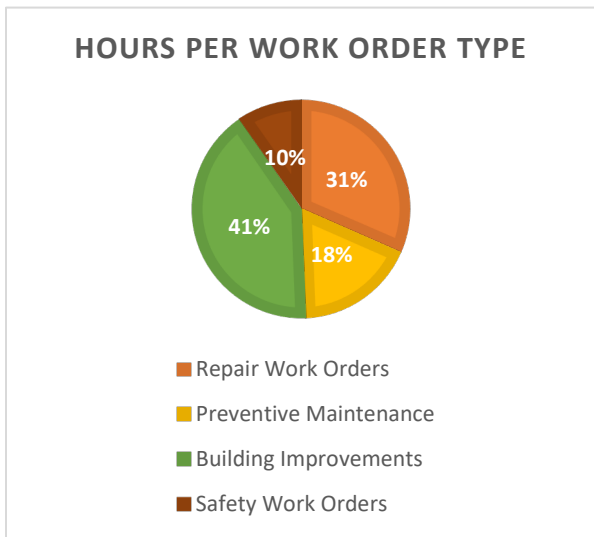
Renovation and modernization efforts have been initiated across various facilities to improve infrastructure and enhance overall aesthetics. On SCC, we have partnered with the SCC administration to plan and fund much needed **carpet replacements throughout the college buildings**, adding up to over \$200k in new carpet. New carpet can greatly enhance the aesthetics and comfort within the college buildings, providing students and faculty with a more pleasant environment for learning and working. We have also identified **several roofs in need of repair** and will take advantage of the warmer months to weatherproof most of these roofs. Addressing roof repairs during warmer months is crucial for ensuring the longevity of the buildings and protecting them from weather-related damage.

At SFCC, we partnered with the SFCC administration to plan and fund **campus wide signage replacements**, a project that will cost nearly \$100k between material and labor. Clear and visually appealing signage can improve navigation, safety, and the overall aesthetics of the campus environment.

Below is the maintenance data for April 2024. This data paints a picture of the accomplishments of our maintenance and operations staff assigned to each campus and is pulled from our Computerized Maintenance Management System (CMMS) platform, MegaMation.

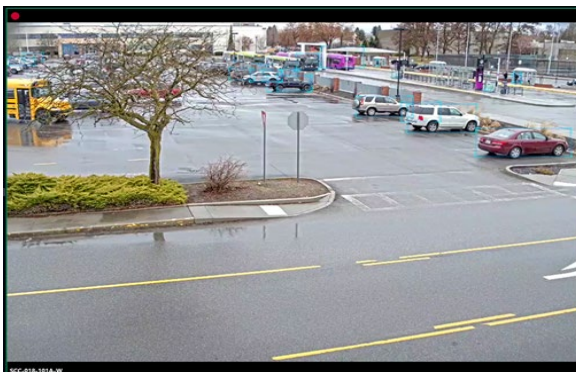
Spokane Community College			
WORK ORDER TYPE	QTY	HRS	LABOR \$
Repair Work Orders	108	273.85	\$ 15,537.65
Preventive Maintenance	75	154.75	\$ 7,949.92
Building Improvements	15	356.75	\$ 19,795.98
Safety Work Orders	45	82.86	\$ 4,617.02
TOTALS:	243	868.21	\$47,900.57

Spokane Falls Community College			
WORK ORDER TYPE	QTY	HRS	LABOR \$
Repair Work Orders	87	162.45	\$ 8,981.48
Preventive Maintenance	91	115	\$ 5,908.70
Building Improvements	1	353.5	\$ 13,520.26
Safety Work Orders	19	33.75	\$ 1,683.86
TOTALS:	198	664.7	\$30,094.30

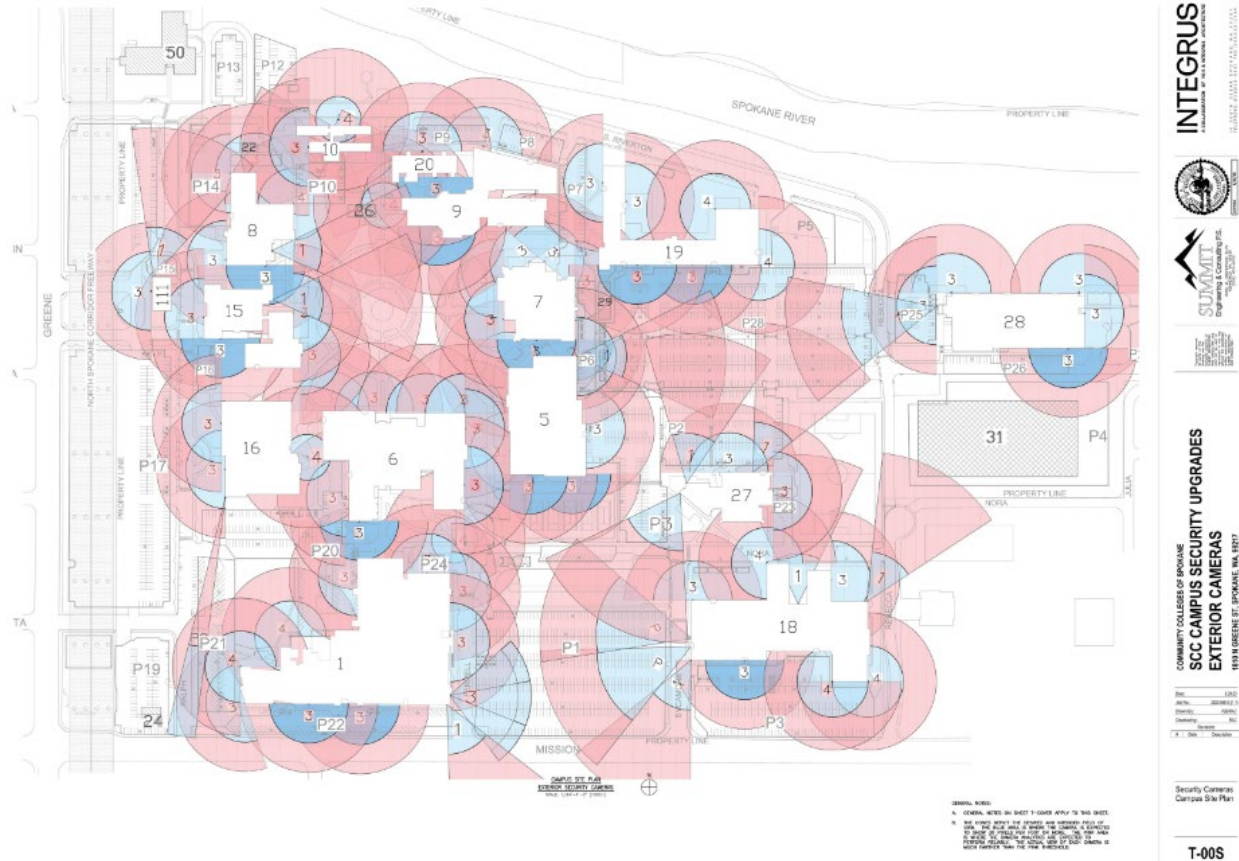


Office of Campus Security

The Campus Security teams have partnered with the Capital Project team to strategically execute campus wide installations of surveillance systems. **The first phase of the SCC Campus Security Upgrade project consisting of the design and installation of just over 90 exterior cameras is nearly complete.** These cameras are outfitted with the latest technology in automated human detection monitoring which will allow the Office of Campus Security to respond and quickly avert potential criminal activity before escalation. Security camera recordings will also aid in swift convictions that will make us a less desirable target for disruptive behavior.



Below is a schematic outlining camera fields of view.

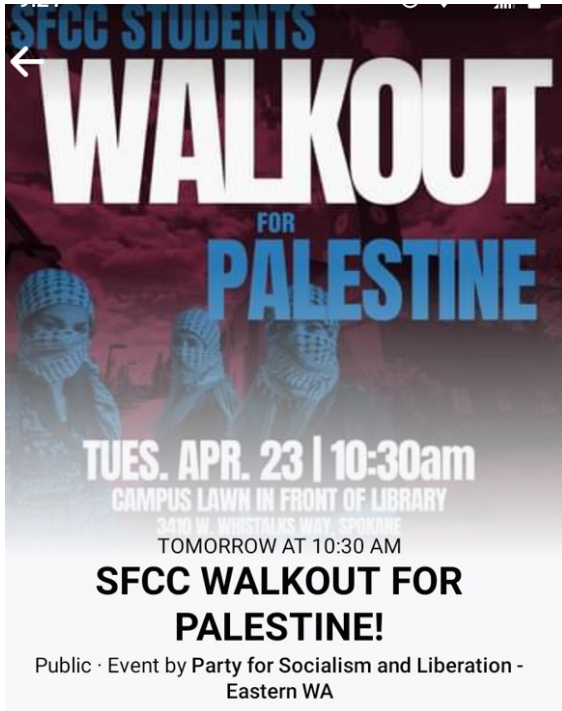


Phase II of the SCC Campus Security Upgrade project, the design and installation of access controls is currently out to bid. The final phase, the design and installation of the interior cameras is anticipated to go out to bid in August.

The SFCC Campus Security Upgrade project will go out to bid in the next couple of weeks. **All projects are anticipated to be complete no later than June 30, 2025.**

Regular safety audits and training sessions are conducted to ensure staff readiness and compliance with safety protocols. This year we have started implementing **Critical Incident Simulation training** in response to concerns regarding readiness for active shooter incidents which is an interactive classroom simulation of potential situations involving a suspected active shooter.

In April, **SFCC impressively conducted evacuation drills conducted by their assigned Building Emergency Action Team (BEAT), under the direction of their building Safety & Security Representatives (SSR).** In his comments to the SFCC administration, Kevin Robins, the District Emergency Management Program Specialist stated, “Your faculty and staff assigned as SSRs and BEAT members performed at an exceptionally high level – the best I have witnessed in over a decade of conducting evacuation drills at CCS.”



Collaboration with local law enforcement agencies and community stakeholders remains a cornerstone of our security strategy to foster a Tuesday April 23rd, students coordinated a demonstration sponsored by the Party for Socialism and Liberation at SFCC and planned a walkout and rally for Gaza in solidarity with Columbia University students. Jovonna Dunbar, SFCC Security Operations Supervisor proactively coordinated efforts ahead of time, supplementing her team with additional campus security personnel from SCC and enlisted support from the local SPD in anticipation to potentially control a crowd of 50+ attendees. **After the event ended, Jovonna was happy to report that the event concluded peacefully with minimal disruption to daily operations.**

Environmental Health & Safety

The mission of our Environmental Health & Safety office (EH&S) is to create a safe and healthy environment for individuals while minimizing the organization’s impact on the surrounding environment. They play a crucial role in fostering a culture of safety, compliance, and environmental responsibility within the organization they serve.

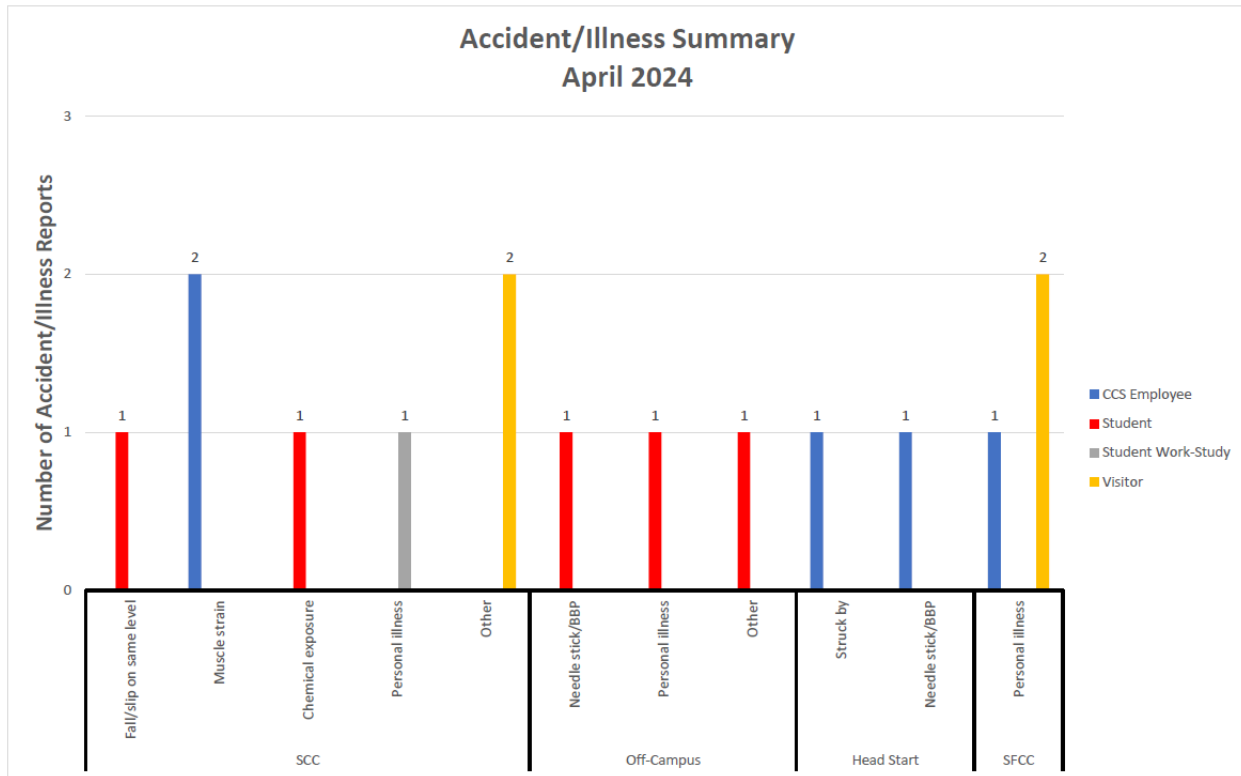
Each year, the Washington State Department of Enterprise Services (DES) disseminates an anonymous occupational state survey to all state agencies in January. With a 20% participation rate, **CCS reported sedentary work, communicable illnesses, and ergonomics/repetitive motion as the top three most common potential safety hazards** that respondents encounter in the 2024 survey.



Resulting from the insights gathered from the 2024 survey, the EH&S office has committed to the following top three goals to start addressing the prevailing concerns:

1. Increase awareness of risks associated with sedentary work environments and increase training opportunities to educate on ergonomics/repetitive motion.
2. Evaluate and revise current safety and security training plans for active shooter, bomb threats, and mental health.
3. Educate the institution on the anatomy of our safety program, re-establish safety representative requirements, and facilitate the understanding that every employee is responsible for safety.

In April of 2024, we had a total of **15 accidents and illnesses** reported to the EH&S office.



Summary

These updates underscore our commitment to fostering a safe, sustainable, and efficient campus environment. By prioritizing innovation, collaboration, and continuous improvement, we aim to create a dynamic and thriving campus community. Through these updates, we’re not only enhancing the physical infrastructure but also investing in the well-being and satisfaction of all stakeholders. Our focus on innovation ensures that we stay ahead of emerging challenges, while collaboration allows us to leverage the diverse expertise within our community to drive positive change.

Furthermore, our dedication to continuous improvement means that we are always seeking new ways to optimize processes, reduce environmental impact, and enhance the overall experience for students,



faculty, staff, and visitors alike. Together, we are shaping a campus environment that reflects our values of safety, sustainability, and efficiency, setting the stage for a brighter future for all.

Prepared by:

Nichole Hanna
Chief General Services Officer
May 21, 2024

District Business & Finance Office

CFO - We selected an Investment Advisory Firm to provide services based on our evaluation of RFI respondents and interviews. The anticipated date to transition to the new firm is June 1, 2024. We honored Lisa Hjaltalin this month for her service to CCS, and are finalizing the Business office reorganization plan for July 1, 2024.

Budget office – The team continues to work on updates to the CCS budget process and has facilitated several meetings with constituent groups, including the Budget Planning & Advisory Committee (formerly the District Finance and Legislative Committee, and the District Managed Cost Committee (DMCC). The DMCC conducted budget hearings during the week of May 7, 2024; the committee will submit budget recommendations to Cabinet in mid-May.

Internal Control and Compliance – The required quarterly lobbying report to the Public Disclosure Commission (PDC form L-5) was filed for CCS. Staff are currently conducting the ECEAP audit at Cheney School District.

Contracts Office – Staff assisted with the following contracts and agreements.

- Clinical Affiliation agreements for SCC students to perform clinical practicums:
Spokane Veteran’s Administration Health Care System for Health Sciences Echocardiography; Kootenai Health for Health Sciences students; Confluence Health of Wenatchee, Washington, Health Sciences Echocardiography students.

- Contracts / Agreements finalized
SFCC Gateway to College contract with Central Valley School District dropout student reengagement program to provide academic instruction to students.
Agreement with Spokane Public Schools for classroom space at SFCC for SPS’s On-Track Academy. <https://www.spokaneschools.org/domain/134>

College Bookstores - Cap and gown distribution in preparation for graduation at both campuses. It is an annual highlight for the college stores as it provides the opportunity to interact with more students, allows us to congratulate them for their accomplishments, and they can support students who are confused about the graduation process. It also helps us feel more connected to the campus since a lot of faculty and staff come in as well.

Payroll & Benefits -

- Payroll processed \$8.4 million in gross payroll payments to employees and
- Benefits team –
 - In addition to the active full lifecycle management of benefits for nearly 1,300 employees, at the start of Spring quarter 2024, benefits eligibility was calculated for over **275** adjunct faculty members.
 - Since April 1st, **50** new benefit enrollment packages were processed for newly eligible employees including medical, dental, and retirement enrollments.
 - Remitted over \$175,000 in flex-spending, health savings, and health-reimbursement account contributions.
 - Reported and submitted \$1.4 million of employer contributions to the WA Healthcare Authority for employee benefits packages, and \$700,000 employer and employee contributions for retirement plan participation.



Finance – Conducted multiple staff trainings in preparation for FY 24 year-end, and the team is actively working with staff at the SBCTC to ensure financial information is compliant with Office of Financial Management (OFM) requirements.

Prepared by:

Linda McDermott
Chief Financial Officer
May 21, 2024

Chief of Staff & Strategy**Corporate & Continuing Education**

CCE has partnered with locally owned small business Sonderen Packaging to offer a micro-credentialed Management Training Program for their employees over three quarters. CCS Faculty Tim Trottier (SCC) & Khalil Islam-Zwart (SFCC) are leading this project and have truly dedicated their instruction to meet the needs of the client. We are hoping this opportunity will launch our offering expansion to other local small business in the future. This is a great example of how CCS support meeting community needs.

Grants

The Grants team supported SCC in applying for funds to develop and implement an online LPN curriculum. Spokane will receive \$40,000 in development funds in the next allocation to be used by June 30, 2024. Implementation funding in the amount of \$250,000 will go out in FY25.



Prepared by:

Lori Hunt
Chief of Staff & Strategy
May 21, 2024



Institutional Advancement Division

CCS Foundation Update

FY2024 Fundraising Goal

The Foundation surpassed our FY2024 fundraising goal in April, and as of April 30 had raised \$796,927 to support CCS students and programs.

Legacy Society

We will host our annual Legacy Society lunch on May 29. Legacy Society members are those who have included the Foundation in a planned gift or founded an endowment with us.

CASE Training

As part of the Chancellor's continuing focus on professional development and building capacity to serve students, 30 CCS executives and administrators will participate in 2 half-day workshops that will provide foundational training in fundraising. CCS is paying for the trainers who will help leaders gain fundraising skills.

Spring 2024 Scholarship Applications

Thanks to Christine DeGeare's efforts, we received a recent record high of 712 scholarship applications. The applications closed on March 18 and we are almost done with reviewing. Scholarship notices will begin to go to students by the end of May.

Branding Update

Our work with Drake Cooper continues and we hope to have designs to share with the Board in June. We have completed work on mission, vision, values; market position; student personas and much more. The graphic design work to finalize a new sasquatch image, athletic logo and a family of logos for the district and both colleges is nearing completion. Once it is approved by the Executive Branding Group, it will be presented to the Board of Trustees for review and final approval.

CRM Update

We've reached 100% completion for implementing the Recruitment suite tools, which completes the CRM section of the strategic plan! We are now scoping and starting the implementation of the Insights suite. The Retention suite will follow.

Marketing Update

Marketing has been a bit busy of late! - **Over 920+ Marketing Requests** received so far this 2023-2024 Academic Year. Normally we have 600-700.

Spring 2024 Transfer Campaign is well underway

- Billboard ads rotate locations
- Updated landing page: <https://spokane.edu/Next>
- Print ads in community newspapers (The Fig Tree, La Prensa Bilingue, Tribal Tribune)
- Ads on Facebook, YouTube, Instagram, Over the Top Television



NextGrad Display Promotion running in 6 area high schools (below) with 2 ads for both SFCC and SCC each month (4 total)

- East Valley High School
- Mt. Spokane High School
- Mead High School
- Shadle Park High School
- Rogers High School
- Lewis and Clark High School

Graduation Support -

- Print ads in area newspapers
- Geofence area high school graduations to promote enrollment at CCS
- Graduation programs
- Community graduations

Event Promotions at both colleges -

- Hagan Center Speakers at SCC
- Juneteenth event at SFCC
- Outreach event support flyers and swag
- Spring Music Concert at SFCC
- FAFSA support pieces

Spring 2024 Industrial, Manufacturing, Technology program in Colville (Perkins grant): campaign underway on Facebook, Instagram, YouTube, Over the Top Television

Spring 2024 Amazon employee enrollment promotion

- Geofencing Amazon warehouses

Spring 2024 Newport Running Start 5/9 Information Session

- Geofence Newport area high schools with reminder to attend Running Start events

Spring 2024 Google DRIP promotion – Top 10 programs for each college with paid keyword search for better results.

Spring 2024 Rural Northern Counties Promotion (Perkins Grant): Campaign underway on Facebook, Instagram in Newport and Colville

Spring 2024 Pathways promotion –for enrollment featuring each college pathway for both colleges:
Take the next step:

Campaign underway on YouTube, Spotify and Over the Top Television

Summer 2024 ABE_HS+ - Snapchat promotion underway



SCC Fast Track – Fall enrollment push: Campaign underway on YouTube, Snapchat, LinkedIn and Geofencing

May 22nd 2024 SCC Hands On Building Trades Event: Promotion underway

- Peach Jar Flyer- Spokane Public Schools High Schools
- NextDoor Event post
- Powerpoint graphics
- Boosted Facebook event post
- Geofence High Spokane High Schools

Prepared by:

Carolyn Casey
Chief Institutional Advancement & External Affairs Officer
May 21, 2024

Item 8

PRESIDENT'S REPORT
SPOKANE COMMUNITY COLLEGE

Presented by: Dr. Jenni Martin
 Acting President, SCC
 May 21, 2024



Instructional Updates

Adult Basic Education

Zach Christman, ESL Tenure Track Faculty, presented at two regional conferences with his colleague Greg Bem, SCC Faculty Librarian. Their presentation reflected on their recent experience using Generative Artificial Intelligence (GenAI) tools at Spokane Community College over the past six months. They emphasized strategies for using GenAI tools in two educational contexts: to support education programs across the institution and improve teaching and learning with students in various ESL classes. At this presentation participants gained insight into how educators can cautiously explore GenAI as they seek to improve their pedagogy and materials, including the development of new ideas for lessons, games, and activities. Additionally, Zach and Greg focused on safe uses for educators and students, while examining shortcomings and ethical issues of the technology. Zach will present on this topic again for the Teaching and Learning Center (TLC) on Campus Development Day (May 2, 2024).

Arts and Sciences

Over 400 students, faculty, and staff attended a discussion on climate change made possible by faculty Angela Wizner and the SCC Peace Studies Center. SCC Acting President Jenni Martin set the stage for this crucial discussion on climate action as she introduced faculty Dr. Geoffrey Bagwell, Professor Diana Osborne, and Professor Joe Huseby. Together with special guest Dr. Karin Hilgersom, President of Truckee Meadows Community College, presenters explored insights from COP28 in Dubai, discussing progress, challenges, and the vital role of education in fostering sustainable solutions. Throughout the conversation, they delved into an intersection of academia, policy, and activism in combating climate change, emphasizing the urgent need for collaborative efforts to address this global crisis. The event was recorded and will be released as a Peace Studies podcast.

On April 29, Spokane Community College hosted Sasha taqʷəbɫu LaPointe for a public reading of her award-winning book *Red Paint: The Ancestral Autobiography of a Coast Salish Punk*. Sasha read from this book and other works and provided a talk on craft. This event was collaboratively developed by SCC and the Washington Center for the Book. It was hosted by Faculty Librarian Greg Bem and co-introduced with Professor Christina Momono. In-person attendance was around 50 and virtual attendance (over Zoom) was around 40. The presentation was recorded and will be added to the Washington State Library's YouTube channel in coming days. This was an HR-approved EDI-AR training for employees.

Library

In Winter 2024, the Washington State Library opened its annual Tabletop Roleplaying Game (TTRPG) mini-grants and innovation grants to academic libraries for the first time. Erin Smith and Greg Bem from the Spokane Community College library collaborated with Jason Stariwat and Madelyn Roy from Disability Access Services to submit an application for the mini-grant to bring roleplaying games to SCC and its diverse student population. In Spring 2024, SCC received the mini-grant award and the collaborating groups expanded to include Zach Christman and Brianna Khetlyr from the English as a Second Language department. A TTRPG drop-in program is in development, and an initial drop-in event for students is scheduled for May 23, 2024. Featured games include *Coyote & Crow*, *Wanderhome*, and *Dungeons & Dragons*.

Business, Hospitality & Information Technologies

Management Training Program

Business adjunct faculty Tim Trottier is working through the Corporate and Continuing Education office to provide a custom designed business and leadership training program to 6 employees of Sonderen Packaging. Sonderen has selected 6 of their staff who are ready to be promoted to the first level of leadership to participate in training that started on April 2nd and recently completed their 4th class meeting. Communications faculty Khalil Islam-Zwart is also teaching the class.



Hospitality Department

On April 18, INCA catered the Hagan Foundation grant recipient showcase held in the atrium outside Orlando's Restaurant. Over 75 attendees were treated to hors d'oeuvres and desserts crafted by culinary arts students. The Hagan Foundation hosts the showcase to thank grant recipients who receive grant awards for innovation, creativity, and bold ideas in teaching and learning.

On April 19, INCA prepared and served food for the CCS Foundation Sasquatch Soiree for over 120 guests. The event featured an oyster and seafood bar, sushi roll and ham carving action stations, in addition to an array of passed hors d'oeuvres and desserts. The food highlight of the night was the Greek flatbread pizza cooked in our specialty pizza ovens by students. This is such an important event to raise scholarship funds for community college students, and months of planning ensure it is always a success!

Extended Learning & Workforce Initiatives

A team from Extended Learning traveled to Tennessee to participate in the convening for the Rural Design Academy grant that they were recently awarded. SCC was awarded this grant in conjunction with WSU Extension in Ferry County. Jeff Williams, Interim Dean of Extended Learning, Brian Moyer, Colville Center Manager, and Claire Dodd, Rural Biology Instructor all took part in this event. It was the start of an 18–24 month project with the Education Design Lab to help assess needs in our rural areas and design a sustainable project that will have a positive impact on our communities and on the education that we are providing in rural areas. We are excited to see what comes from this grant and the opportunities it will provide.

Jeff Williams and Interim Associate Dean of Corrections Education, Kelly Robertson, traveled to Olympia for the quarterly Corrections Education Deans and Directors meeting where a significant focus of the discussion was the upcoming changes to Pell Grant eligibility to incarcerated individuals and the changes that will bring to Corrections Education. SCC was also recognized for being the first college in the state to be granted approval for our Pell eligible Corrections programs from the Northwest Commission on Colleges and Universities (NWCCU).

AHCC hired Wendy Farmen as the new Educational Navigator; although she started this job April 1, Wendy is not new to supporting the education of AHCC students, as she previously taught AHCC ABE classes for 20+ years. As an Educational Navigator, Wendy works within AHCC to support the education of incarcerated individuals (I/I), either through continuation of on-site AHCC community college courses or enrollment at community colleges in their home locations following release. Besides the statewide Corrections Center Educational Navigators, such as Wendy, there are multiple external navigators to help in the formal education transition from a corrections institution to a SBCTC campus. For example, SCC's Suzanne Phillip continues the student support of on-site corrections Educational Navigators by assisting students in the counties surrounding SCC.

SCC Apprenticeship was awarded a Career Launch equipment grant to purchase a genie scissor lift for the SCC Apprenticeship Plumbers/Pipefitter program. The new lift will support program growth and give apprentices additional opportunities to practice real-world applications to conditions they will experience on a job site.

SCC Apprenticeship Manager Kenna May also recently toured the South Seattle Community College Cement Masons shop to learn about 3D printing with concrete. This new technology is vastly changing the way structures are designed and built (*photos on next page*).



Health & Environmental Sciences

Dr. Cheri Osler was in Atlanta the week of April 15 – 18 for the Accreditation Commission for Education in Nursing Accreditation Cycle Evaluation Review Panel/Board of Commissioners Meeting. Dr. Osler has been on the board of commissioners since 2021 and her work with them has greatly benefitted the accreditation review process at SCC. Nursing is currently preparing for an accreditation visit of their own this fall. Dr. Osler continues to be the longest standing dean of nursing in the state of Washington.

The Surgical Technology students had the opportunity to attend the Spring Washington Association of Surgical Technologist Education Conference. This conference goes hand in hand with a student 'Scrub Bowl', where students from colleges in the state came together to compete in a question-and-answer bowl. The SCC Surgical Technology team took home the top award for the second year in a row with one student winning the event and another one taking second place. Instructors Tina Jones and Becky Scheid are very proud and excited for this accomplishment.

The Expanded Function Dental Assistant (EFDA) program successfully runs two cohorts of 12 students each year with multiple students on the waiting list for upcoming classes. Dentists are calling from all over the state wanting to hire EFDA's in their practices and the program has an outstanding reputation for having graduates who are entering the profession competent and prepared. For the most recent graduates, there was a 100% pass rate on their national clinical exam and written certification examinations. The employment rate for them was also 100%.

The Health Services Research Roundtable of Eastern Washington (HSRR) had a networking event on the evening of April 16 at Gonzaga University entitled Opioids in Our Community: Perspectives on the Fentanyl Crisis in Spokane County. Members of our division are involved in planning and participating in these meetings. The HSRR is a collaboration between higher education institutions and community partners in Eastern Washington. The purpose of HSRR is to conduct rigorous interdisciplinary inquiry regarding current challenges affecting public health and well-being. The organization brings together faculty and students from multiple disciplines across Washington State University, Gonzaga University, University of Washington School of Medicine, Whitworth University, Eastern Washington University, and Spokane Colleges with a broad network of community partners to conduct engaged scholarship, primarily focused on applied or translational research that informs healthcare policy, improves the delivery of services, and facilitates access to services.

Technical Education

On May 8th, the Tech Ed division will host its annual Hiring Event, spearheaded by Piper McCarthy's team alongside Associate Dean Brandon Livingston. This event presents a distinctive opportunity for local businesses to engage with this year's graduating class. Attendees will gain exclusive access to a diverse pool of talented graduates, enabling them to conduct on-the-spot interviews and meet their hiring requirements efficiently.

The Tech Ed division is excited to announce our bi-annual Trade Program Discovery Day, formerly known as Future Sasquatch Day, taking place on May 22nd. This event is open to anyone in the community interested in exploring career



opportunities in the trades. In collaboration with Guillermo Espinosa's office, high school seniors are also encouraged to attend. Attendees will have the opportunity to select their top two programs for an in-depth tour, meet with faculty and students, and engage in hands-on activities. Our aim is to build on the success of previous events and further increase community attendance; during the fall quarter, we welcomed approximately 500 students.

The Electronics Department is organizing an event aimed at underrepresented individuals in our community titled "Circuit Queens: Empowering Women and Gender Diverse Individuals in Electronics," scheduled for June 4th from 4 to 8 pm in Building 1, Room R214. The goal is to cultivate inclusivity, provide support, and foster empowerment. Through this event, they aim to establish a nurturing environment where marginalized voices can be heard, talents showcased, and meaningful connections formed. The objective is to create a space where individuals from diverse backgrounds can converge, share experiences, and mutually learn. The overarching aim is to dismantle barriers, challenge stereotypes, and pave the way for enhanced representation. Activities include building a kit with Arduino for a fun and educational projects, networking opportunities, alumni support, and access to on-campus inclusion resources.

The Computer Numerical Control (CNC) program has been awarded the career launch grant, allowing it to reinstate the evening certificate program and effectively double its graduate output. The program underwent a comprehensive overhaul, incorporating feedback from local businesses and aligning seamlessly with high school articulation agreements. The faculty has acquired new equipment, such as a 5-axis machine, which is currently being installed. Curriculum development is progressing smoothly and is on track to be completed in time for the Fall quarter.

Assessment Team

The WA Assessment, Teaching, and Learning conference was held in Yakima on May 2nd & 3rd. Greg Bem, Angela Rasmussen, Kamilia Nemri, Stacy Kowtko, and Sherri Fujita all attended.

SCC's Key Literacies now are public facing on the assessment page, located here: <https://scc.spokane.edu/About-Us/Key-Literacies>.

Teaching & Learning Center

In collaboration with eLearning Instructional Designers and SFCC's Center for Engaged Teaching and Learning (CETL), the Teaching and Learning Center (TLC) offered faculty and staff a variety of professional development opportunities on Thursday, May 2nd. The total attendance was just over 400 for the eleven sessions, including faculty and staff from SCC, SFCC, and CCS. TLC events included the following topics: understanding the SCC key literacies, addressing burnout, supporting food- and housing-insecure students, creating liquid syllabi, using Zoom for engagement, working with ChatGPT in the classroom, and supporting program review. CETL sessions offered faculty and staff credit for CCS equity training: international inclusivity, the intersections of AI and equity, ADHD in the workplace, and antiracism, colorblindness, and coalition building. Most of the sessions were recorded for later viewing, providing everyone a chance to learn from the many presenters and panelists who generously shared their time and expertise.

Student Services Updates

Admissions & Registration

Erika Naccarato led a team including Christine Burge, Kris Christensen, and Krystal Janzen, in applying TILT (Transparency in Teaching and Learning) principles to the Withdrawal Exception Request Form. Since this is a shared document between SCC and SFCC, both Directors of Admissions and Registration/Registrars, Chantel Black (SCC) and McCall Fadeley (SFCC), also provided edits and feedback on the drafted changes before final approval. Due to the complexity of the original two-page form, students were often confused which resulted in missing documentation and delays in the process. The process of using TILT principles resulted in a simplified and single-page document that includes clear directions, how to submit once completed, and what to expect after submission.



In late March the SCC Testing Center team, made up of Kris Christensen, Boyd Foster, Kevin Smith, Katherine Murray, Sam Verhei, and Peggy McDonald, migrated their math placement communications to TargetX, the customer relationship management (CRM) software adopted by CCS. Each quarter, the department contacts students by phone, email, and text to guide them through SCC's math placement options. In April, the department logged 876 communications with 398 students. The department received excellent support during this transition from Enrollment Technology and Communication Specialist Karly Ramsey and CRM System Administrator Erin Mitchell, as well as SCC CRM lead Chantel Black and SCC CRM Manager Lori Greenwood.

With fraudulent applications continuing to rise, the Admissions Office has been exploring better ways to not only catch fraud earlier but also streamline the investigation process. As a part of this work, Admissions Manager Sheri Carroll and Admissions and Registration Specialists Liina Koivula and Krystal Taylor developed, tested, and launched a new service indicator for accounts that need to be investigated in order to create more automation and tracking. Once the service indicator is on the student account, it triggers an automated email to the applicant requesting identity verification and the steps they need to complete identify verification.

Career Services

SCC Career Services partnered with the Tech Ed Division to host a hiring event for all graduating Tech Ed students. We have 20 employers coming onto campus to meet our students on May 8th. Career Services has also hired an ESL Career Pathway Specialist to connect with ESL students and offer career resources and tools, along with helping ESL students make important community and college connections.

Colville Center

Colville, Inchelium, and Republic all hosted Running Start nights in April. There was a record turnout at each Center.

Inchelium Running Start student, Torrence Finley, was chosen as a Gates Millennium Scholar. The Gates Millennium Scholars (GMS) Program, funded by a grant from the Bill & Melinda Gates Foundation, was established in 1999 to provide outstanding African American, American Indian/Alaska Native, Asian Pacific Islander American, and Hispanic American students with an opportunity to complete an undergraduate college education in any discipline area of interest.

The Stevens County Education Fair was held at the Colville Center on April 27th. There were over 40 vendors including Spokane Community College.

SCC Ferry County Rural Centers were selected as a co-selectee, with WSU Ferry County Extension, to join the Rural College Practitioner Design Academy. The honor comes with a \$50,000 grant to support deeper learning of rural education and workforce issues in Ferry County. Acting Dean of Extended Learning and Workforce Initiatives Jeff Williams, Rural Biology Instructor Dr. Claire Dodd, and Colville Center Manager Brian Moyer attended the initial Rural Academy conference held at Motlow State College in Tullahoma, TN.

Counseling

The counselors are busy working with students on Summer and Fall Quarter plans. The counseling office is hosting an EWU Registration Day on May 20 for SCC students graduating and moving on to EWU.

Adult Basic Education Counselors have been busy providing orientation presentations for all new incoming ABE students. They have also been providing Career and College exploration presentations for ABE students considering or preparing to transition into one of SCC's other college pathways.



Disability Access Services

DAS ended winter quarter 2024 with 821 individual accommodation letters sent to faculty. So far in spring quarter 2024, 810 accommodation letters have been sent to faculty. Approximately 25% of SCC classes have students with active accommodation plans enrolled in them.

During March and April, DAS conducted 58 accommodation planning meetings for students new to DAS. In April, DAS Director Jason Stariwat attended the Washington Association on Postsecondary Education and Disability (WAPED) conference and accepted a role on the WAPED Outreach Committee.

DAS has continued campus outreach and partnerships through “Accommodation Q&A” sessions in partnership with the Teaching and Learning Center, pop up sessions in the Center for Inclusion and Diversity, and continued consultation with individual faculty members.

Dual Enrollment – Running Start

SCC received 120 applications for running start in the month of April. Tessa Greene, Dual Enrollment Supervisor, hosted a Zoom information session for Summer Running Start since this is a new opportunity. 50 students register for the event which was also recorded and sent out to our high school partners.

The Dual Enrollment Office began handing out enamel pins to our Running Start Seniors for them to wear at both high school graduation and SCC graduation to recognize them for their accomplishments.

There has been continued work with CRM Manager Lori Greenwood to improve the Running Start email campaigns within the CRM platform to better reach prospective students and ensure they are receiving the help and information they need. This campaign now includes SMS Texting in addition to emails. We recognize students receive information in multiple ways so we have started sending out postcards to all students who have submitted an application to Running Start with next steps and have a postcard for several steps of the onboarding process.

Dual Enrollment – CTE

We visited five high school classes in April and registered 124 students for CTE Dual Credit. These students are in the Pharmacy, Pre-Medical Assisting, Surgical Technology, and Culinary programs at NEWTech Skills Center as well as in the DECA program at Central Valley High School.

The submission period for Articulation Requests closed and SCC received 34 requests from 12 school districts. The requests are for Agriculture, Automotive, Business & Marketing, Fire Science, Culinary, Electronics Engineering, and Computer Information Systems.

Mental Health Services

The Mental Health Clinic is fully staffed and the interns are eager to engage with students. In addition to individual counseling and group counseling, efforts are being made to connect with student groups in their classrooms and around campus to normalize pursuing mental health services. In light of May being Mental Health Awareness month, we are connecting with students to raise awareness of the importance of mental health and wellness as well as the services provided at the SCC clinic.

Multicultural Student Services

Multicultural Student Services offers support to the organizers of cultural graduations, including the Hispanic Graduation and the Native American Graduation. An event was organized to both encourage and assist graduating students in their application process.



A resource fair was organized to increase awareness and access to resources on and off campus. The resource fair included eight organizations with six external partners and had 40 students attend. The event received an average rating of 4.86 out of 5.

We partnered with the Student Health Clinic to pilot the Coping with College Stress group sessions facilitated by a mental health counseling intern of color. This was strategic in that the mental health counselor could provide tools based on lived and professional experience to the minoritized students that we serve who bring with them the stigma that people of color shouldn't pursue mental health resources. The last session will be held on May 6.

A group of twelve students were taken to the Student of Color Conference hosted by Green River Community College to network and gain invaluable tools to learn how to navigate higher education as a person of color. The students came back and expressed feelings of rejuvenation, gratefulness, and empowerment. They connected with students from other colleges and increased their support network.

The first ever in-person meet and greet for fostered and unaccompanied homeless youth in the Passport to Careers program was held on campus to provide resources and demystify college for prospective and current Passport-eligible students. This event was in partnership with the Eastern Region Passport Network which included SCC Financial Aid, SFCC Office of Learning Support, EWU, WSU Pullman, and local Spokane community organizations such as the Department of Children, Youth, and Families, Lutheran Community Services NW, Treehouse, and more!

Newport Center

Newport Center Manager Rhonda Quandt, Business Instructor Teri Ford Dwyer, and ABE Instructor Valorie Hein proudly represented SCC at the annual Newport Chamber Gala.

In March and April, Rhonda Quandt and Kris Cornelis, the Running Start Liaison, organized and hosted a Running Start/College Information Night for 21 prospective students. These events provided valuable insights into the Running Start program and college opportunities, helping students make informed decisions about their educational paths.

On March 23, Rhonda Quandt and Provost Lori Hunt hosted Soroptimist of Newport, the local chapter of an international organization dedicated to empowering women. This meeting showcased the college's commitment to supporting initiatives that uplift and empower women in the community.

Katherine Cornelis, Workforce Program Specialist 2, is assisting 45 students from northern counties this spring quarter with providing support for various programs such as BFET (Basic Food Employment and Training), WorkFirst, Worker Retraining, and Opportunity Grant. This support totals \$28,050 in aid for tuition, books, tools, and laptops. Moreover, Katherine recently allocated \$3,900 from SEAG (Students Emergency Assistance Grant) and SSEH (Supporting Students Experiencing Homelessness) funds to support six additional students, furthering their educational opportunities and success.

On April 16, Newport Center Manager Rhonda Quandt and Business Instructor Teri Ford Dwyer organized and hosted a Tax Workshop event for small businesses in collaboration with the Newport Chamber. This information session aimed to assist small businesses in navigating tax-related challenges effectively.

Spokane Community College Newport Center generously contributed a gift basket to the Newport School District Booster Club Auction, "Maws and Paws" held on April 27, where their staff actively participated. The proceeds from this auction directly benefit Newport students by providing essential support, such as college scholarships, classroom supplies, and covering sports fees and expenses.



On April 17, Rhonda Quandt, Teri Ford Dwyer, and Kris Cornelis collaborated to host the Newport Chamber, showcasing the diverse programs available at the college. Their presentation highlighted SCC's commitment to providing educational opportunities tailored to the needs of the community.

Outreach

The SCC Outreach team has been busy this Spring helping students apply, with several meetings taking place either on campus or at high schools or community centers. East Valley High School hosted SCC twice because of high interest and Three Springs has also hosted SCC for an application day.

Outreach participated in 17 college/resource fairs in the month of April, sharing information about all the SCC programs available to prospective students.

Brandi Maynard, Workforce Recruitment Manager, helped 30 individuals from WorkSource Spokane apply to SCC.

In the month of April, SCC hosted 18 group tours which totaled 157 prospective students.

Student Health Clinic

The Student Health Clinic is back in full force this spring quarter and has been busy taking care of incoming Allied Health students. They are right on track in getting their program requirements completed.

The health clinic is happy to welcome a new Nurse Practitioner, Leah Powell, to the team. She comes to us with a background in a busy pediatric practice and has also recently been part of a robust mental health team practice. We are excited for her to share some of her innovative ideas.

Student Life

Bigfoot Events, our student programming board, coordinated and prepared for Welcome Week activities during the week of April 8-11.

Bigfoot Events hosted a Sexual Assault Awareness week. We had activities such as goodie bags, t-shirt decorating and jewelry making for students. We had a total of 100 students participate in the event.

Our Bigfoot Events team wrapped up the month of April with an arts and crafts making event and walking tacos catered by the Spokane Indians for students on April 30. We had a total of 100 students participate in the event.

Veterans Services

Our Veterans Office hosted a VA compliance audit survey on March 14th and 15th. In regard to audit size, this a more significant audit the VA can impose on a college. The audit resulted in zero findings and no recommendations. With no findings, it shows the solid foundation that Deana Sleep built and the seamless transition has allowed Andy to hit the ground running and face a full VA audit. Way to go, Andy!

Workforce Transitions

On April 16th and 17th, SCC hosted the State Board for Community and Technical Colleges (SBCTC) Monitoring Visit for BFET (Basic Food Employment and Training) and WorkFirst. This audit resulted in positive feedback for both programs.

Our BFET program has zero Corrective Action Plans (CAPs) or recommendations but did receive commendations. The CCS Tactical Team was recognized as a high-touch, cross-district representation and collaborative group; we were recognized for our partnership with Divine's gas and service stations; for our annual, quarterly, and monthly trainings and meetings across the district; our collaboration efforts with bringing the DSHS mobile unit to SCC campus to help students connect to food benefits; and for a centrally-focused specialist to apply our student group coding.



Our WorkFirst program received zero Corrective Action Plans (CAPs) or recommendations but did receive commendations. Those commendations were as follows: the CCS Tactical Team was recognized as a high-touch, cross-district representation and collaborative group; our commitment to appropriately place WorkFirst Work-Study students in positions that align with the program and their skill set; our collaboration efforts with bringing the DSHS Social Workers to SCC campus to help students connect to TANF benefits; and lastly, we were recognized for a centrally focused specialist to apply our student group coding.

So far this year, the Workforce office has assisted students with 1396 general funding requests for tuition, books, tools, technology, and other basic needs items in the amount of \$1,525,186.05. The Workforce office has also assisted students with 466 emergency grant requests for books, housing, utilities, tools, technology, and other basic needs items in the amount of \$253,794.

Item 8

PRESIDENT'S REPORT
SPOKANE FALLS COMMUNITY COLLEGE

Presented by: Dr. Kimberlee Messina
 President, SFCC
 May 21, 2024

President's Report

It's that time of year. Celebration after celebration of our students' success. As exhausting as the season may be, it is a joyful reminder of why we are here. Each of our student's unique journeys give meaning to our work, and make us want to be even better.





Looking forward to joining you in honoring our graduates at our commencement ceremonies in June!

Student Affairs

Enrollment

For the first time in many years, SFCC enrollment rose year over year in fall, winter, and spring quarters! Both quarterly applications and enrollment yield rates have remained relatively constant, and it's reasonable to conclude that the growth is due to retention efforts in the guided pathways implementation.

Spring 2024: 6.8% FTE Increase

Winter 2024: 6.1% FTE Increase

Fall 2023: 3.3% FTE Increase

Full-time Equivalent (FTE) is a single value providing a meaningful combination of full-time and part-time students. We earn one annualized FTE for every 45 credits taken by our students. Our state funding is primarily based on our FTE count.

Registration for summer and fall quarters begin this month and the student affairs team has been preparing for our biggest enrollment cycle of the year. New students are completing our online Bigfoot Beginnings module and signing up for Bigfoot Registration events.

May 13- Priority Registration for Veterans

May 17- Priority Registration for Disability Access Services and CCS Online

May 20- Registration for students with 45+ credits

May 22- Registration for students with less than 45 credits

May 24- Registration for Students with Prior College

May 28- Registration for New Students

Commencement

It's the most exciting time of the academic year as we prepare to celebrate the success of our students and the hard work our faculty and staff put into supporting our students along their journey.

Spokane Falls Community College Pullman Commencement

Monday, June 10, 2024, 6:30p.m.

Jones Theatre, Daggy Hall, WSU Pullman Campus

1060 NE College Ave, Pullman, WA 99163

Spokane Falls Community College Commencement

Friday, June 14, 2024, 7:00 p.m.

The Podium

511 Joe Albi Wy, Spokane, WA 99201

Office of Concurrent Enrollment Programs and Outreach Merger

As part of our ongoing commitment to strengthen community outreach and expand student recruitment, we have merged our Outreach department, formerly part of the Bigfoot Discovery Center, with our Office of Concurrent Enrollment Programs (OCEP).

This strategic move comes with several key benefits for SFCC. By bringing together Outreach and Concurrent Enrollment under one umbrella, we create a more cohesive and effective approach to engaging with prospective students, high school partners, and the wider community. Leveraging the expertise of OCEP, which has already demonstrated prowess in outreach and recruitment specific to Running Start and Gateway to College, we now have the opportunity to extend their community connections and skillsets to benefit our entire outreach and recruitment strategy. This integration enables us to better coordinate our efforts, share resources, and provide a seamless experience for students transitioning from high school to college.

While Onboarding services will remain with our admissions department, this merger will allow us to strengthen outreach and expand access to concurrent enrollment opportunities for high school students. By aligning these programs more closely, we can better support our mission of promoting educational equity and student success.

Department Spotlight: Gateway to College

Gateway to College provides a crucial second chance for students who have fallen behind in their high school credits. By offering a pathway to completing their high school diploma on a college campus while simultaneously earning college credits or a degree, it not only helps them catch up academically but also prepares them for postsecondary success. Gateway to college is a unique program that offers both a high school diploma and an AA Degree concurrently. The program serves students ages 16 to 21.

The personalized support provided by Gateway to College Navigators, Faculty Counselors, and other campus support staff is invaluable in helping Gateway students navigate their academic journey and overcome any obstacles they may face. Gateway students experience improvements in attendance, GPA, and college enrollment rates, indicating the program's effectiveness in helping them achieve their educational goals.

Additionally, the partnership between Spokane Falls Community College and local school districts shows a collaborative effort to address the needs of disconnected students and provide them with the resources and opportunities they need to succeed. Following the State of Washington Open Door 1418 policies ensures that the program aligns with state regulations and standards, further enhancing its credibility and effectiveness.

Gateway to College served 129 students in 2023-2024.

Success Story

LP's journey is truly remarkable and serves as a powerful example of the impact of support and encouragement within the Gateway to College Program. Transitioning from homeschooling to a traditional classroom environment can be challenging, but LP's determination and the guidance of the Gateway Program proved to be instrumental in their success.

The role of LP's Navigator, who provided consistent support and believed in their abilities, was pivotal. "I decided to move to the Gateway program for winter and the Gateway Navigators were fantastic. Meeting with someone every week worked well for me. They told me I made the right decision about calculus. I still struggle with that decision, but at one of my meetings my Navigator even told me he was proud of me. I don't hear that very frequently. I cried in my car after, because I was finally starting to see that even though to some, I was a failure, others were proud of me."

Hearing words of encouragement like "I'm proud of you" can have a profound effect, especially for someone who may not have heard them often. It's evident from LP's reaction that this affirmation meant a great deal and served as a turning point in their perception of themselves and their capabilities.

LP's journey from feeling disconnected to thriving, culminating in acceptance into the Honors program at Western Washington University, is a testament to their resilience and the transformative power of the program. Their involvement as an ASG officer further demonstrates their growth in confidence and leadership skills.

Events



Academic Affairs

On April 22 and 23 we welcomed a team of three NWCCU peer evaluators to our college for our mid-cycle accreditation visit.

We appreciate so many people from our campus and District attending the meetings and giving feedback. We really enjoyed talking to our visitors about the work we've been doing at the college in Guided Pathways and other student-centered practices. The team commented on everyone's collegiality and willingness to share about the work we're doing.

This week I got to see a draft of their report (for an "errors of fact" check), and I was very pleased to see that our visitors believe that SFCC has made great progress since its seven-year visit and has put the pieces in place to be successful for our next seven-year evaluation. They felt that SFCC has a coherent strategic plan with meaningful goals and indicators, and that our plan aligns well with the strategic priorities of the district. They also noted that the Guided Pathways framework is working particularly well at SFCC.

Once their report has been reviewed by the NWCCU, we will receive a final copy of their report as well as the response from NWCCU.

For now, we are still enjoying the "afterglow" that comes from seeing our hard work acknowledged and appreciated by our peers.

Visual Arts

At the gallery this month we welcomed Samantha Wall and her exhibit "In a New Light". Ms. Wall's work explores the themes of alienation, hybridity, and transformation. Her drawings in the exhibit reflect her experiences as a Black Korean immigrant. The exhibit featured her personal history and Korean folklore. Ms. Wall graduated with a Master of Fine Arts in Visual Studies from Pacific Northwest College of Art and has been the recipient of numerous awards and grants from organizations including the Oregon Arts Commission, Crow's Shadow Institute for the Arts, and the Joan Mitchell Foundation. She's exhibited widely in the US and South Korea. We are so pleased to welcome artists of the caliber of Samantha Wall!




(Image, publicity postcard)



(Image: artist headshot, Samantha Wall)

We also welcomed to our campus, Cara Levine as part of our Visiting Artist Lecture Series. This is a new program and is made possible through collaboration from Spokane Falls Community College, Eastern Washington University, and the Northwest Museum of Arts and Culture. Ms. Levine is based in Los Angeles. She graduated with a Bachelor of Fine Arts from the University of Michigan Ann Arbor and a Master of Fine Arts from California College of the Arts. Using sculpture, video, and socially engaged practices, she explores the intersections of the physical, metaphysical, traumatic, and illusionary. Ms. Levine shows her work all over the world. Our students enjoyed engaging with her and hearing about her numerous projects and artworks.

Visiting Artist Lecture Series



Cara Levine

SFCC Lecture:

- Monday, March 11, 2024
- 11:30am-12:30pm
- SFCC Campus, sn-w'ey'-mn Building 24, Room 110
- 3410 W. Whistalks Way Spokane, WA 99224



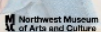
EWU Lecture:

- Tuesday, March 12, 2024
- 12:00pm-1:00pm
- EWU Campus, Art Building, Room 116
- 22 7th St, Cheney, WA 99004

People needing accommodation should contact Josh Hobson at jhobson1@ewu.edu by March 7, 2024.

About the artist:

Cara Levine is an artist based in Los Angeles, CA. Using sculpture, video, and socially engaged practices, she explores the intersections of the physical, metaphysical, traumatic, and illusionary. She is the founder of *This Is Not A Gun*, a multidisciplinary project aiming to create awareness and activism through collective creative action. Her work has been presented in one-person, group exhibitions, and participatory events in venues around the world.

Philosophy

Our faculty continue to plan interesting and topical conversations for our students. In this age of polarization, the lessons learned in these conversations will help our students to navigate adulthood and become good citizens of the world.

<p>SFCC PHILOSOPHY PRESENTS! Winter Quarter 2024</p>	<p>SFCC PHILOSOPHY PRESENTS! Spring Quarter 2024</p>	<p>SFCC PHILOSOPHY PRESENTS! Spring Quarter 2024</p>
<p>WEDNESDAY, MARCH 6 • 3:00 - 4:00PM Discussion on ZOOM & in Person (Bldg 30 Rm 205)</p> <p>presented by: Kayla Mosner, MA in Philosophy, Cosmology, and Consciousness California Institute of Integral Studies & former SFCC student!</p>	<p>WEDNESDAY, APRIL 17 • 3:00 - 4:00PM Discussion on ZOOM & in Person (Bldg 30 Rm 205)</p> <p>Co-Presented by: Dr. Kevin Decker & Dr. Ryan Parrey EWU Philosophy & EWU Disabilities Study Program</p>	<p>WEDNESDAY, MAY 1, 2024 • 3:00 - 4:00PM Discussion on ZOOM & in Person (Bldg 30 Rm 205)</p> <p>Presented by: Dr. Miguel Martinez-Saenz Senior VP of Student Engagement, Sacred Heart University</p>
<p>Astrology: <i>Is It Full of Cr*P Or Worth Looking Into?</i></p> 	<p>Bootstrapping, Disability, and Other Paradoxes in Doctor Who</p> 	<p>I Am Sorry, I Am Not Sorry: <i>Reflections on Forgiveness</i></p> 
<p>ZOOM Link: bit.ly/sfcc-philosophy-presents Meeting ID: 392 794 1236 Password: 112233</p>  <p>For information contact: Steve Schoosover Steve.Schoosover@sfcc.spokane.edu Britni Weaver-Forsman Britni.Weaver-Forsman@sfcc.spokane.edu <i>Wia Ananin te eae unu thara!</i></p>	<p>ZOOM Link: bit.ly/sfcc-philosophy-presents Meeting ID: 392 794 1236 Password: 112233</p>  <p>For information contact: Steve Schoosover Steve.Schoosover@sfcc.spokane.edu Britni Weaver-Forsman Britni.Weaver-Forsman@sfcc.spokane.edu <i>Wia Ananin te eae unu thara!</i></p>	<p>ZOOM Link: bit.ly/sfcc-philosophy-presents Meeting ID: 392 794 1236 Password: 112233</p>  <p>For information contact: Steve Schoosover Steve.Schoosover@sfcc.spokane.edu Britni Weaver-Forsman Britni.Weaver-Forsman@sfcc.spokane.edu <i>Wia Ananin te eae unu thara!</i></p>

Career Education

With their “3 Tier Model for Career Success” our WorkForce and Career Education departments have been working hard to get our students ready for life after college. Workshops on Life Skills, Job Readiness, and Career Growth have been at the center of this quarter’s programming. We’re pleased that private sector and public sector are supporting this programming. We thank companies like STCU, Numerica, and BECU for sending us knowledgeable people to speak to finances. The state has sent us some great speakers to talk about employment and career prospects. Our community is at the heart of what we do!

(see below)

SFCC OFFICE OF CAREER EDUCATION

SPRING 2024 WORKSHOP SERIES

FREE & OPEN
TO THE PUBLIC!
SNACKS, DRINKS,
AND RAFFLE
PRIZES TOO

11:30AM - 12:30PM *OR* 1:30 - 2:30PM

Bldg. 2, Room 001 (Lower Level of the Library) | 3410 W Whistalks Way

LIFE SKILLS • WEDNESDAYS

- 4/24** Open House
- 5/1** It's Never too Late (or too Soon) to Plan for Retirement
- 5/15** Notetaking with Academic Coaches
- 5/22** Understanding, Building, and Repairing Credit

JOB READINESS • THURSDAYS

- 5/16** Resume Overview
- 5/23** Interview Overview

Have Questions? Contact us today!

📞 509.533.3521

✉ SFCC.Careers@sfcc.spokane.edu

A Parking Permit is required to park on campus. Scan the QR code or go to:

bit.ly/ccs-nupark



**3-Tier Model for
Career Success**



Executive Summary: SFCC Lodge Renovation Funding Proposal

Introduction: The Spokane Falls Community College Lodge, a historic cornerstone of the Falls campus, requires significant renovation to transition the building into a central hub for the CCS District Administration; Offices and Departments of the CCS Chancellor, CHRO, CIAEAO, & COSS. In addition to functionality, updates are required to ensure that the facility meets current standards for building design. We present this funding proposal to the CCS Board of Trustees, seeking \$12,000,000 in local funding to undertake this essential renovation.

Background: Originally constructed in the 1930's, the SFCC Lodge served as an officer's club for the army as part of Fort George Wright. Since Spokane Falls Community College's occupation in the 1960's, the Lodge has been home to academic programs, district functions and gatherings, as well as community events. The building has received two major additions which change the structure from the original footprint. However, no significant work has been performed on the facility since the 1990's. Due to the aged infrastructure, equipment, and finishes, as well as advancements in safety standards and technological requirements, the lodge is now in need of comprehensive renovation to accommodate the District Administration offices.

Scope of Renovation: A pre-design effort was performed by ALSC Architects (Spokane, WA) where they developed a set of guiding design principles to lead them through the process. Through their programming efforts, they studied department function and organization while exploring the opportunities the building presented. They analyzed the spatial and proximity requirements for meeting operational needs and creating synergies between groups. In addition, the team was thoughtful about these other key areas:

1. **Structural Upgrades:** Addressing structural deficiencies to ensure the safety and longevity of the building.
2. **Accessibility Improvements:** Enhancing accessibility features to accommodate individuals with disabilities and improve inclusivity.
3. **Technological Enhancements:** Upgrading technological infrastructure to support modern administrative and event needs.
4. **Energy Efficiency Measures:** Implementing energy-efficient systems to reduce environmental impact and operational costs.
5. **Aesthetic Refurbishments:** Enhancing the aesthetic appeal of the lodge to create a welcoming and inspiring environment.

Rationale for Funding:

1. **Staff Impact:** The SFCC Lodge will serve as a vital space for district administrative offices, transitioning these functions from the Riverpoint Campus to facilitating academic engagement with an on-campus presence. District staff will benefit from the proximity to campus, reinforcing commitment the CCS mission, values, and overall culture.

2. **Campus Engagement:** As an iconic presence, the renovated lodge will foster connections and enrich campus life. It can be utilized for executive and campus affairs as well as be an inviting space for the campus community to access district administration functions.
3. **Safety and Compliance:** Addressing structural and accessibility issues is paramount to ensure the safety and well-being of all occupants and to comply with regulatory standards.
4. **Long-Term Sustainability:** By incorporating energy-efficient measures, the renovated Lodge will contribute to the college's sustainability goals and reduce operational costs over time.

Budget Overview: This requested for **\$12,000,000** in local funding will cover the total costs associated with design, construction, and project management for the renovation project. The planning and pre-design phase was undertaken for \$135,000 and therefore the total project funding is estimated to be \$12,135,000. A detailed budget breakdown is in the packet to follow.

Conclusion: The renovation of the SFCC Lodge is essential to support the strategy for district staff to be engaged with the campus community. Not only will the project create a modern office environment to support a highly functioning leadership staff, but it will also help to reaffirm the district's commitment to the colleges mission, values, and vision. Furthering the cultural development with availability, accountability, and integrity. We urge the CCS Board of Trustees to support this critical project by approving the requested \$12,000,000 in local funding, enabling us to commence the renovation without delay.

Thank you for your consideration.

Dr. Kevin Brockbank, Ed.D.
Chancellor – Community Colleges of Spokane



COMMUNITY COLLEGES OF SPOKANE
BUILDING 9 - THE LODGE

BOARD OF TRUSTEES PRESENTATION 5.21.24



PAST 1931



PRESENT 2024

THE LODGE PAST & PRESENT



A 1967 aerial photograph of the first phase of construction of the Spokane Falls Community College campus. Near the center of the picture is the library. The old Natorium Park can be seen across the Spokane River. (Charles A Libby & Son)

PAST 1931

THE CAMPUS

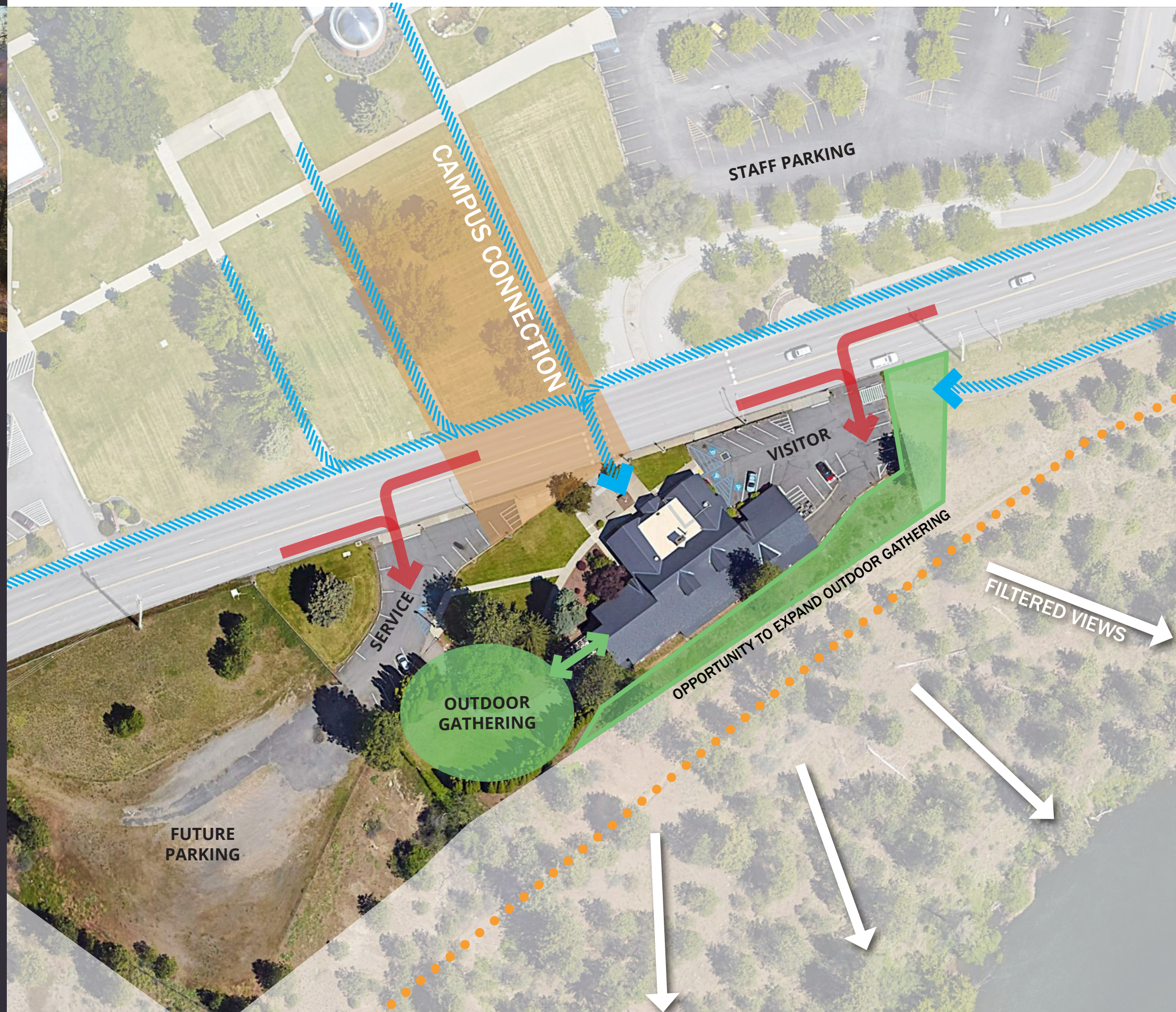
40 YEARS OF GROWTH





Spokane Falls Community College


Image Landsat / Copernicus

PRESENT 2024



PEDESTRIAN ACCESS 

VEHICULAR ACCESS 

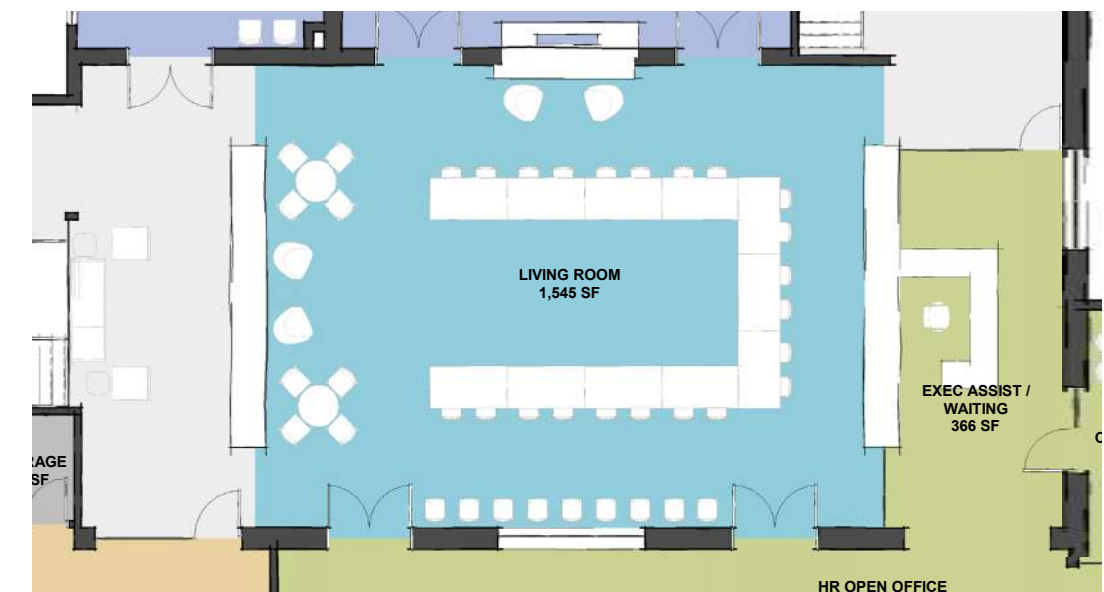
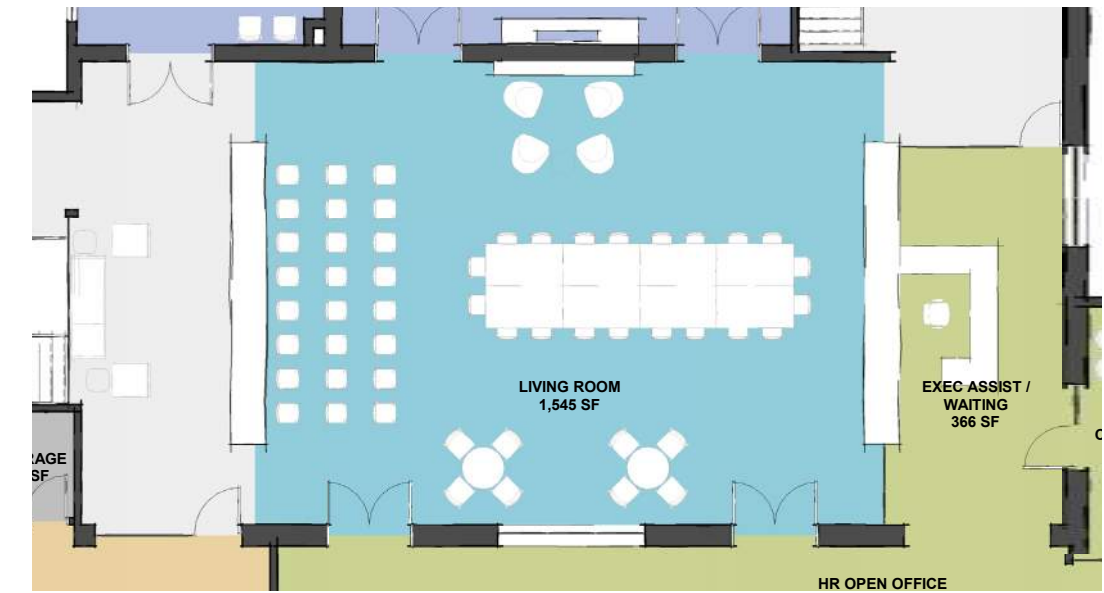
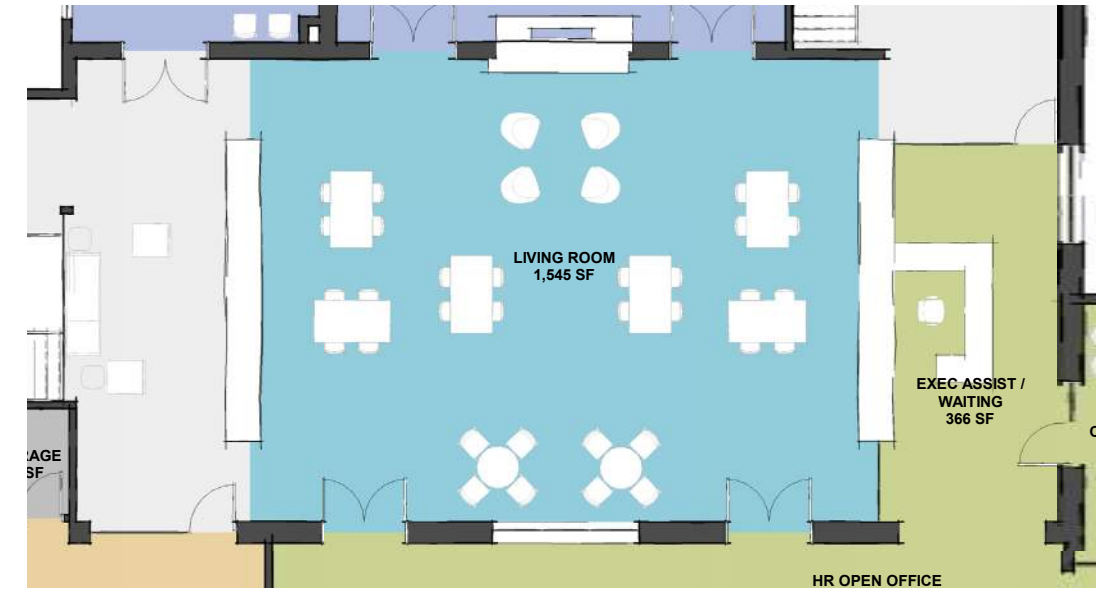
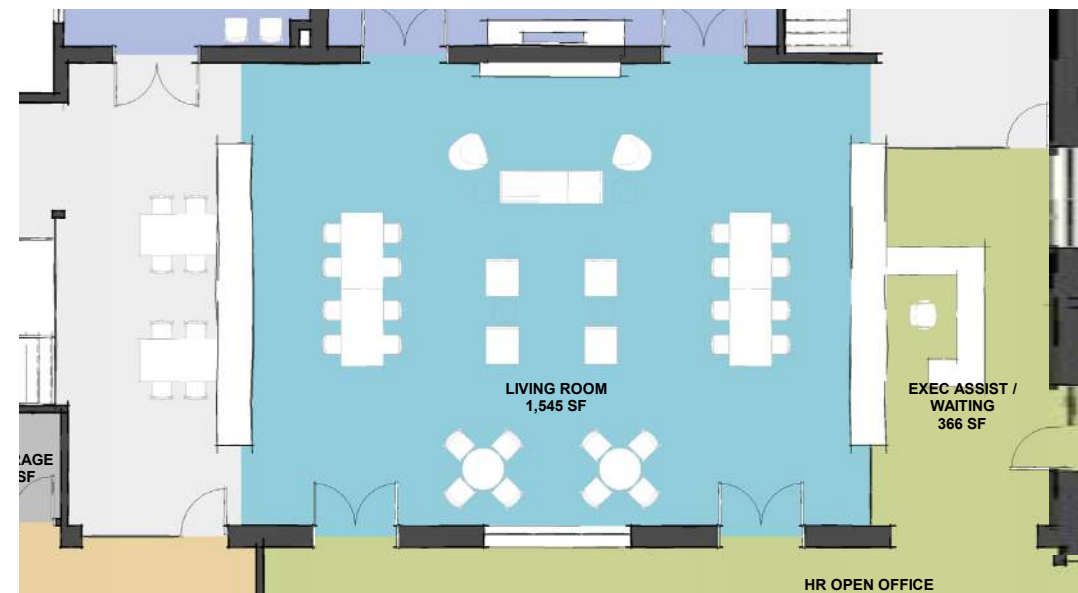
TRAIL ACCESS 

SITE DESIGN

STEWARDSHIP OF AN IMPORTANT PLACE

GREAT ROOM FURNITURE LAYOUT

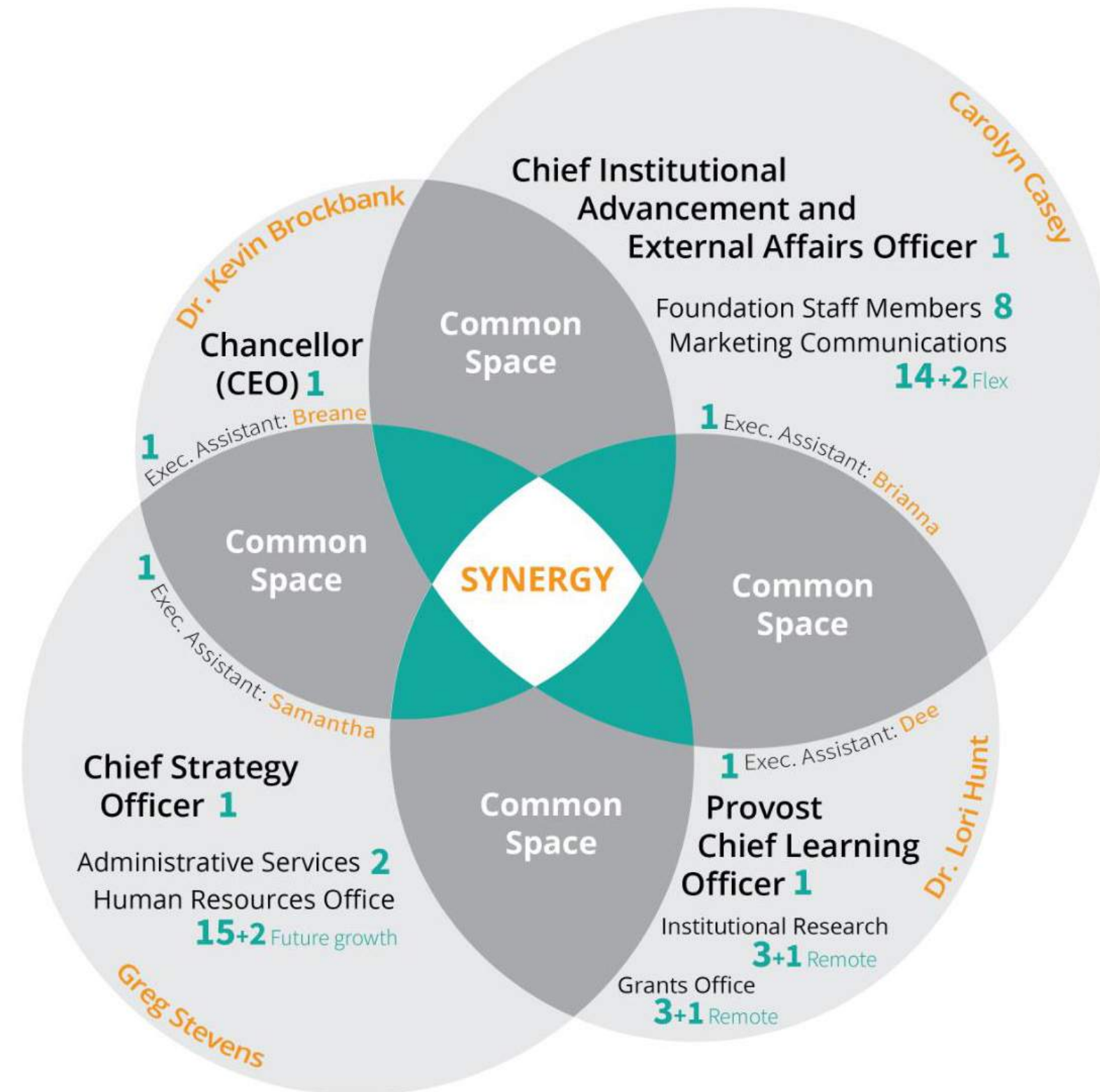
FLEXIBILITY OF SPACE



PROGRAM SYNERGY

GUIDING PRINCIPLES

*Expanding opportunities & transforming
student lives through design excellence*



Commitment —

Regular engagement with campus life.

Eye on the Future —

Embracing today; honor history; celebrate Community Colleges of Spokane.

Innovation —

21st century environment fostering collaboration; dissolve silos/merge departments; turnkey technology.

Recruitment & Retainment—

Creating a sense of place/community; students and staff have a sense of pride.

Balance —

Safe & secure; approachable for students, staff & visitors; non-intimidating experience

Department Synergy—

Reaffirming commitment; flexibility, adaptability

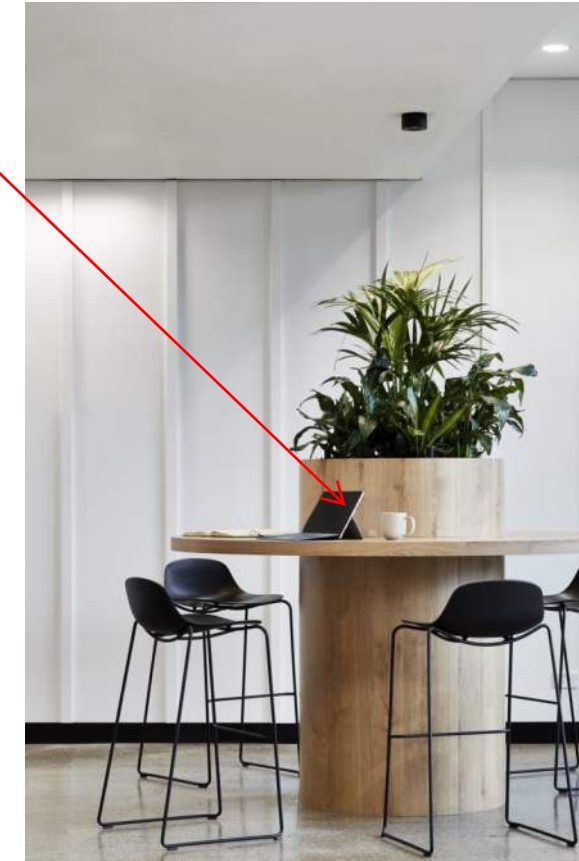
21ST CENTURY OFFICE SPACE

Current trends were visited to break the team from the preconception of the current space within the Lodge. Excitement was shared for collaboration zones outside of each department and shared spaces for departments to become more unified.

CASE STUDIES

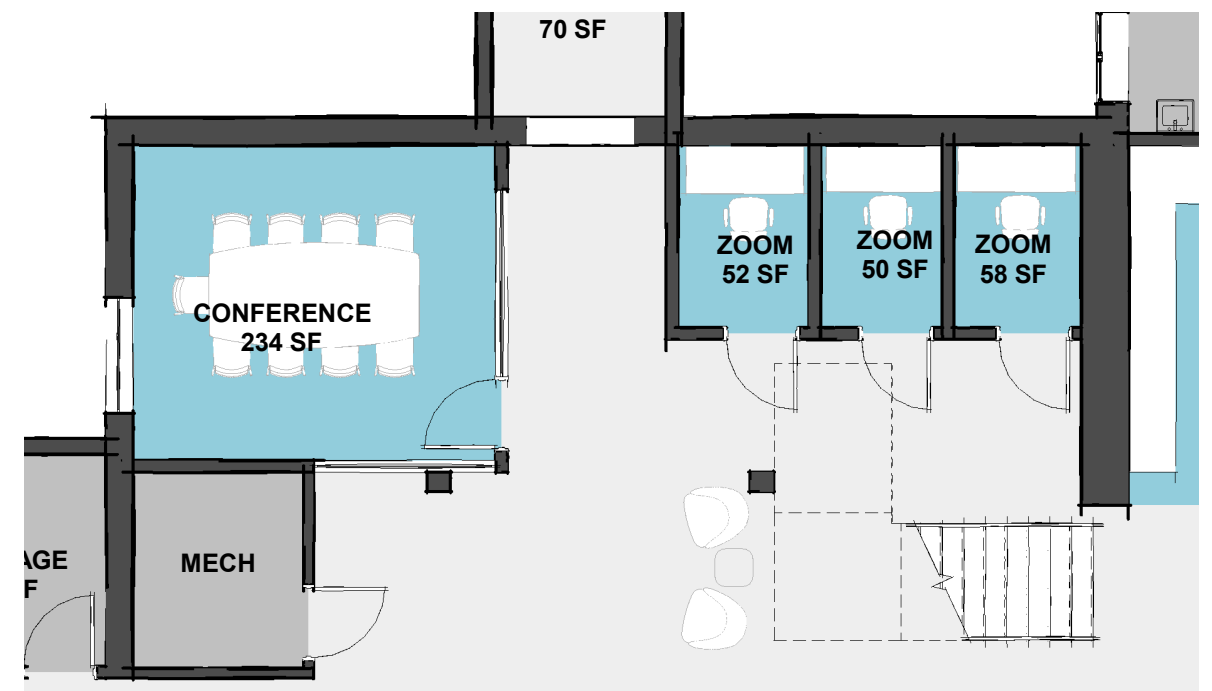
Conference Rooms should have a level of privacy while balancing daylight transfer into adjacent spaces. Consider roller shades or frosted glass.

This type of collaboration table is preferred (minus the plant)



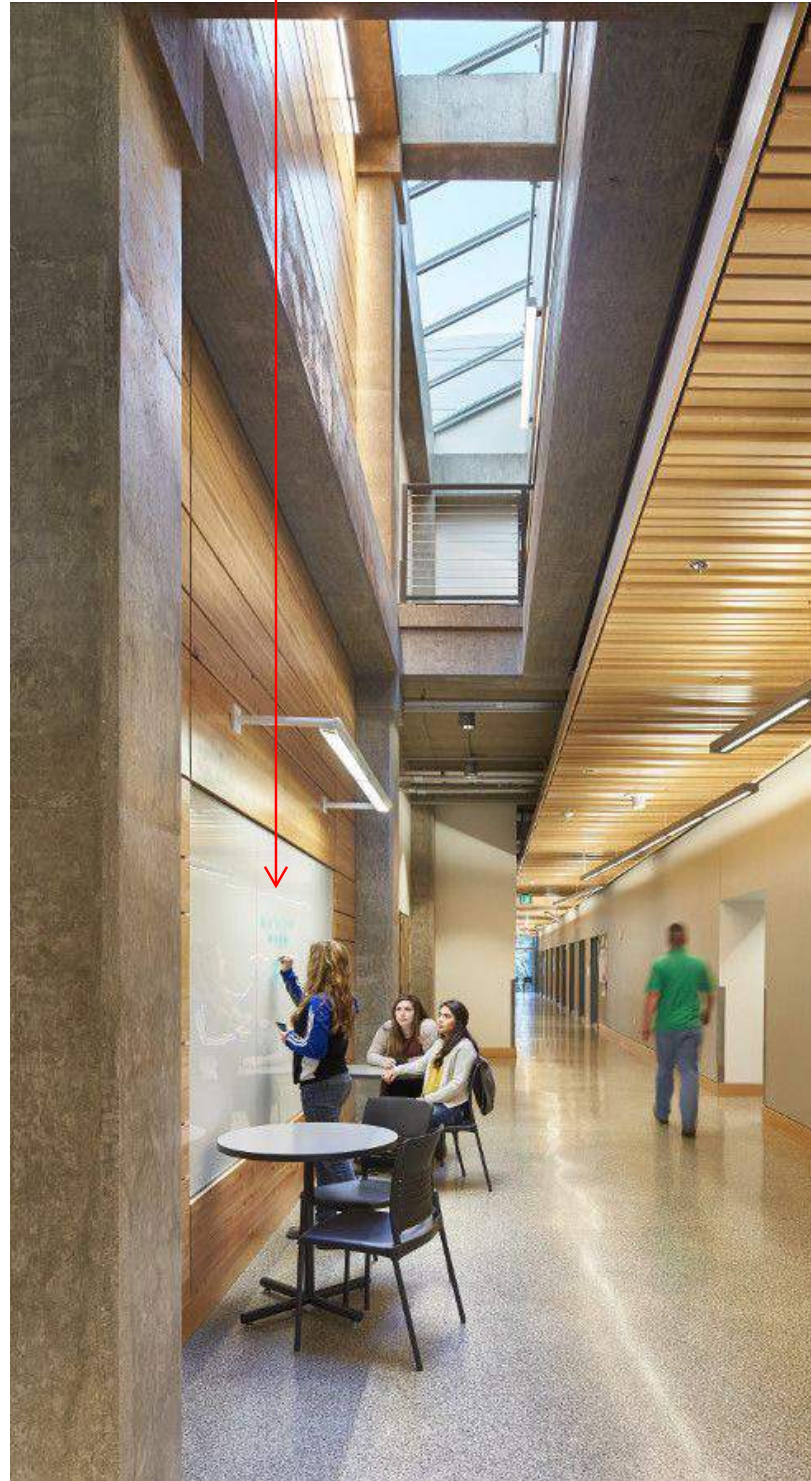
SOFT SPACES

Distributed throughout the facility to foster 'togetherness'. Ensure placement is intuitive and not disruptive to daily operations. Make sure power and data are present to anchor soft spaces as effective work space alternatives.



SOFT SPACES

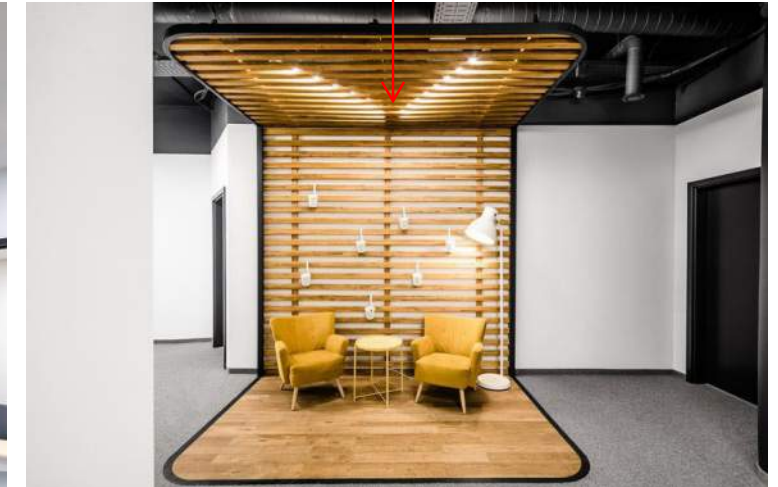
This idea is preferred.



This may be a good idea to consider at the wall dividing Staff Break and the Hallway in Scheme 2B.



Greg liked how this type of element created a defined space

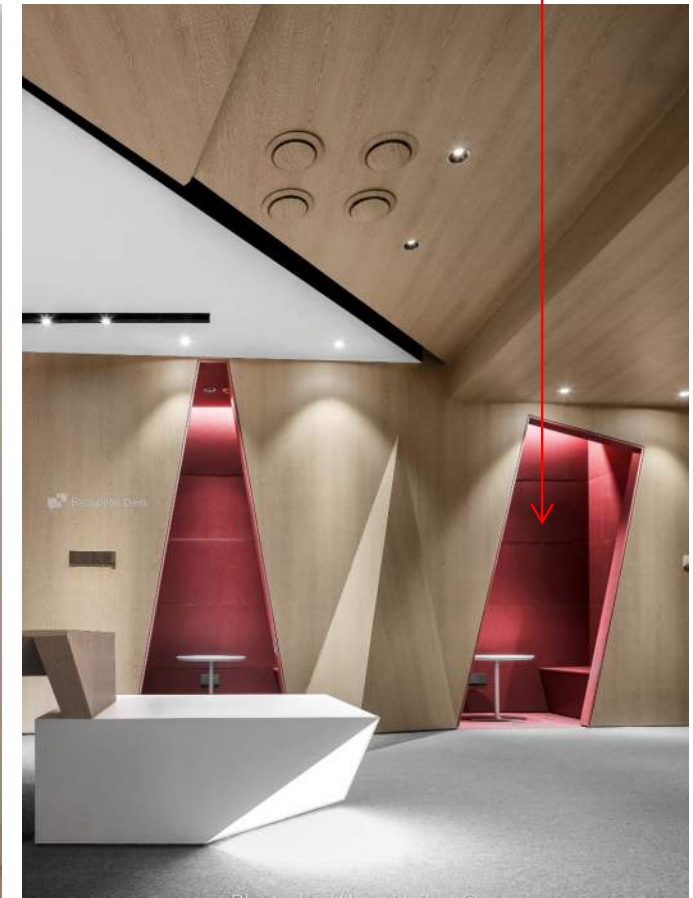
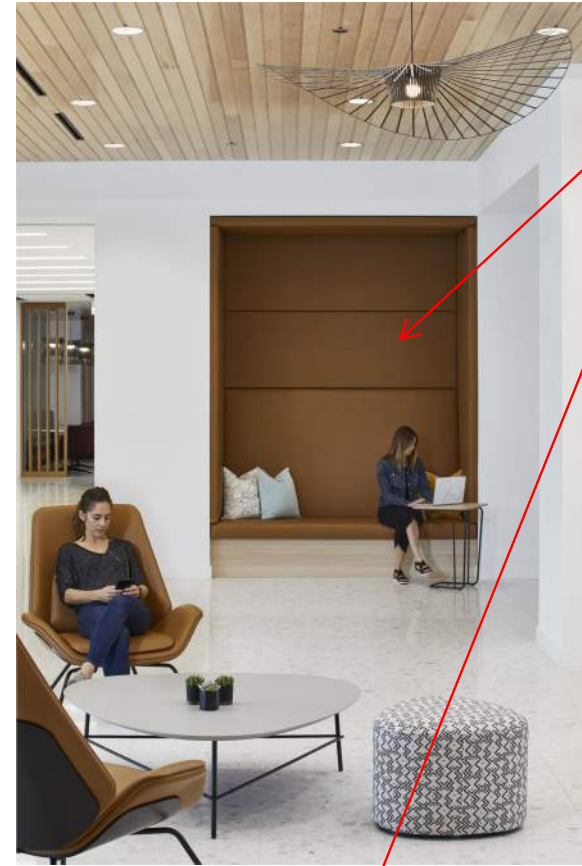


COLLABORATION SPACES

1 and 2 person 'nooks' will offer impromptu spaces outside of specific departments. Absorptive acoustic materials should be incorporated to these nooks so conversations can be had without excessive travel to other zones. Zoom rooms will provide much needed spaces for employees who need a private virtual conference away from their open cubicle.

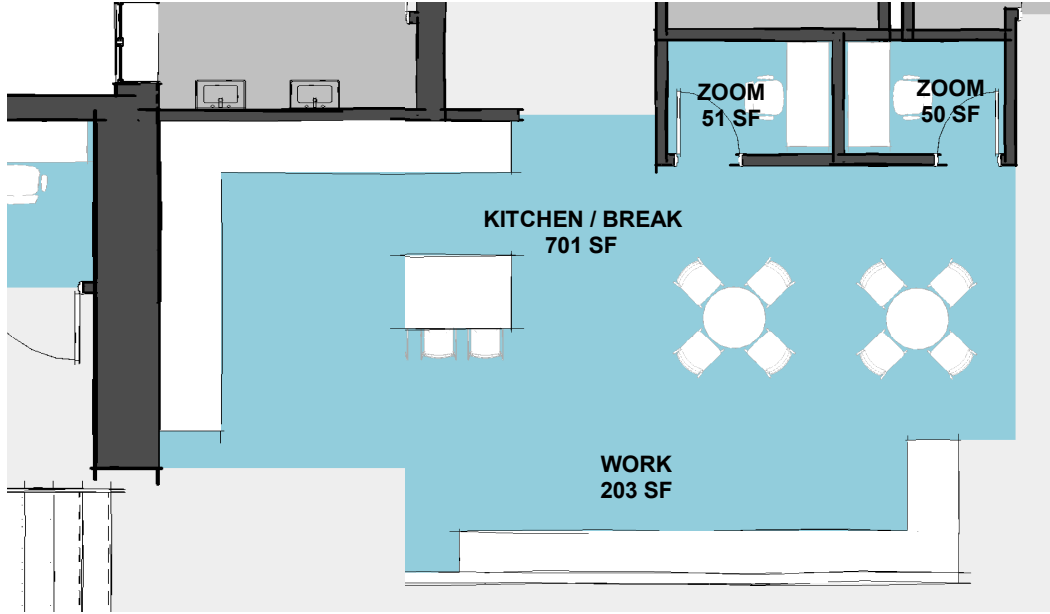
This may be a good idea to consider at the wall dividing Staff Break and the Hallway in Scheme 2B.

This may be a good idea to consider at the wall dividing Staff Break and the Hallway in Scheme 2B.



STAFF BREAK

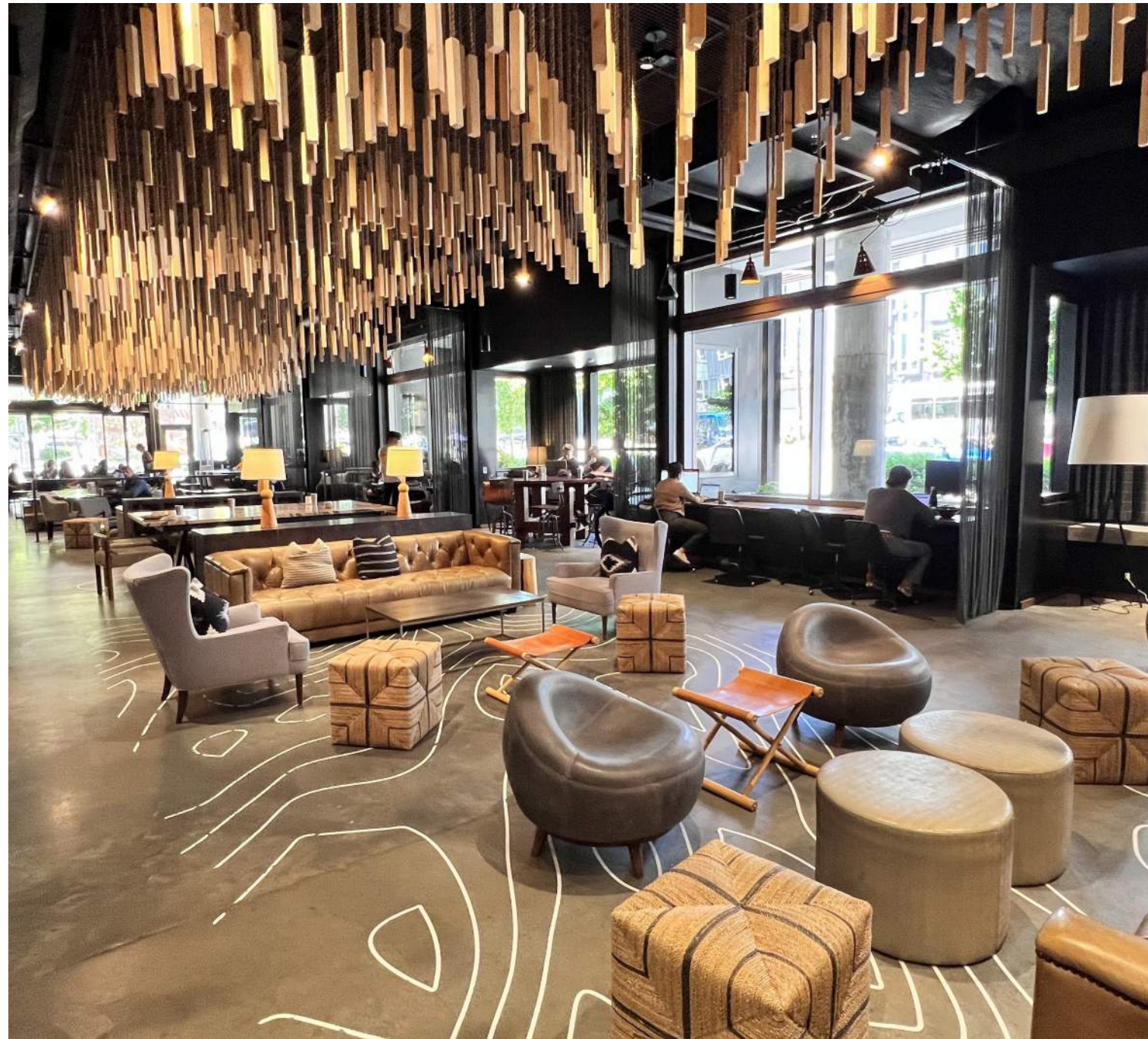
Staff Break is a multi-use space. The day-to-day use will be passive break and lunch zone. Staff meetings and gatherings will also take place in this space. The space should encourage socialization, breaking bread together. The location should be central to all departments and not enclosed for easy access and use.



FURNITURE TYPES

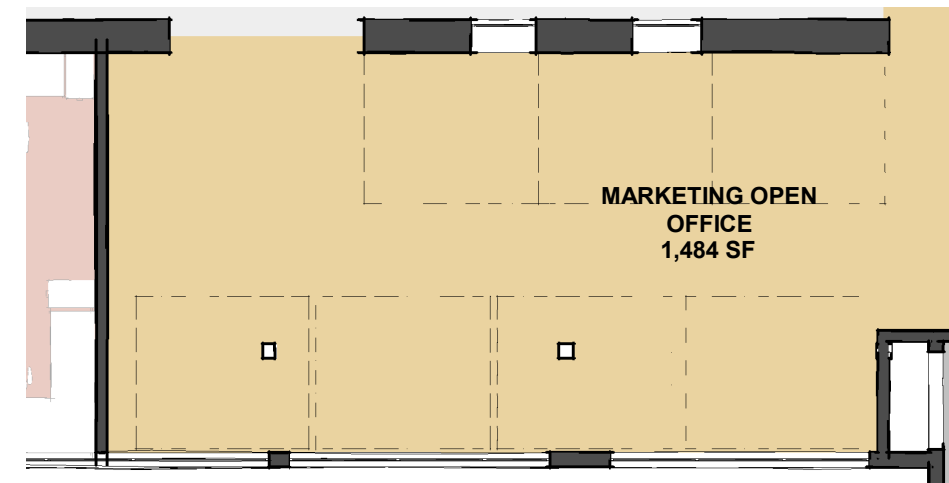
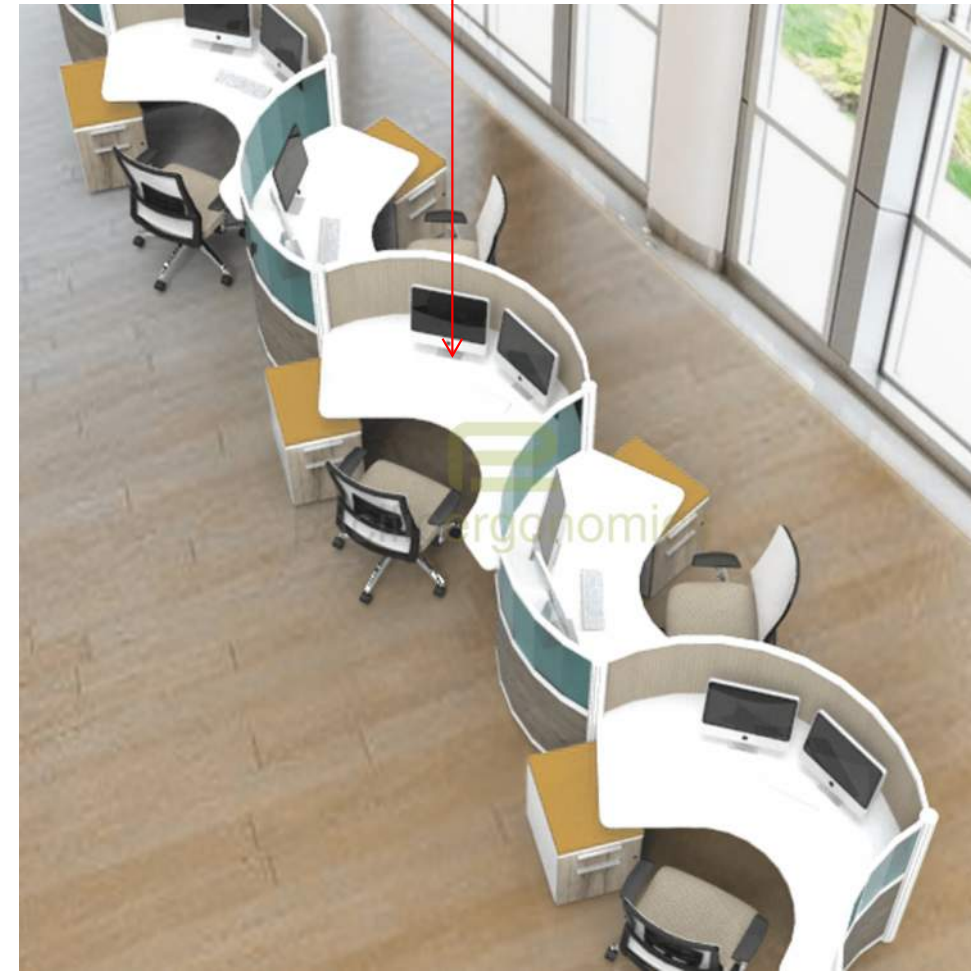
Variation of types of furniture will promote staying awhile in social zones. Scale and materiality should enhance the aesthetics of the Lodge.

The furniture arrangements on this page were well-received. Perhaps use ideas from here for the Living Room.

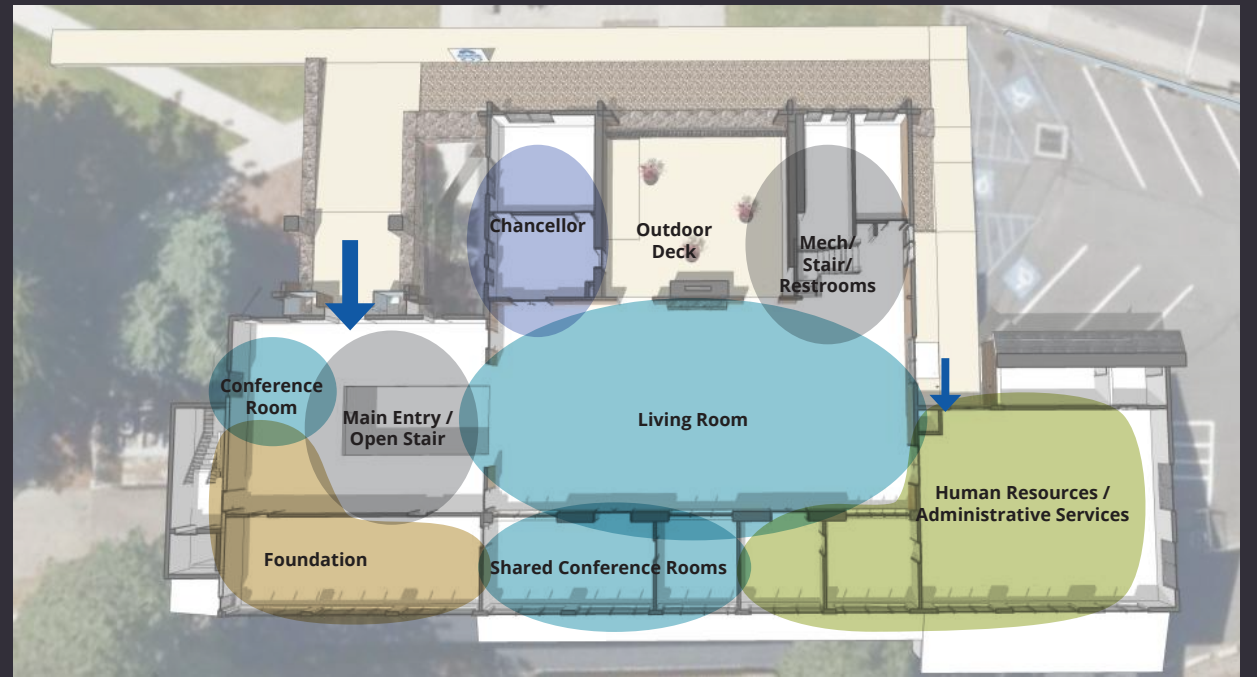
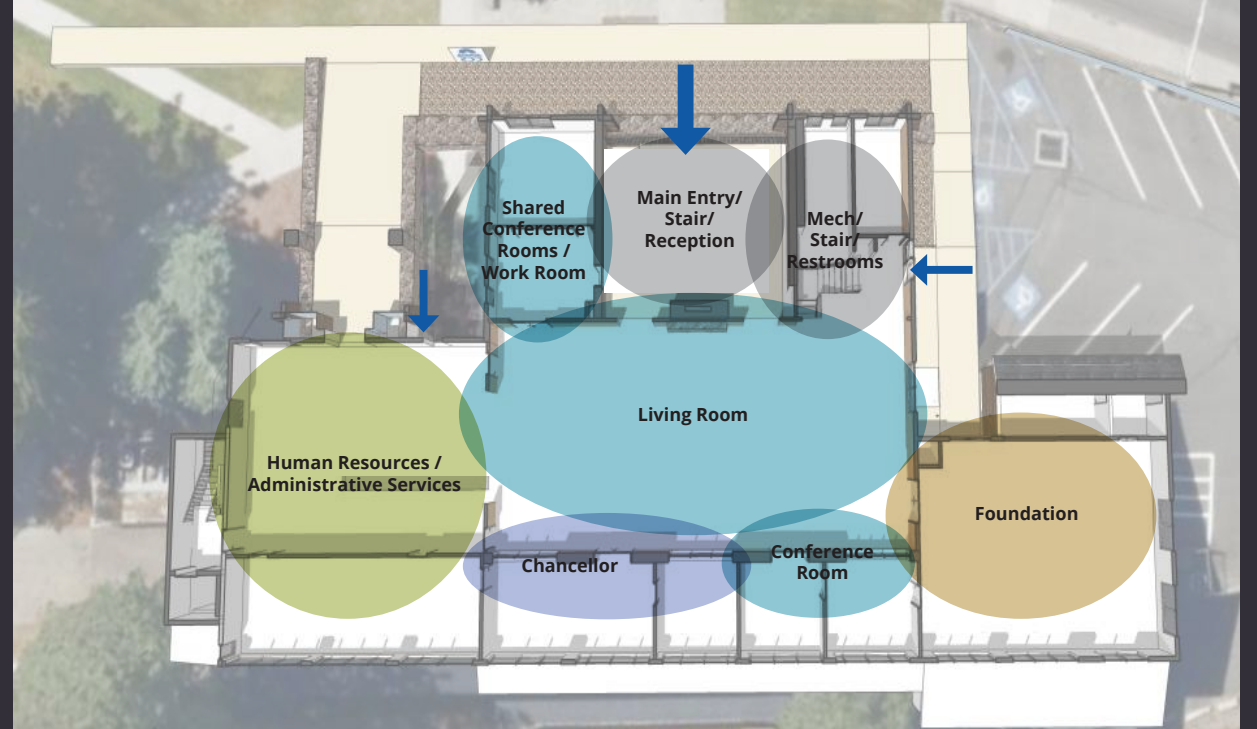
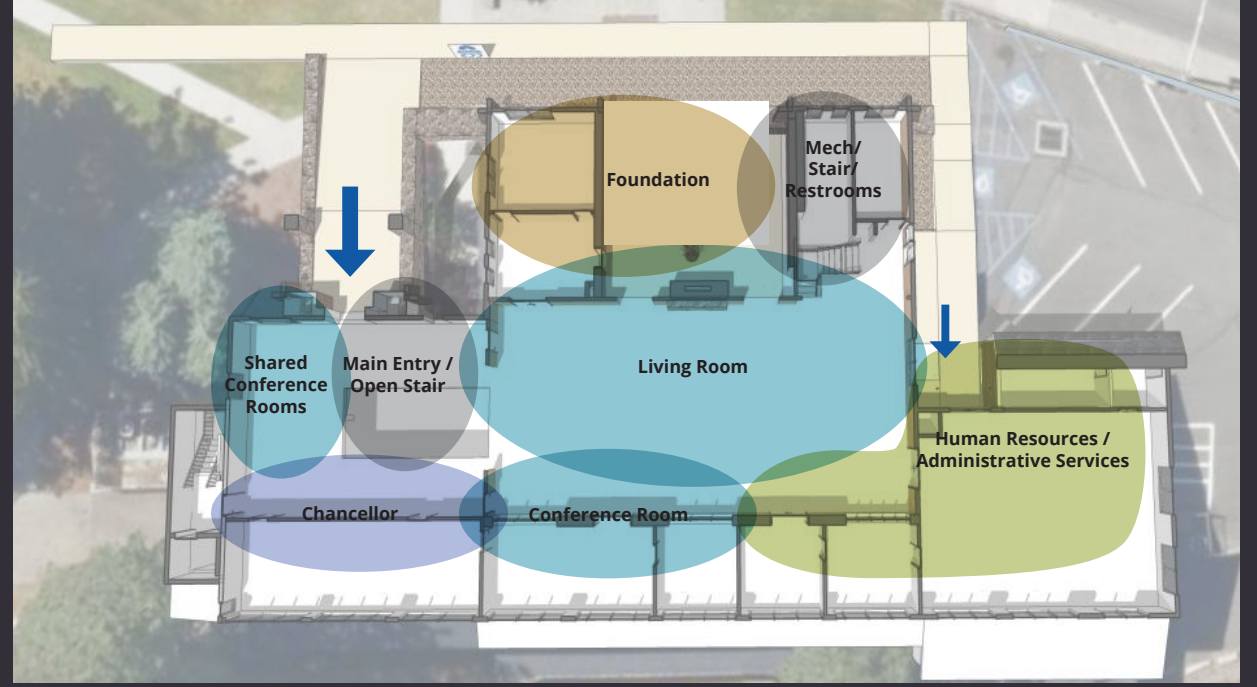


OFFICE VS CUBICLE

Modular enclosed office cubicles could offer better office definition with the flexibility of growth or reorganization. Cubicles need appropriate heights according to department. Human Resources needs higher more acoustically separated cubicles while marketing could use lower cubicles to foster collaboration. Ensure cubicles are effective and not like a student corral.



DESIGN OPTIONS





Level 1 Plan



Lower Level Plan



OPPORTUNITIES

The balance of preserving the historic Lodge while making a new home for CCS





HUMAN RESOURCES
ACCESSIBLE ENTRY



HR Entry

Conference

Chancellor

New Lodge Entry

A NEW PUBLIC EXPOSURE
WELCOMING ENTRY POINTS



RE-ENERGIZED GREEN SPACE

VARIETY OF USES





Chancellor >>>
Board Room

Students First
Providing all students an excellent quality of education that prepares them for the future

Marketing
Provost

CONNECTIONS BETWEEN PROGRAMS
INVITING TO VISITORS



SOCIAL HUB OF ACTIVITY
MULTIPLE WAYS TO CONNECT & ENGAGE



LIVING ROOM
THE HEART OF THE LODGE



AMAZING VIEWS
OPEN COLLABORATIVE SPACES



ENTRY CONVERSION
LARGE CONFERENCE ROOM



TERRACED LANDSCAPE
IMPROVED ACCESS AND DAYLIGHT

LEED CERTIFICATION

SETTING THE BAR FOR CCS



LEED v4 for BD+C: New Construction and Major Renovation

Project Checklist

SFCC Lodge Renovation

Preliminary Checklist - February 27, 2024

Y	?	N
1		

Credit Integrative Process 1

9	1	6	Location and Transportation	16
1			Credit 1 LEED for Neighborhood Development Location	16
1			Credit 2 Sensitive Land Protection	1
1		1	Credit 3 High Priority Site	2
2		3	Credit 4 Surrounding Density and Diverse Uses	5
2	1	2	Credit 5 Access to Quality Transit	5
1			Credit 6 Bicycle Facilities	1
1			Credit 7 Reduced Parking Footprint	1
1			Credit 8 Green Vehicles	1

8	0	2	Sustainable Sites	10
Y			Prereq 1 Construction Activity Pollution Prevention	Required
1			Credit 1 Site Assessment	1
2			Credit 2 Site Development - Protect or Restore Habitat	2
1			Credit 3 Open Space	1
3			Credit 4 Rainwater Management	3
		2	Credit 5 Heat Island Reduction	2
1			Credit 6 Light Pollution Reduction	1

4	1	6	Water Efficiency	11
Y			Prereq 1 Outdoor Water Use Reduction	Required
Y			Prereq 2 Indoor Water Use Reduction	Required
Y			Prereq 3 Building-Level Water Metering	Required
1		1	Credit 1 Outdoor Water Use Reduction	2
2	1	3	Credit 2 Indoor Water Use Reduction	6
		2	Credit 3 Cooling Tower Water Use	2
1			Credit 4 Water Metering	1

14	11	8	Energy and Atmosphere	33
Y			Prereq 1 Fundamental Commissioning and Verification	Required
Y			Prereq 2 Minimum Energy Performance	Required
Y			Prereq 3 Building-Level Energy Metering	Required
Y			Prereq 4 Fundamental Refrigerant Management	Required
5		1	Credit 1 Enhanced Commissioning	6
8	5	5	Credit 2 Optimize Energy Performance	18
1			Credit 3 Advanced Energy Metering	1
		2	Credit 4 Demand Response	2
	3		Credit 5 Renewable Energy Production	3
	1		Credit 6 Enhanced Refrigerant Management	1
	2		Credit 7 Green Power and Carbon Offsets	2

9	3	1	Materials and Resources	13
Y			Prereq 1 Storage and Collection of Recyclables	Required
Y			Prereq 2 Construction and Demolition Waste Management Planning	Required
5			Credit 1 Building Life-Cycle Impact Reduction	5
1	1		Credit 2 Building Product Disclosure and Optimization - Environmental Product Declarations	2
	1	1	Credit 3 Building Product Disclosure and Optimization - Sourcing of Raw Materials	2
1	1		Credit 4 Building Product Disclosure and Optimization - Material Ingredients	2
2			Credit 5 Construction and Demolition Waste Management	2

6	4	6	Indoor Environmental Quality	16
Y			Prereq 1 Minimum Indoor Air Quality Performance	Required
Y			Prereq 2 Environmental Tobacco Smoke Control	Required
2			Credit 1 Enhanced Indoor Air Quality Strategies	2
3			Credit 2 Low-Emitting Materials	3
1			Credit 3 Construction Indoor Air Quality Management Plan	1
	1	1	Credit 4 Indoor Air Quality Assessment	2
	1		Credit 5 Thermal Comfort	1
	1	1	Credit 6 Interior Lighting	2
		3	Credit 7 Daylight	3
		1	Credit 8 Quality Views	1
	1		Credit 9 Acoustic Performance	1

4	1	1	Innovation	6
3	1	1	Credit 1.1-1.1: Innovation MRc2 EP, MRc4 EP, Low Mercury Lighting	5
1			Credit 2 LEED Accredited Professional	1

2	1	1	Regional Priority	4
		1	Credit 1 Regional Priority: Demand Response (1 pt min)	1
1			Credit 2 Regional Priority: Construction Indoor Air Quality Management Plan (1 pt min)	1
1			Credit 3 Regional Priority: MRc2 (1 pt min)	1
	1		Credit 4 Regional Priority: MRc3 (1 pt min), WEc2 (4 pts min), or Renewable Energy (2 pts r	1

57	22	31	TOTALS	Possible Points: 110
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Certified: 40 to 49 points, Silver: 50 to 59 points, Gold: 60 to 79 points, Platinum: 80 to 110

GOAL= LEED SILVER

57 POINTS TARGETED, SILVER RANGE 50-59 POINTS

AREAS OF FOCUS THAT GENERATE THE MOST PROJECT POINTS:

LOCATION & TRANSPORTATION, SITE, ENERGY, & MATERIALS & RESOURCES

ROUGH ORDER
OF MAGNITUDE

COST ESTIMATE

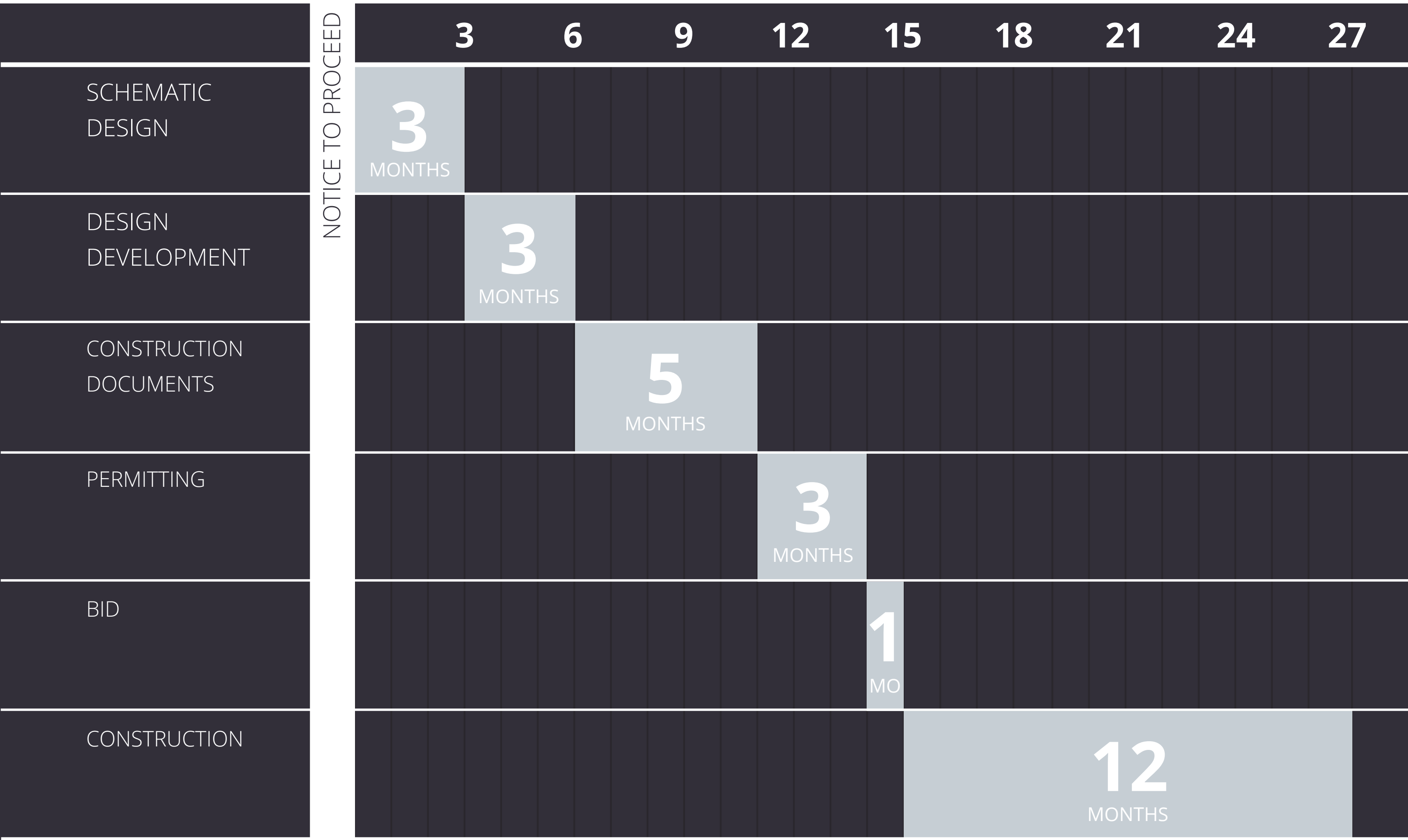
1. Includes a 15% contingency.
2. Escalation factor of 4.5% to bid April 1, 2025.
3. Includes all site work.
4. Estimated \$7,708,501 Construction Cost.
5. Estimated \$12,135,000 Total Project Cost.

SFCC Lodge Renovation
Site Area: 53,314 SF
Building Area: 18,541 GSF

Construction Cost Estimate
Design Phase: Schematic Design
MACC = \$TBD

Element Description	Cost	Cost/SqFt	Percent
A10 Foundations	\$18,059	\$0.97	0.32%
A20 Basement Construction	\$47,852	\$2.58	0.84%
B10 Superstructure	\$73,268	\$3.95	1.29%
B20 Exterior Enclosure	\$305,998	\$16.50	5.38%
B30 Roofing	\$43,000	\$2.32	0.76%
C10 Interior Construction	\$666,539	\$35.95	11.73%
C20 Stairs	\$178,860	\$9.65	3.15%
C30 Interior Finishes	\$579,301	\$31.24	10.19%
D10 Conveying Systems	\$0	\$0.00	0.00%
D20 Plumbing	\$165,000	\$8.90	2.90%
D30 HVAC	\$715,000	\$38.56	12.58%
D40 Fire Protection	\$2,140	\$0.12	0.04%
D50 Electrical	\$995,000	\$53.66	17.51%
E10 Equipment	\$413	\$0.02	0.01%
E20 Furnishings	\$105,055	\$5.67	1.85%
F10 Special Construction	\$0	\$0.00	0.00%
F20 Selective Building Demolition	\$178,623	\$9.63	3.14%
Building Construction Cost	\$4,074,107	\$219.74	71.68%
G10 Site Preparation	\$130,983	\$7.06	2.30%
G20 Site Improvements	\$513,765	\$27.71	9.04%
G30 Site Mechanical Utilities	\$33,513	\$1.81	0.59%
G40 Site Electrical Utilities	\$81,000	\$4.37	1.43%
G90 Other Site Construction	\$0	\$0.00	0.00%
Sitework Cost	\$759,261	\$40.95	13.36%
Z10 General Requirements (17.6%)	\$850,005	\$45.84	14.96%
Subtotal of Estimated Construction Cost	\$5,683,373	\$306.53	100.00%
CONTRACTOR FEES			
Bonds and Insurance (1.5%)	\$85,251	\$4.60	1.50%
WA B&O Tax (0.5%)	\$28,417	\$1.53	0.50%
Overhead and Profit (6.5%)	\$369,419	\$19.92	6.50%
GC/CM Contingency (5.0%)	\$284,169	\$15.33	5.00%
Total Estimated Construction Cost	\$6,450,628	\$347.91	113.50%
SCHEMATIC DESIGN ADJUSTMENTS			
Contingency to 100 CD's (15.00%)	\$967,594	\$52.19	17.03%
Cost Index to Q2 '25 (4.50%)	\$290,278	\$15.66	5.11%
Total Estimated Bid Amount	\$7,708,501	\$415.75	135.63%

PROJECTED SCHEDULE



NOTICE TO PROCEED

3 6 9 12 15 18 21 24 27

SCHEMATIC
DESIGN

3
MONTHS

DESIGN
DEVELOPMENT

3
MONTHS

CONSTRUCTION
DOCUMENTS

5
MONTHS

PERMITTING

3
MONTHS

BID

1
MO

CONSTRUCTION

12
MONTHS

NEXT STEPS

Begin Schematic Design. Prioritize starting with the following:

1. Confirm any possible adjustments to Pre-Design.
2. Conduct a thermal scan of the Lodge.
3. Conduct a HazMat Survey of the Lodge.

4. Begin selective demolition; verify existing structure.
5. Conduct a Geo-Tech survey.
6. Conduct a predevelopment conference with the City of Spokane.



PROJECT BUDGET SUMMARY	REVISED: 5/9/2024
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Project Name: SFCC Lodge Renovation, 2023
State Proj. No.: 2023-514

AGREEMENTS:

Firm:	ALSC Architects	Contract:	23-514 A (1)
A/E Pre-Design:	ALSC Architects		23-514 B (2)
A/E Design:	ALSC Architects		XXX
Commissioning:	Cx_TBD		XXX
Special Inspection:	Spec_Insp_TBD		XXX
Other:			
DES IAA:	DES_TBD		IAA XXX
Contractor:	GD_TBD		XXX

		Allocated	Expended	Balance
A.	ACQUISITION	\$ -	\$ -	\$ -
B.	CONSULTANT SERVICES	\$ 1,798,339.79	\$ 123,664.90	\$ 1,674,674.89
C.	CONSTRUCTION	\$ 9,232,300.00	\$ -	\$ 9,232,300.00
D.	EQUIPMENT	\$ 417,579.00	\$ -	\$ 417,579.00
E.	ARTWORK	\$ -	\$ -	\$ -
F.	AGENCY PROJECT ADMINISTRATION	\$ 637,147.50	\$ 22,290.70	\$ 614,856.80
G.	OTHER PROJECT RELATED COSTS	\$ 49,633.71	\$ 398.72	\$ 49,234.99
	UNALLOCATED RESERVES	\$ -	\$ -	\$ -
TOTAL PROJECT		\$ 12,135,000.00	\$ 146,354.32	\$ 11,988,645.68

FUNDING SOURCES:	PS#	Description	Allocated	Expended	Balance
A.	Q779	8972 Local Funding, 1st Allotment	\$ 135,000.00	\$ 146,354.32	\$ (11,354.32)
B.	Xxxx	Xxxx Local Funding, 2nd Allotment	\$ 12,000,000.00	\$ -	\$ 12,000,000.00
C.					
Budget (Over) / Under			\$ 12,135,000.00	\$ 146,354.32	\$ 11,988,645.68
			\$ -		

CONTACT SCHEDULE:			
Contract Time			0 DA
Additional Days			0 DA
Bid Date		Bid to NTP Days	0
Notice to Proceed			
Legal Completion	1/0/00		
Subst. Completion			
Project Acceptance			

PROJECT BUDGET DETAIL		REVISED:		5/9/2024
Project Name: SFCC Lodge Renovation, 2023				
Project No.: 2023-514				
A. ACQUISITIONS		Allocated	Expended	Balance
Purchase/Lease Budget	\$	-	\$ -	\$ -
Demolition	\$	-	\$ -	\$ -
Pre-Site Development	\$	-	\$ -	\$ -
	\$	-	\$ -	\$ -
B. CONSULTANT SERVICES		Allocated	Expended	Balance
Pre-Design Services				
Basic Pre-Design	\$	124,214.90	\$ 123,664.90	\$ 550.00
Additional Design	\$	-	\$ -	\$ -
	\$	124,214.90	\$ 123,664.90	\$ 550.00
Basic Design Services				
Basic Design	\$	910,910.00	\$ -	\$ 910,910.00
Additional Design	\$	447,528.00	\$ -	\$ 447,528.00
Other Design/Consulting				
Commissioning	\$	135,843.80	\$ -	\$ 135,843.80
Special Inspection	\$	33,960.95	\$ -	\$ 33,960.95
4.0% Other	\$	54,791.14	\$ -	\$ 54,791.14
	\$	1,583,033.89	\$ -	\$ 1,583,033.89
10.0% Design Services Contingency	\$	91,091.00	\$ -	\$ 91,091.00
	\$	1,798,339.79	\$ 123,664.90	\$ 1,674,674.89
C. CONSTRUCTION CONTRACTS		Allocated	Expended	Balance
MACC				
Estimated MACC: Pre-Design	\$	7,200,000.00		
GCCM Factor Risk_Incentive	\$	500,000.00		
MACC	\$	7,700,000.00	\$ -	\$ 7,700,000.00
10.0% Construction Contingency	\$	770,000.00	\$ -	\$ 770,000.00
9.0% Tax	\$	762,300.00	\$ -	\$ 762,300.00
	\$	9,232,300.00	\$ -	\$ 9,232,300.00
D. FURNISHINGS & EQUIPMENT		Allocated	Expended	Balance
2.6% Furnishings	\$	200,000.00	\$ -	\$ 200,000.00
1.3% AV Equipment	\$	100,000.00	\$ -	\$ 100,000.00
0.6% IT Equipment	\$	45,000.00	\$ -	\$ 45,000.00
0.2% Program Equipment	\$	15,400.00	\$ -	\$ 15,400.00
0.1% Telephone	\$	7,700.00	\$ -	\$ 7,700.00
0.2% Facilities Equipment	\$	15,000.00	\$ -	\$ 15,000.00
0.0% Other	\$	-	\$ -	\$ -
Subtotal	\$	383,100.00	\$ -	\$ 383,100.00
9.0% Tax	\$	34,479.00	\$ -	\$ 34,479.00
Total	\$	417,579.00	\$ -	\$ 417,579.00

PROJECT BUDGET DETAIL		REVISED:		5/9/2024		
Project Name: SFCC Lodge Renovation, 2023						
Project No.: 2023-514						
E. ARTWORK		Allocated		Expended		Balance
Artwork Allotment	\$	-	\$	-	\$	-
F. AGENCY PROJECT MANAGEMENT		Allocated		Expended		Balance
PROJECT MANAGEMENT						
5020004 Capital Coordination / PM	\$	393,000.00	\$	22,290.70	\$	370,709.30
5.0% 5081250 Facilities Services	\$	19,650.00	\$	-	\$	19,650.00
5040050 E&AS Project Management	\$	224,497.50	\$	-	\$	224,497.50
	\$	637,147.50	\$	22,290.70	\$	614,856.80
G. OTHER PROJECT RELATED COSTS		Allocated		Expended		Balance
Permits/Fees						
Plan review	\$	17,133.71	\$	-	\$	17,133.71
Permit	\$	26,000.00	\$	-	\$	26,000.00
Other	\$	5,000.00	\$	-	\$	5,000.00
Totals	\$	48,133.71	\$	-	\$	48,133.71
Advertising	\$	1,500.00	\$	398.72	\$	1,101.28
Other Costs	\$	-	\$	-	\$	-
Other Costs Total	\$	49,633.71	\$	398.72	\$	49,234.99

DISCUSSION: Proposed Revisions to Board Policy 5.20.04, Reserves

BACKGROUND: The current Board Policy on Reserves (5.20.04) was last amended in 2013. The enclosed revisions address the current fiscal environment, including the importance of long-term fiscal management, the ability to advance strategic priorities, and to manage risk. The policy revisions reflect the board's direction to maintain reserve funds.

The attached policy revisions and related administrative procedures are presented for first reading and discussion. Staff will incorporate the Board's feedback on the proposed drafts and complete the review process using established CCS procedures for distributing and collecting feedback on the proposed policy changes.

RECOMMENDATION:

It is recommended that the Board of Trustees consider revisions to Board Policy 5.20.04 – Reserves and directs the administration to distribute the proposed policy for comment. Final consideration of the policy at the July 16, 2024, Board meeting is recommended.

- Attachments:
1. CCS Reserves Policy Revised Draft 2024 05
 2. New Admin Procedure 2024 5-20-04A Reserve Definitions & Stabilization Fund
 3. 5-20-04A Designated Reserves Draft Updates
 4. 5-20-04B Operating Reserves Revised Draft1

Prepared by: Dr. Linda McDermott, CPA
Chief Financial Officer (Acting)
May 21, 2024

Presented by: Dr. Kevin Brockbank, Chancellor
Dr. Linda McDermott, Chief Financial Officer (Acting)
May 21, 2024

CCS Reserve Policy – 5.20.04

~~The board directs the chancellor and college presidents to maintain defined unit operating reserves. The board further directs the chancellor to establish designated reserves for determined district-wide contingencies. The board will establish specific reserve goals through their periodic strategic planning process and directs the administration to establish administrative processes to implement board goals.~~

~~The chief financial officer shall provide a report of reserve balances during the annual financial report to the board.~~

~~[Adopted 10/21/08; effective 10/21/08; Amended 10/15/13]~~

~~Procedures:~~

- ~~— A. Designated Reserves~~
- ~~— B. Operating Reserves~~

Purpose

To establish a policy that governs CCS reserve funds, the purposes for which they can be used, and associated reporting requirements.

Introduction

The District’s ability to fulfill its mission for the benefit of current and future students depends on sound fiscal management and the maintenance of adequate financial reserves. Reserves are critical to the financial health of the colleges and the district and to preserve future flexibility. This policy establishes the framework for reserves including size, use and funding, as well as oversight and reporting requirements.

Policy Statement and Direction

- A. CCS will establish targets to maintain sufficient financial reserves to ensure responsible long-term fiscal management, advance priorities, and to mitigate current and future risk.
- B. CCS will define, build, maintain, use, and replenish reserves in accordance with strategic plans, these policies, and standards.
- C. To distinguish between unencumbered liquidity and reserves that are designated for a specific use, CCS will account for and report unrestricted net assets in the designations defined by this policy.
- D. The Chancellor shall maintain a Stabilization Fund Reserve to support district-wide operations in the event of an unanticipated disruption in planned funding or a catastrophic event. The Stabilization Reserve Fund shall be built and held centrally at the Chancellor’s Office. The Chancellor shall have the authority to establish and amend standards that specify the size and the funding source of the Stabilization Reserve Fund.

Reporting

The Chancellor and the Chief Financial Officer (CFO) will annually review this policy. The CFO will report to the Board of Trustees (Board) regarding reserve levels upon the release of the district’s annual audited

financial statements. The report will also include when funds are withdrawn from the Stabilization Fund Reserve and the plan for replenishment, as appropriate.

Administrative Procedure

The Chancellor, in consultation with District Cabinet, will maintain administrative procedures that define reserve targets, funding sources, and designations, and to otherwise implement this policy.

DRAFT

CCS Administrative Procedure

5.20.04-A Reserve Definitions and Stabilization Fund (New)

Implementing Board Policy 5.20.04

Contact: Chief Financial Officer, 434-5275

1.0 Definitions

- 1.1 Unit – Spokane Community College (SCC), Spokane Falls Community College (SFCC), District, including Administrative Services, Facilities, Instructional and Campus Support Services.
- 1.2 Executive Administration—the respective unit executive with delegated budget authority for that unit. For district (CCS-wide) designations, the respective executive is the chancellor as advised by the executive cabinet (college presidents and chancellor direct-report administrative officers).
- 1.3 Fund Balance (Net Position) – An accounting term that describes the difference between assets and liabilities.
 - 1.3.1 Components of fund balance for designated reserves:
 - 1.3.1.1 Restricted fund balance—externally enforceable limitations on use such as limitations imposed by creditors, grantors, contributors, or laws and regulations or other governments. Limitations imposed by law through constitutional provisions or enabling legislation.
 - 1.3.1.2 Committed fund balance—self-imposed limitations for a specific purpose determined by executive administration. Requires action by executive administration to remove or change the constraints placed on these resources. Action to constrain resources occurs prior to year-end; however, the amount can be determined in a subsequent period.
 - 1.3.1.3 Assigned fund balance—amounts that are intended to be used for a specific purpose, as determined by executive administration with delegated budget authority.
- 1.4 Operating budget – Spending plan for a fiscal year (July 1 – June 30) funded by state allocations, tuition operating fees and operating support.
- 1.5 Reserves – A budget and policy term that describes resources available outside of the budget for use if the resources appropriated inside of the budget are insufficient. There is an overlap between “fund balance” and “reserves,” but the most important difference is that fund balance covers a broader range of resources, including restricted balances. Reserves denote liquid assets that can be used for planned enhancements, new opportunities, or the unforeseen. Reserves are primarily funded through budgeted and surplus operating funds. Funds allocated to a reserve designation shall be used for the designated purpose.
- 1.6 Unit Operating Reserves – (5.20.04-~~BC~~). Unencumbered (unrestricted funds) for significant and unexpected fiscal emergencies, decreases in operating revenue, and to ensure stability of ongoing operations. Operating units include Spokane Community College (SCC), Spokane Falls Community College (SFCC), and Central/District Administrative Units (CAU). The target for operating reserves at each unit is 5% of the unit’s annual beginning base carryforward operating budget.
- 1.7 Designated Reserves – (5.20.04-~~AB~~) – Unencumbered (unrestricted) funds to address one-time costs related to unexpected emergencies or other non-recurring expenditures such as capital projects, debt service, asset maintenance, insurance, contingencies, catastrophic events, or strategic planning initiatives. Funded by unrestricted surplus funds as determined by Administration.

- 1.8 Departmental Reserves – Unencumbered carryforward balances approved to be retained at the department level for a specific purpose, approved by the unit administration.
- 1.9 Auxiliary Reserves – An auxiliary enterprise is an entity or unit that exists predominantly to furnish goods and services to students, faculty, or staff and that charges a fee directly related to the cost of goods or services. Units are responsible for ensuring the programmatic and fiscal soundness of their auxiliary operations and maintaining adequate services. Budget and spending plans should be in place to ensure adequate reserves are maintained. Examples of auxiliary operating units are parking, printing, stores, etc.
- 1.10 Stabilization Fund – A fund established from available unencumbered net assets and designated to provide budgetary stabilization for operations due to unforeseen and / or uncontrollable circumstances to ensure responsible long-term financial stability.

2.0 Stabilization Fund Purpose and Use

- 2.1 A separate reserve fund with a sufficient balance to cover immediate costs for expenses in the event of state funding allocation changes, unanticipated one-time disruption in funding, etc.
- 2.2 The Stabilization Fund target balance is six months of operating expenses (approximately \$60 million for 2024).
- 2.3 The Stabilization Fund will be held centrally and funded from unencumbered cash balances. The CFO will deposit and make transfers into the fund. Other one-time receipts may be deposited into the fund on a case-by-case basis with the approval of the Chancellor and CFO.
- 2.4 Appropriate expenditures from the fund
 - 2.4.1 Expenditures related to the one-time disruption in funding due to economic uncertainty, unanticipated enrollment declines, adverse market conditions, cyclical recession, catastrophic interruption of service, or other unanticipated volatility in the operating environment.
 - 2.4.2 Funds shall not be used to cover operating shortfalls that could have been anticipated and managed.
 - 2.4.3 Any request to draw funds from on the Stabilization fund shall be made in writing to the Chancellor or designee (e.g., CFO). The Chancellor shall approve any use or transfer of funds from the Stabilization fund.
 - 2.4.4 The Stabilization Fund will not replace insurance coverage. CCS will continue to maintain coverage in accordance with the risk management and insurance programs managed by the Department of Enterprise Services (DES). However, CCS should maintain sufficient funds in designated reserves necessary to pay insurance claims within the applicable deductibles.
- 2.5 The reserve balance shall be reviewed annually as part of budget planning and replenished to the target level prior to operating budget allocations to the operating units.
- 2.6 Income generated from the Stabilization Fund Balance
 - 2.6.1 The income derived from the stabilization fund reserve will be transferred annually to a Strategic Investment Pool and become a sustainable funding source to support district-wide initiatives, key priorities, and mission-related programs.
 - 2.6.2 The average annual target investment return is 5.0%.

- 2.7 Strategic Investment Pool – A sustainable funding source established to support district-wide initiatives, key priorities, and mission-related programs.
 - 2.7.1 Expenditures will explicitly support the CCS mission/vision/values, CCS strategic plan, annual budget planning priorities, and annual board priorities.
 - 2.7.2 Allocations will be determined annually during operating budget planning.

Originated: May 2024
Cabinet approval: {Date}

CCS Administrative Procedure

5.20.04-B Designated Reserves

Implementing Board Policy [5.20.04](#)

Contact: Chief Financial Officer, 434-5275

1.0 Purpose

To establish procedures by which each budget unit and the district can designate unencumbered (unrestricted) funds to address one-time costs related to unexpected emergencies or other non-recurring expenditures such as capital projects, debt service, asset maintenance, insurance, contingencies, catastrophic events, and strategic planning initiatives.

2.0 Definitions

- 2.1 Unit—Spokane Community College (SCC), Spokane Falls Community College (SFCC), District, including Administrative Services, Facilities, Instructional Support Services and Campus Support Services.
- 2.2 Executive Administration—the respective unit executive with delegated budget authority for that unit. For district (CCS-wide) designations, the respective executive is the chancellor as advised by the executive cabinet (college presidents and chancellor direct-report administrative officers).
- 2.3 Components of fund balance for designated reserves:
 - 2.3.1 Restricted fund balance—externally enforceable limitations on use such as:
 - 2.3.1.1 Limitations imposed by creditors, grantors, contributors, or laws and regulations or other governments.
 - 2.3.1.2 Limitations imposed by law through constitutional provisions or enabling legislation.
 - 2.3.2 Committed fund balance—self-imposed limitations for a specific purpose determined by executive administration. Requires action by executive administration to remove or change the constraints placed on these resources. Action to constrain resources occurs prior to year-end; however, the amount can be determined in a subsequent period.
 - 2.3.3 Assigned fund balance—amounts that are intended to be used for a specific purpose, as determined by executive administration with delegated budget authority.

3.0 Limitations and Requirements

- 3.1 Designated reserves will be combined into a Designated Reserve account at each unit in the fund type designated by the Office of Financial Management (OFM). Individual reserve accounts are not required for each designated expenditure category; however, OFM may require separation by fund type.
- 3.2 Designated reserve accounts will be funded by unrestricted surplus funds as determined by the respective executive administration.
- 3.3 The respective executive administration directs specific fund sources for designated reserve.

4.0 Expenditures from Designated Reserve Accounts

- 4.1 Capital Projects

- 4.1.1 Capital project costs for a unit's capital improvement program including, but not limited to unforeseen capital projects that are necessary to meet regulatory requirements, system reliability, equipment, future operation space needs and/or related expenditures.
- 4.1.2 Reserve funds can be used to fund campus infrastructure needs related to capital projects not funded through state capital operations, immediate capital projects, or saved over several years to pay for future projects.
- 4.1.3 The designated reserves for capital projects should be set to fund 100 percent of the capital project cost within five years.
- 4.2 Debt Service
 - 4.2.1 Debt service designated reserves are a restricted reserve governed by legal requirements associated with that debt and provides an emergency funding source should the unit be unable to meet the required debt service obligation.
 - 4.2.2 The designated reserve goal should be maintained at a level sufficient to fund the maximum annual debt service payments.
 - 4.2.3 A separate debt service reserve account will be maintained when legally required by the funding source.
- 4.3 Asset and Infrastructure Maintenance
 - 4.3.1 Asset and infrastructure maintenance costs to ensure CCS assets and infrastructure are maintained to prevent loss of use and to minimize the cost of repair or replacement to essential assets needed for service delivery. An additional purpose is to ensure CCS assets and infrastructure continue to provide a safe and healthy work and learning environment to faculty, staff, students and the public.
 - 4.3.2 The target set-aside can be determined using an assessment of costs by the director of facilities provided to the executive cabinet on an annual basis, or 10 percent of CCS' net fixed asset balance at June 30.
- 4.4 Contingencies or other Catastrophic Events
 - 4.4.1 Reserves to protect against financial losses due to unforeseen expenses such as financial losses due to estimation, natural disasters or catastrophic events. Examples of expenditures from contingency designated reserves are unemployment, insurance, rent, utility, and tuition estimates.
 - 4.4.2 The designated reserve goal(s) are based on the specific type of expense or loss recovery. Historical and future trends can be used as a basis for determining the designated reserve.
- 4.5 Strategic Planning and Other Organizational Initiatives
 - 4.5.1 Strategic planning and other organizational designated reserves provide funds to meet the initiatives outlined in the CCS or unit-specific strategic plan, or other unit defined initiatives that further the mission of CCS.
 - 4.5.2 The designated reserve goal(s) are to further the strategic plan's stated goals and objectives, or otherwise further accomplishment of the CCS and/or unit mission.

5.0 Use of Designated Reserves

- 5.1 Designated reserves shall be used only for one-time operating expenditures, including funding the planning/start-up cost of that initiative. The designated reserves are one-time revenues and not appropriate nor intended for ongoing expenses.

- 5.2 Authority for use of designated reserve is delegated to the respective executive administration.

6.0 Reporting and Monitoring

- 6.1 A report of designated reserve balances as of June 30th shall be prepared annually by the accounting and budget office and included in the CCS annual financial statements. .
- 6.2 Unit budget managers are responsible for monitoring the designated reserve accounts to ensure the designated reserves are appropriately funded and maintained in accordance with this procedure.
- 6.3 Designated reserves will be segregated into separate accounts if required by OFM accounting standards and will be presented in the annual financial statements in its component of fund balance.
- 6.4 Designated reserve balances, including the uses and/or replenishment of funds, if any, will be included in the chief financial officer's annual financial report to the board.

7.0 Related Information

- 7.1 [Governmental Accounting Standard Board](#) (GASB) Statement No. 54, Fund Balance Reporting and Government Fund Type Definitions
- 7.2 [Northwest Commission on Colleges and Universities](#), Standards for Accreditation (revised 2010), Standard Two – Resources and Capacity

Originated: May 2011
Revisions: December 2013; May 2024
Cabinet approval: May 23, 2011

CCS Administrative Procedure

5.20.04-~~AB~~ Designated Reserves

Implementing Board Policy [5.20.04](#)
Contact: Chief Financial Officer, 434-5275

1.0 Purpose

To establish procedures by which each budget unit and the district can designate ~~unencumbered (unrestricted) funds to address one-time costs related to unexpected emergencies or other non-recurring expenditures~~ reserves to fund and support organizational priorities such as capital projects, debt service, asset maintenance, ~~insurance, restricted~~ contingencies, ~~catastrophic events~~, and strategic planning initiatives.

2.0 Definitions

- 2.1 Unit—Spokane Community College (SCC), Spokane Falls Community College (SFCC), District, including Administrative Services, Facilities, Instructional Support Services and Campus Support Services.
- 2.2 Executive Administration—the respective unit executive with delegated budget authority for that unit. For district (CCS-wide) designations, the respective executive is the chancellor as advised by the executive cabinet (college presidents and chancellor direct-report administrative officers).
- 2.3 Components of fund balance for designated reserves:
 - 2.3.1 Restricted fund balance—externally enforceable limitations on use such as:
 - 2.3.1.1 Limitations imposed by creditors, grantors, contributors, or laws and regulations or other governments.
 - 2.3.1.2 Limitations imposed by law through constitutional provisions or enabling legislation.
 - 2.3.2 Committed fund balance—self-imposed limitations for a specific purpose determined by executive administration. Requires action by executive administration to remove or change the constraints placed on these resources. Action to constrain resources occurs prior to year-end; however, the amount can be determined in a subsequent period.
 - 2.3.3 Assigned fund balance—amounts that are intended to be used for a specific purpose, as determined by executive administration with delegated budget authority.

3.0 Limitations and Requirements

~~3.1~~ Designated reserves will be combined into a Designated Reserve account at each unit in the fund type designated by the Office of Financial Management (OFM). Individual reserve accounts are not required for each designated expenditure category; however, OFM may require separation by fund type.

~~3.13.2~~ Designated reserve accounts will be s-are funded by unrestricted surplus funds as determined by the respective executive administration.

~~3.23.3~~ The respective executive administration directs specific fund sources for designated reserve.

4.0 Expenditures from Designated Reserve Accounts ~~Purpose and Goals~~

4.1 Capital Projects

- 4.1.1 Capital project ~~costs designated reserves are a designated reserve used to fund for~~ a unit's capital improvement program including, but not limited to unforeseen capital projects that are necessary to meet regulatory requirements,

system reliability, equipment, future operation space needs and/or related expenditures.

4.1.2 ~~Reserve funds~~ ~~The dedicated reserve~~ can be used to fund campus infrastructure needs related to pay for capital projects not funded through state capital operations, immediate capital projects, or saved over several years to pay for future projects.

4.1.3 The designated reserves for capital projects -goal should be set to fund 100 percent of the capital project cost within five years.

4.2 Debt Service

4.3

4.3.1 Debt service designated reserves are a restricted reserve governed by legal requirements associated with that debt and provides an emergency funding source should the unit be unable to meet the required debt service obligation.

4.3.2 The designated reserve goal should be maintained at a level sufficient to fund the maximum annual debt service payments.

4.3-24.3.3 A separate debt service reserve account will be maintained when legally required by the funding source.

4.4 Asset and Infrastructure Maintenance

4.4.1 Asset and infrastructure maintenance ~~costs to designated reserves~~ ensure CCS assets and infrastructure are maintained to prevent loss of use and to minimize the cost of repair or replacement to essential assets needed for service delivery. An additional purpose is to ensure CCS assets and infrastructure continue to provide a safe and healthy work and learning environment to faculty, staff, students and the public.

4.4.2 The ~~target set-aside designated reserve goal~~ can ~~alternately~~ be determined using an assessment of costs by the director of facilities provided to the executive cabinet on an annual basis, or 10 percent of CCS' net fixed assets balance at June 30.

4.5 ~~Restricted~~ Contingencies or other Catastrophic Events

4.5.1 ~~Restricted contingency designated r~~Reserves to protect against financial losses due to unforeseen expenses such as financial losses due to estimation, natural disasters or catastrophic events. Examples of expenditures from contingency designated reserves are unemployment, insurance, rent, utility, and tuition estimates.

4.5.2 The designated reserve goal(s) are based on the specific type of expense or loss recovery. Historical and future trends can be used as a basis for determining the designated reserve.

4.6 Strategic Planning and Other Organizational Initiatives

4.6.1 Strategic planning and other organizational designated reserves provide funds to meet the initiatives outlined in the CCS or unit-specific strategic plan, or other unit defined initiatives that further the mission of CCS.

4.6.2 The designated reserve goal(s) are to further the strategic plan's stated goals and objectives, or otherwise further accomplishment of the CCS and/or unit mission.

5.0 Use of Designated Reserves

5.1 Designated reserves shall be used only for one-time operating expenditures, including funding the planning/start-up cost of that initiative. ~~The designated reserves are one-time revenues and not appropriate nor intended for ongoing expenses.~~

5.2 Authority for use of designated reserve is delegated to the respective executive administration.

6.0 Reporting and Monitoring

- 6.1 ~~A list of a report of designated reserve balances as of June 30th shall be prepared provided annually by the accounting and budget office and included in the CCS annual financial statements. to the district director of fiscal services each June 30, for financial reporting purposes.~~
- ~~6.2 — The list shall include the purpose of the designated reserve, project description, project costs, source of funding, project timeline, funding goal, budget authority, and authorization of designated reserve for financial statement classification.~~
- ~~6.36.2~~ Unit budget managers are responsible for monitoring the designated reserve accounts to ensure the designated reserves are appropriately funded and maintained in accordance with this procedure.
- ~~6.46.3~~ Designated reserves ~~will are to~~ be segregated into a separate ~~accounts if required by OFM accounting standards budget~~ and will be presented in the annual financial statements in its component of fund balance.
- ~~6.56.4~~ Designated reserve balances, including the uses and/or replenishment of funds, if any, will be included in the chief financial officer's annual financial report to the board.

7.0 Related Information

- 7.1 [Governmental Accounting Standard Board](#) (GASB) Statement No. 54, Fund Balance Reporting and Government Fund Type Definitions
- 7.2 [Northwest Commission on Colleges and Universities](#), Standards for Accreditation (revised 2010), Standard Two – Resources and Capacity

Originated: May 2011
Revisions: December 2013
Cabinet approval: May 23, 2011

CCS Administrative Procedure

5.20.04-C Operating Reserves

Implementing Board Policy [5.20.04](#)

Contact: Chief Financial Officer, 434-5275

1.0 Purpose

In implementation of Board Policy 5.20.04, this administrative procedure enables each unit to establish an internal source of unencumbered (unrestricted) funds for significant and unexpected fiscal emergencies, decreases in operating revenue, and to ensure stability of ongoing operations.

2.0 Definitions

- 2.1 Operating reserve— Chancellor determined percentage of the unit's annual beginning base carryforward operating budget. The established target is 5.0%
- 2.2 Operating budget—spending plan for a fiscal year funded by state allocation, tuition operating fees and operating support.
- 2.3 Unit—Spokane Community College (SCC), Spokane Falls Community College (SFCC), , District, including Administrative Services, Facilities, Instructional Support Services, and Campus Support Services.
- 2.4 Executive Administration — the respective unit executive with delegated budget authority for that unit. For district the respective executive is the chancellor as advised by the executive cabinet (college presidents, , and chancellor direct report administrative officers).

3.0 Calculation of Operating Reserves

- 3.1 Operating reserve target is 5.0% of the beginning base operating carryforward budget for the fiscal year.
- 3.2 The beginning base operating carryforward budget is the final ending carryforward budget from the previous fiscal year adjusted for:
 - 3.2.1 Budget reductions
 - 3.2.2 Estimated tuition increases or decrease

4.0 Funding of Operating Reserves

- 4.1 Operating reserves are funded by unrestricted surplus funds determined by the respective unit's executive administration.
- 4.2 Specific sources for operating reserves are determined at the discretion of the responsible executive administration.
- 4.3 In the event operating reserves are used, the funds are to be replenished to the target level as a budgetary priority for the next fiscal year.

5.0 Use of Operating Reserves

- 5.1 Operating reserves shall be used only for one-time operating expenditures and at the discretion of the responsible unit's executive administration. Conditions under which operating reserves may be used include, but are not limited to:
 - 5.1.1 Unrestricted surplus funds are unavailable

- 5.1.2 Decrease in state appropriation levels
 - 5.1.3 Tuition revenue falling below estimation.
 - 5.1.4 Unexpected unfunded mandates for significant one-time expenditures.
 - 5.1.5 Emergency conditions requiring the implementation of the Continuity of Operations Planning (COOP).
- 5.2 Expenditures from operating reserves exceeding .5 percent or greater require prior authorization of the chancellor.

6.0 Reporting and Monitoring

- 6.1 Unit budget managers are responsible for monitoring the operating reserve accounts to ensure the reserves are maintained in accordance with this procedure.
- 6.2 Operating reserves are to be segregated into a separate account and will be presented in the annual financial statements as part of the assigned fund balance.
- 6.3 Operating reserve balances, including the uses and/or replenishment of funds, if any, will be included in the chief financial officer's annual financial report to the board.

7.0 Related Information

- 7.1 [Governmental Accounting Standard Board](#) (GASB) Statement No. 54, *Fund Balance Reporting and Government Fund Type Definitions*
- 7.2 [Northwest Commission on Colleges and Universities](#), Standards for Accreditation (revised 2010), *Standard Two – Resources and Capacity*

CCS Administrative Procedure

5.20.04-~~BC~~ Operating Reserves

Implementing Board Policy [5.20.04](#)

Contact: Chief Financial Officer, 434-5275

1.0 Purpose

In implementation of Board Policy 5.20.04, this administrative procedure enables each unit to establish an internal source of unencumbered (unrestricted) funds for significant and unexpected fiscal emergencies, decreases in operating revenue, and to ensure stability of ongoing operations.

2.0 Definitions

- 2.1 Operating reserve— Chancellor determined percentage of the unit's annual beginning base carryforward operating budget. The established target is 5.0%
- 2.2 Operating budget—spending plan for a fiscal year funded by state allocation, tuition operating fees and operating support.
- 2.3 Unit—Spokane Community College (SCC), Spokane Falls Community College (SFCC), ~~Institute for Extended Learning (IEL)~~, District, including Administrative Services, Facilities, Instructional Support Services, and Campus Support Services.
- 2.4 Executive Administration — the respective unit executive with delegated budget authority for that unit. For ~~CCS (district-wide)~~ the respective executive is the chancellor as advised by the executive cabinet (~~chancellor, college presidents, IEL chief executive officer,~~ and chancellor direct report administrative officers).

3.0 Calculation of Operating Reserves

- 3.1 Operating reserve ~~target is 5.0% shall equal the percentage established for that fiscal year by the chancellor and for~~ of the beginning base operating carryforward budget for the fiscal year.
- 3.2 The beginning base operating carryforward budget is the final ending carryforward budget from the previous fiscal year adjusted for:
 - 3.2.1 Budget reductions
 - 3.2.2 Estimated tuition increases or decreases
 - 3.2.3 ~~Earmarked and special allocations~~
 - 3.2.4 ~~Additional operating budget resources~~

4.0 Funding of Operating Reserves

- 4.1 Operating reserves are funded by unrestricted surplus funds determined by the respective unit's executive administration.
- 4.2 Specific sources for operating reserves are determined at the discretion of the responsible executive administration.
- 4.3 In the event operating reserves are used, the funds are to be replenished to the target chancellor-established level as a budgetary priority for the next fiscal year.

5.0 Use of Operating Reserves

- 5.1 Operating reserves shall be used only for one-time operating expenditures and at the discretion of the responsible unit's executive administration. Conditions under which operating reserves may be used include, but are not limited to:
 - 5.1.1 Unrestricted surplus funds are unavailable
 - 5.1.2 Decrease in state appropriation levels
 - 5.1.3 Tuition revenue falling below estimation.
 - 5.1.4 Unexpected unfunded mandates for significant one-time expenditures.
 - 5.1.5 Emergency conditions requiring the implementation of the Continuity of Operations Planning (COOP).
- 5.2 Expenditures from operating reserves exceeding .5 percent or greater require prior authorization of the chancellor.

6.0 Reporting and Monitoring

- 6.1 Unit budget managers are responsible for monitoring the operating reserve accounts to ensure the reserves are maintained in accordance with this procedure.
- 6.2 Operating reserves are to be segregated into a separate account and will be presented in the annual financial statements as part of the assigned fund balance.
- 6.3 Operating reserve balances, including the uses and/or replenishment of funds, if any, will be included in the chief financial officer's annual financial report to the board.

7.0 Related Information

- 7.1 [Governmental Accounting Standard Board](#) (GASB) Statement No. 54, *Fund Balance Reporting and Government Fund Type Definitions*
- 7.2 [Northwest Commission on Colleges and Universities](#), Standards for Accreditation (revised 2010), *Standard Two – Resources and Capacity*

REPORT: 2021-25 CCS Strategic Plan: update on objectives and progress, individual project management, and timelines.

BACKGROUND

The current CCS strategic plan was approved July 2021. Work sessions were conducted to develop strategic objectives, set targets, identify KPIs, and create projects that, successfully completed, were anticipated to help CCS achieve our priorities. The Executive Cabinet prioritized these projects, assigned project managers, and work has been underway since 2022.

Project status is assessed regularly and assigned managers provided a “percentage” completed. This information is used to update a Strategy Map which tracks each project against its assigned priority, objective, and performance indicator. The map is regularly posted to our intranet site and the most recent map is attached.

Among the prioritized strategic projects was the development of a dashboard that would, throughout the execution stage, demonstrate and communicate progress toward our KPIs. The dashboard is regularly updated. Targets, established by leadership and approved by the Board in spring 2022, are displayed and help demonstrate progress and work yet needed by June 30, 2025, when this plan’s execution stage ends.

Greg Stevens, outgoing Chief Strategy Officer, and Lori Hunt, the incoming Chief of Staff and Strategy, will provide a review of overall plan structure, objectives and progress since the last board report in October 2023, individual project management, and timelines.

2021-25 CCS Strategic Plan: Pillars and Priorities

Mission Statement: *To provide all students an excellent education which transforms their lives and expands their opportunities.*

Vision Statement: *Providing the best community college experience in the northwest*

Values: **Students First / Equity / Access / Excellence / Integrity /Leadership / Responsive / Stewardship**

Priority Statements:

Student Success: *Expanding the recruitment, enrollment, retention & academic achievement of a changing student population through consistently high-quality academic programming and innovative student support models that best serve the needs of tomorrow’s regional workforce.*

Operational Excellence: *Ensuring the continuous improvement of our financial sustainability through on-going academic and student service innovation, consistent data-informed decision-making and the constant pursuit of organizational efficiencies that make us quick to respond to student needs and external opportunities.*

Employee Success & Excellence: *Advancing the engagement and change management capacity of a high-quality faculty and staff through purposeful recruitment, development & retention, consistent*

standards of performance and accountability, and the relevant, timely and transparent internal communication needed to best serve our students.

Prepared by: *Greg Stevens*
Chief Strategy and Administration Officer
May 9, 2024

Presented by: *Greg Stevens*
Chief Strategy Officer

Lori Hunt
Chief of Staff and Strategy













Community Colleges of Spokane
2021-25 Strategy Map





















As of 5/10/24











Mission: *To provide all students an excellent education that transforms their lives and expands their opportunities.*







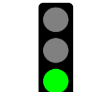













Vision: *Providing the best community college experience in the Northwest.*

















Values: *Student Success ■ Equity ■ Access ■ Excellence ■ Integrity ■ Leadership ■ Responsiveness ■ Stewardship*







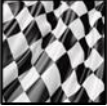











Priority: Student Success	Objectives/Targets	Key Performance Indicators (KPI)	Projects/Initiatives # Prioritized ✓ Nearing Completion/Completed • To be Prioritized	Deadline Assess	Project Status
Expanding Student Recruitment	Increase by 6% the number of prospective student inquiries received as compared to CY22, and increase by 20% (overall student population) and 11% (targeted student population) the number of applications received as compared to FY20-21.	<ul style="list-style-type: none"> The number of prospective student inquiries received. The number of student applications received. Reported by both targeted student populations and overall 	✓ <u>Chatbot</u> interactive web function		
			✓ <u>CRM</u> : Customer Relationship Management software/program, using stat from CRM to motivate and connect staff to strategic goals while enhancing customer service		
			1. <u>Comprehensive branding</u> project within our reference higher education marketplace (BOT goal).		
			• <u>CCS YouTube Channel</u> : develop, in collaboration with faculty, “how to” videos targeted at non-students seeking instruction on a specific task or skill, and then close with a “...learn more about this and related skills at...” directing the viewer to CCS student recruitment resources.		
Expanding Student Enrollment	Increase CCS student enrollment 1) by 1% as a share of overall state system enrollments, both targeted	<ul style="list-style-type: none"> CCS student enrollments as a share of overall state system enrollments. 	✓ <u>CRM</u> : Customer Relationship Management software/program, using stat from CRM to motivate and connect staff to strategic goals while enhancing customer service.		

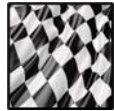







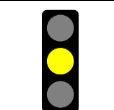









	<p>and overall student population, measured in both FTES and Head Count, and 2) by 62% in contracted enrollment categories as measured in Head Count, as compared to FY20/21. And 3) increase by 5% CCS' referent market share, as compared to Fall 2020.</p>	<ul style="list-style-type: none"> Reported by both FTES and Head Count and for both targeted student populations and overall CCS contracted enrollment categories, by head count. Market share for CCS as compared to its identified referent market 	<ul style="list-style-type: none"> ✓ <u>EDI</u>: Strengthen connection to underserved populations by system representation on boards/groups that are connected to underserved populations. 1. <u>LEAN Student Pipeline</u>: lean application-to-enrollment "pipeline" to identify and eliminate barriers/inefficiencies (a.k.a. "leaks") • <u>Cross-district course scheduling and utilization plan</u> that removes all barriers inhibiting cross-district enrollment (BOT goal) – policy/procedures/transactions 	  	  
<p>Expanding Student Retention</p>	<p>Increase CCS' Student Achievement Initiative (SAI) points sufficient to achieve top ranking among the ten largest districts by headcount, as measured by SAI points per student for both targeted student populations and overall.</p>	<ul style="list-style-type: none"> CCS Student Achievement Initiative point total/total students. Reported for both targeted student populations and overall. 	<ul style="list-style-type: none"> ✓ <u>CRM</u>: Customer Relationship Management software/program, using stat from CRM to motivate and connect staff to strategic goals while enhancing customer service. ✓ <u>Guided Pathways</u>: complete and post comprehensive program maps to provide clear understanding and pathway information to the community 1. <u>Cross-district course scheduling and utilization plan</u> that removes all barriers inhibiting cross-district enrollment (BOT goal) 	  	  
<p>Expanding Student Achievement</p>	<p>Increase CCS' Student Achievement Initiative (SAI) points sufficient to achieve top ranking among the ten largest districts by headcount, as measured by SAI points per student for both targeted student populations and overall.</p>	<ul style="list-style-type: none"> CCS Student Achievement Initiative point total/total students. Reported for both targeted student populations and overall. 	<ul style="list-style-type: none"> ✓ <u>Guided Pathways</u>: complete and post comprehensive program maps to provide clear understanding and pathway information to the community. • <u>Student-centered alignment study</u>: realign current governance and operation plans to best serve student success. • <u>Cross-district course scheduling and utilization plan</u> that removes all barriers inhibiting cross-district enrollment (BOT goal) 	  	  
<p>Providing consistently high-quality</p>	<p>Improve academic program quality as measured by 1) 3% improvement in alumni employment rates in high</p>	<ul style="list-style-type: none"> Alumni employment rates in high demand job sectors. 	<ul style="list-style-type: none"> ✓ <u>Guided Pathways</u>: complete and post comprehensive program maps to provide clear understanding and pathway information to the community. 		





academic programming	demand job sectors as compared to rates established for FY18/19, 2) 4% improvement in satisfaction/perception of academic quality among key stakeholders, as compared to rates established for FY21/22, 3) 10% improvement in transfer rates, both for targeted student populations and overall, as compared to FY20/21 and 4) improvement in post-transfer success for overall students (8%) and targeted student populations (TBD%) compared to rates established for FY17/18.	<ul style="list-style-type: none"> • Reported for both targeted student populations and overall. • Surveyed satisfaction rates for academic quality among key stakeholders. • Transfer rates. • Reported for both targeted student populations and overall. • Post-transfer success rates • Reported for both targeted student populations and overall. 	✓ <u>Comprehensive program review</u> structure for all CCS divisions.		
			1. <u>Comprehensive branding project</u> within our reference higher education marketplace (BOT goal).		
			2. <u>Master Technology Plan</u> : planning for tech needs and services (technology project)		
Providing innovative student support models	Increase by CCS' Guided Pathway program metrics, both for targeted student populations (8%) and overall (26%), as compared to rates for FY20/21.	<ul style="list-style-type: none"> • CCS Guided Pathway program metrics (SAI Points by category). • Reported for both targeted student populations and overall. 	✓ <u>Guided Pathways</u> : complete and post comprehensive program maps to provide clear understanding and pathway information to the community.		
			• <u>Holistic Student Support Programming</u> : Re-align and/or create a holistic student support service structure that best serves evolving student needs.		

Priority: Operational Excellence	Objective/Goal(s)	Key Performance Indicators (KPI)	Projects/Initiatives # Prioritized ✓ Nearing Completion/Completed • To be Prioritized	Deadline Assess	Project Status
On-going academic and student service innovation	Increase by 4% student satisfaction with instruction and student service delivery as compared to rates established for FY21-22.	<ul style="list-style-type: none"> • Surveyed student satisfaction rates for instruction and student service delivery. 	✓ <u>CRM</u> : Customer Relationship Management software/program, using stat from CRM to motivate and connect staff to strategic goals while enhancing customer service (“Insight” function utilization plan)		
			✓ <u>Guided Pathways</u> : complete and post comprehensive program maps to provide clear understanding and pathway information to the community.		
			• <u>Cross-district course scheduling & utilization plan</u> and removal of all barriers inhibiting cross-district enrollment (BOT goal)		
			2. <u>Master Technology Plan</u> : planning for tech needs and services (technology project)		
Consistent data-informed decision-making	Establish a culture of data literacy as evidenced by 1) 70% data-literacy trained employees, 2) a comprehensive program review plan for all college/district divisions with 90% of those program reviews completed, and 3) 15% increase in employee data confidence levels as measured against rates established for FY21-22.	<ul style="list-style-type: none"> • Number of data-literacy trained employees. • Number of program/operational reviews completed as compared to total number of functions/divisions • Surveyed employee data confidence rates. 	✓ <u>CRM</u> : Customer Relationship Management software/program, using stat from CRM to motivate and connect staff to strategic goals while enhancing customer service		
			✓ <u>Asset Inventory Management system</u> development and implementation		
			✓ <u>Comprehensive program review</u> structure for all CCS divisions		
			✓ <u>Strategic Plan KPI Dashboard</u> development and utilization (BOT goal)		
			✓ <u>Intranet</u> development project		
			✓ <u>Data literacy</u> training plan		

<p>Constant pursuit of organizational efficiencies</p>	<p>Improve employee satisfaction with CCS structures, processes, performance standards, and resource allocations by 15% as compared to rates established for FY21/22.</p>	<ul style="list-style-type: none"> • Surveyed employee satisfaction rates for organizational efficiency and resource allocation. 	<ul style="list-style-type: none"> ✓ <u>Compensation management restructure</u> for classified/exempt employee (employee recruitment and retention project) 		
			<ul style="list-style-type: none"> • <u>Master Technology Plan</u>: planning for tech needs and services (technology project) 		
			<ul style="list-style-type: none"> • <u>Business Client Service</u> program implementation 		
			<ul style="list-style-type: none"> ✓ <u>LEAN efficiency “project team”</u> trained and assigned to Cabinet identified process review/leaning projects. 		
			<ul style="list-style-type: none"> • <u>Management Development</u> program (employee recruitment and retention project) 		
			<ul style="list-style-type: none"> • <u>Organization structure study</u> - secure resource, conduct organization structure analysis and consider recommendations for implementation 		
			<ul style="list-style-type: none"> • <u>Work/Life Balance program</u> (employee recruitment and retention) 		
			<ul style="list-style-type: none"> • <u>Safe Work/Learning Environment Assessment</u>: identifying/developing/recommending changes to CCS practices, structure, and operations that would enhance overall employee and student security and safety. 		

Priority: Employee Success & Excellence	Objective/Goal(s)	Key Performance Indicators (KPI)	Projects/Initiatives # Prioritized ✓ Nearing Completion/Completed • To be Prioritized	Deadline Assess	Project Status
Purposeful recruitment, development, and retention	<p>Increase the representation of diverse candidates throughout recruitment/screening processes by 3% as compared to the average of CYs 2016-21. Increase the quality of applicant pools by a) a decrease of failed searches by 60%, b) decrease of 2% in candidates who fail to meet minimum qualifications, and c) decrease the recruitment-to-hire timeline by 3%, as compared to CY 2021.</p>	<ul style="list-style-type: none"> • Diversity of candidates for employment at each stage of recruitment. • Number of failed searches. • Number of candidates who meet minimum qualifications. • Recruitment-to-hire timelines. 	<p>✓ <u>LEAN Recruitment</u> – lean and mission centered recruitment process & procedure (employee recruitment and retention project)</p>		
	<p>Increase the retention of employees as measured by 1) a 33% increase in first year job survival rates as compared to the average of CYs 2018-21, 2) 68% reduction in overall turnover rate as compared to CY 2021, 3) 80% of employees with a formal career development plan as compared to CY 2021, and 4) 10% increase in internal candidate representation across all stages of the recruitment & screening processes, as compared to the average of CYs 2018-21.</p>	<ul style="list-style-type: none"> • Employee turnover rate. • Retention of employees during first year of employment. • Employees with formal individual development plans. • Internal candidate representation in recruitment stages. 	<p>1. <u>Equity recruitment plan</u> focused on diversifying applicant pools</p>		
			<ul style="list-style-type: none"> • <u>Part-time training program</u> that prepares candidates for future full-time opportunities. 		
			<p>✓ <u>Search advocate program</u> for all units/recruitments</p>		
			<p>✓ <u>Employee onboarding and orientation program</u> (employee recruitment and retention project)</p>		
			<p>1. <u>Individual Development Program</u> with standardized career/professional development plan for CCS full-time employees (employee recruitment and retention project)</p>		
			<ul style="list-style-type: none"> • <u>Part-time training program</u> that prepares candidates for future full-time opportunities. 		
			<ul style="list-style-type: none"> • <u>IT User Training Plan</u>: Identify and develop key tech competencies and tools (technology project) 		
			<ul style="list-style-type: none"> • <u>Employee Interest Groups</u>: survey employees to identify and then form, implement, and operate interest groups that bring together employees who share a 		

			<p>common identity characteristic, similar background or interest - with specific focus on engaging employees with less than three years of CCS experience and future new employees.</p>		
			<p>✓ <u>Development Day Expansion</u>: Expand faculty development days, the non-instructional days allowed during the academic year for faculty to participate in professional development activities, to all staff with a focus on group development opportunities and engagement activities.</p>		
Consistent standards of performance and accountability	<p>1) Develop a comprehensive program review plan for all college and district-office divisions with 90% of those program reviews completed, 2) decrease by 73% rates of “bad” turnover as compared to CY 2021, and 3) increase by 13% employee satisfaction and engagement as compared to FY21/22.</p>	<ul style="list-style-type: none"> • Number of program/operational reviews completed as compared to total number of functions/divisions. • Employee “bad” turnover rates. • Surveyed employee satisfaction and engagement rates. 	<p>✓ <u>Comprehensive program review</u> structure for all CCS divisions</p>		
			<ul style="list-style-type: none"> • <u>Business process orientation</u> for new employees that is role specific 		
			<ul style="list-style-type: none"> • <u>PAS</u>: Redesign employee appraisal/evaluation systems 		
			<p>1. <u>LEAN business processes</u> to create consistent, predictable, and understood process/roles.</p>		
Relevant, timely and transparent internal communication	<p>Increase by 12% employee satisfaction with the timeliness, relevancy, and quality of internal communication as measured against engagement ratings from FY21/22.</p>	<ul style="list-style-type: none"> • Surveyed employee satisfaction rates of internal communication. 	<p>✓ <u>Quarterly chancellor “town hall”</u> meetings to engage, inform and foster 2-way communication.</p>		
			<p>✓ <u>Intranet</u> development project</p>		
			<ul style="list-style-type: none"> • <u>Employee dashboard</u> and web-based bulletin boards 		
			<p>✓ <u>Re-envisioned employee e-newsletter</u> refocused on engagement and information exchange</p>		

			<ul style="list-style-type: none"> • <u>System advocacy/information sharing structure</u> (part of Community Engagement initiative) providing systemic flow of critical information from our community back into CCS for sharing, processing, discussion, and incorporation into decision-making. 		
			<ul style="list-style-type: none"> • <u>Employee Communication Audit:</u> audit of internal communication quality, accuracy, relevancy and utilization coupled with employee training for how to use and access. 		



Community Colleges of Spokane

Pillars *AND* Priorities

2021-2025

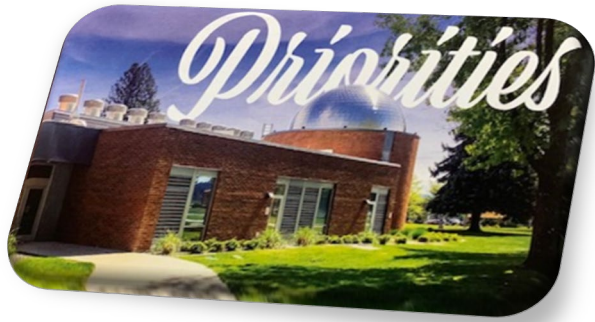
STRATEGIC PLAN
PROGRESS REPORT

Community Colleges of Spokane 2021-25 Strategic Plan

Progress, Performance Indicators, Projects, and Plan
Timelines



We are Here



Review of Strategic Priorities

- Student Success: *Expanding the recruitment, enrollment, retention & academic achievement of a changing student population through consistently high-quality academic programming and innovative student support models that best serve the needs of tomorrow's regional workforce.*
- Operational Excellence: *Ensuring the continuous improvement of our financial sustainability through on-going academic and student service innovation, consistent data-informed decision-making and the constant pursuit of organizational efficiencies that make us quick to respond to student needs and external opportunities.*
- Employee Success & Excellence: *Advancing the engagement and change management capacity of a high-quality faculty and staff through purposeful recruitment, development & retention, consistent standards of performance and accountability, and the relevant, timely and transparent internal communication needed to best serve our students.*



Student Success: Priority Elements

Student Success: *Expanding the academic achievement of a changing student population through...*

- **Expanding student recruitment**
- Expanding student enrollment
- Expanding student retention
- Expanding student achievement
- Providing consistently high-quality academic programming
- Providing innovative student support models

...that best serves the needs of tomorrow's regional workforce



Community Colleges of Spokane

2021-25 Strategic Priorities Element Objectives

Objective [*uhb-jek-tiv*] noun: *something that one's efforts or actions are intended to attain or accomplish; purpose; goal; target*

Student Success

- **Expanding student recruitment**

- Objective: *Increase by 6% the number of prospective student inquiries received as compared to CY22, and increase by 20% the number of applications received as compared to FY20-21, from both targeted student populations and overall.*

- **Expanding student enrollment**

- Objective: *Increase CCS student enrollment 1) by 1% as a share of overall state system enrollments and 2) by 62% in contracted enrollment categories, measured in both FTES and Head Count, from both targeted student populations and overall, as compared to FY20/21. And increase by 5% CCS' referent market share, as compared to Fall 2020.*

- **Expanding student retention**

- Objective: *Increase CCS' Student Achievement Initiative (SAI) points sufficient to achieve top ranking among the ten largest districts by headcount, as measured by SAI points per student for both targeted student populations and overall.*

Student Success: *Objectives to Projects*

Theme – “Return to pre-pandemic levels... go from there.”

Priority: Student Success	Objective/Goal(s)	Key Performance Indicators (KPI)	Projects/Initiatives
<p>Expanding Student Recruitment</p>	<p>Increase by 6% the number of prospective student inquiries received, as compared to CY22, and by 20% the number of applications received, as compared to FY18-19, from both targeted student populations and overall.</p>	<ul style="list-style-type: none"> • The number of prospective student inquiries received, as compared to CY22. • The number of applications received, as compared to FY18-19. • Reported by both targeted student populations and overall 	<ul style="list-style-type: none"> • Customer Relationship Management (CRM) software/program • Chatbot interactive web function • Comprehensive branding project to enhance visibility and improve competitive position within our reference higher education marketplace.



Community Colleges of Spokane

Pillars *AND* Priorities

2021-2025

STRATEGIC PLAN
PROGRESS REPORT

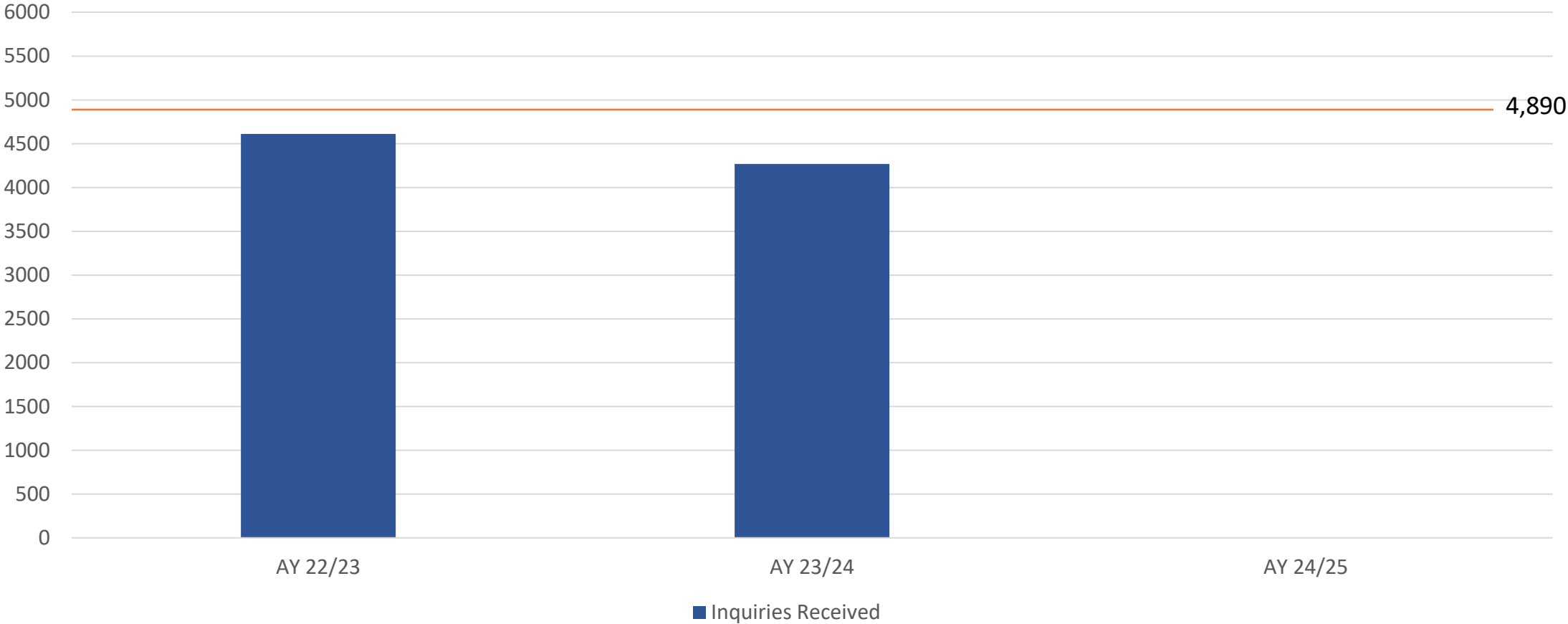
Community Colleges of Spokane 2021-25 Strategic Plan

Priority Elements and Recently Updated Objectives/Goals for the

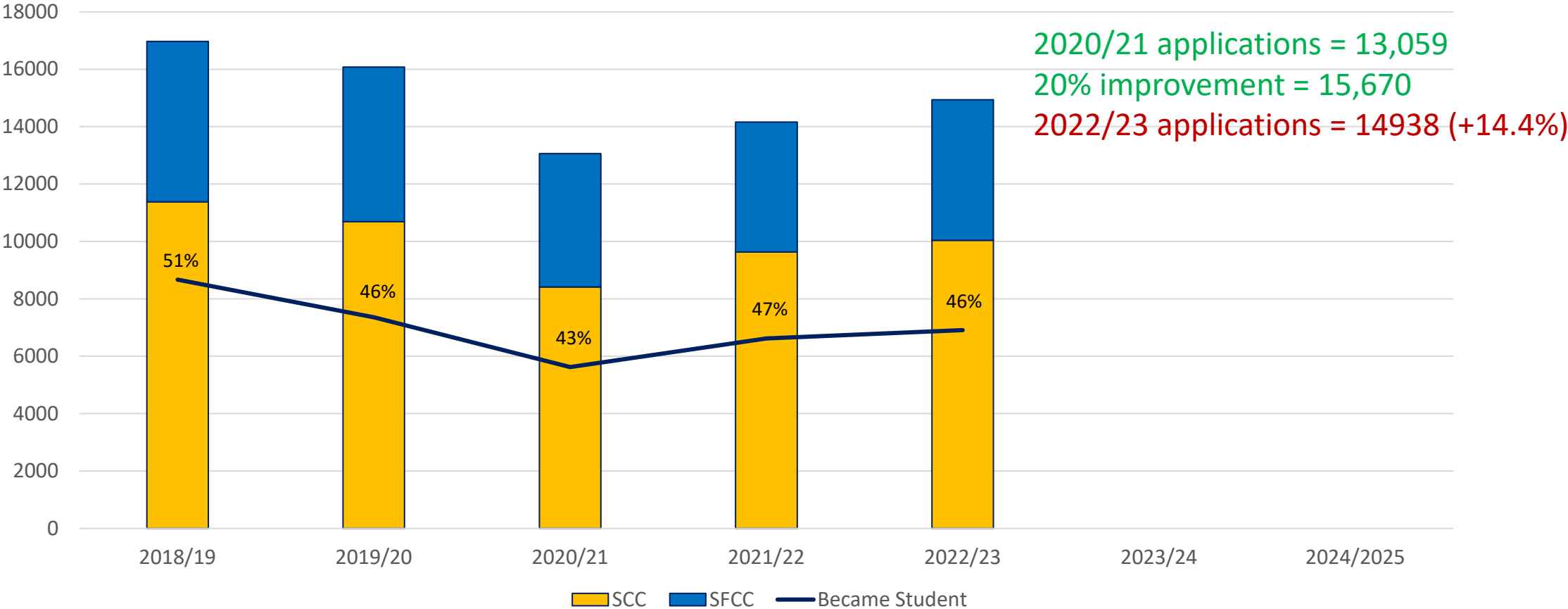
Student Success

Priority Area

Student Recruitment: Increase by 6% the number of prospective student inquiries received, as compared to CY22 (as of April 1, 2024).

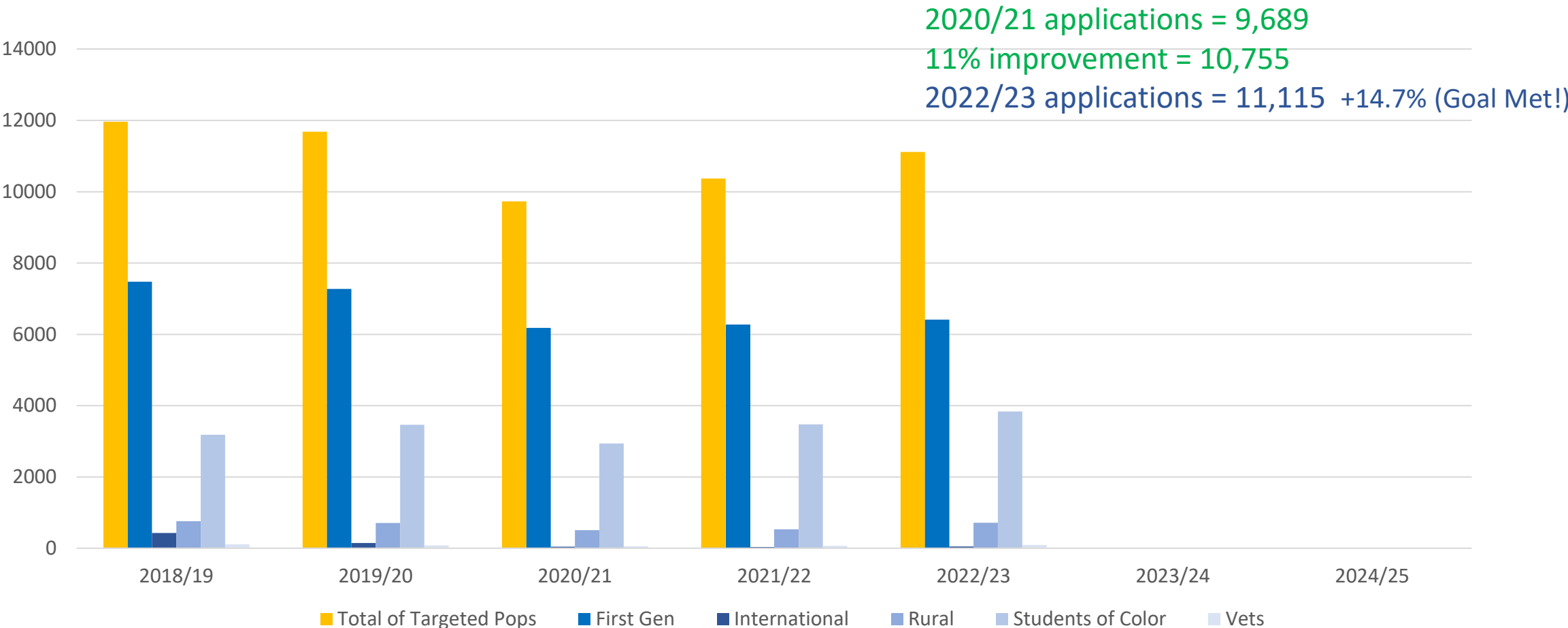


Student Recruitment: Increase by 20% the number of applications received in 2020/21, from both targeted student populations and overall.



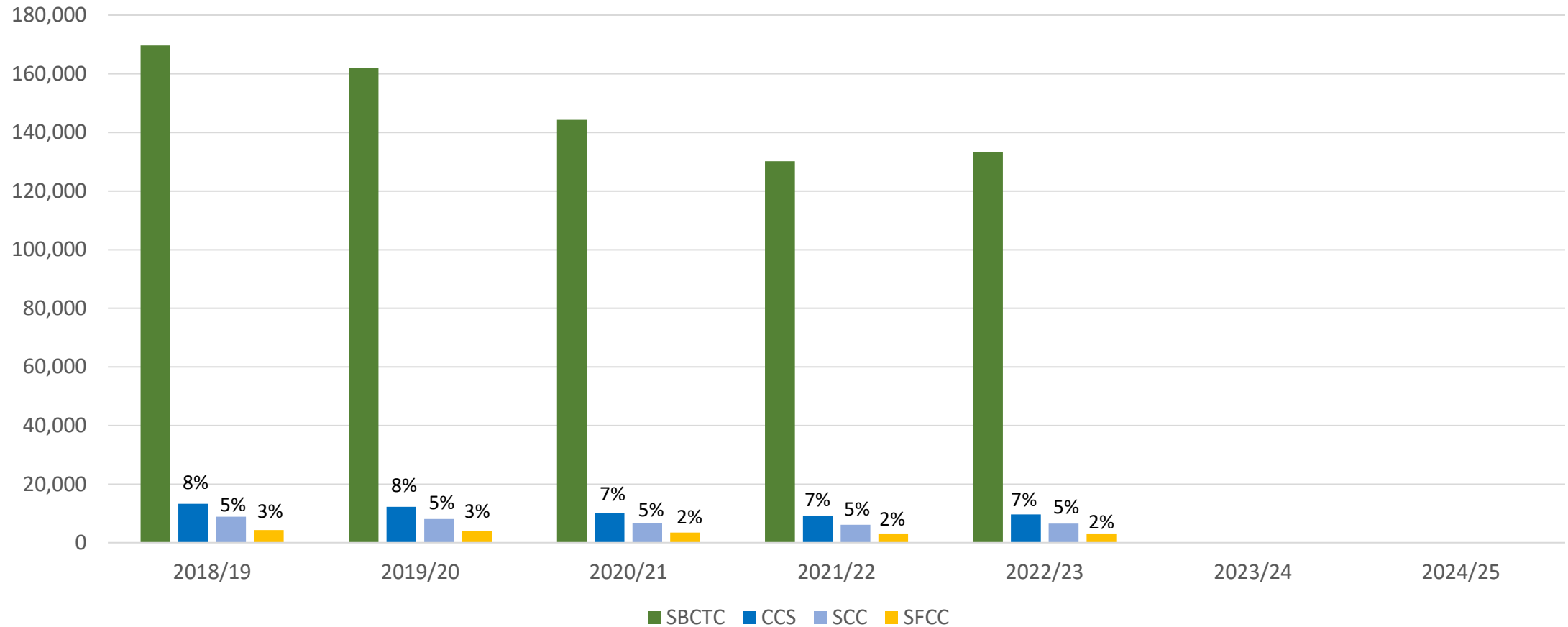
Source: Applicant to Enrolled Report | <https://reporting.ccs.spokane.edu/ReportServer/Pages/ReportViewer.aspx?/Reports/Registration%20and%20Admissions/Applicant%20to%20Enrolled>

Student Recruitment: Increase by 11% the number of applications received in FY20/21 from both targeted student populations and overall.

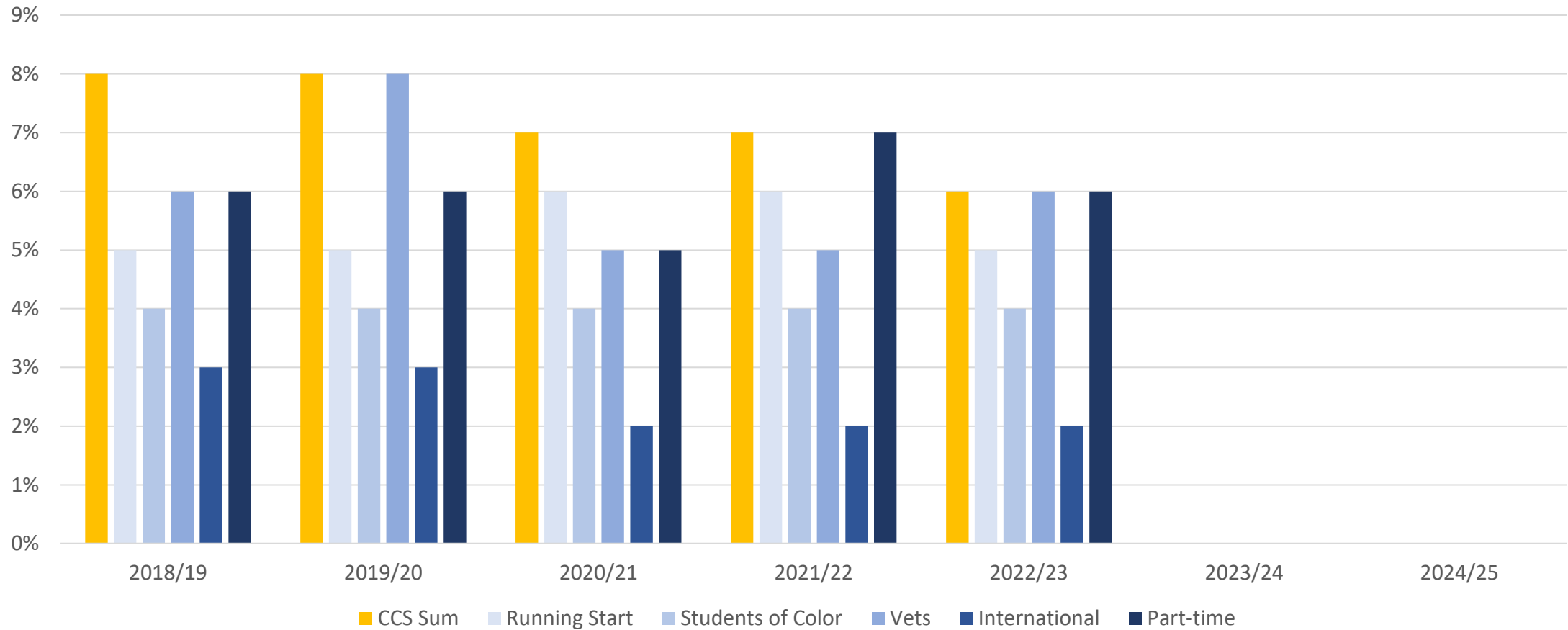


Source: Applicant to Enrolled Report | <https://reporting.ccs.spokane.edu/ReportServer/Pages/ReportViewer.aspx?/Reports/Registration%20and%20Admissions/Applicant%20to%20Enrolled>

Student Enrollment: Increase CCS student enrollment by 1% as a share of overall state system enrollments, measured in both FTES and Head Count, from both targeted student populations and overall, as compared to FY20/21.



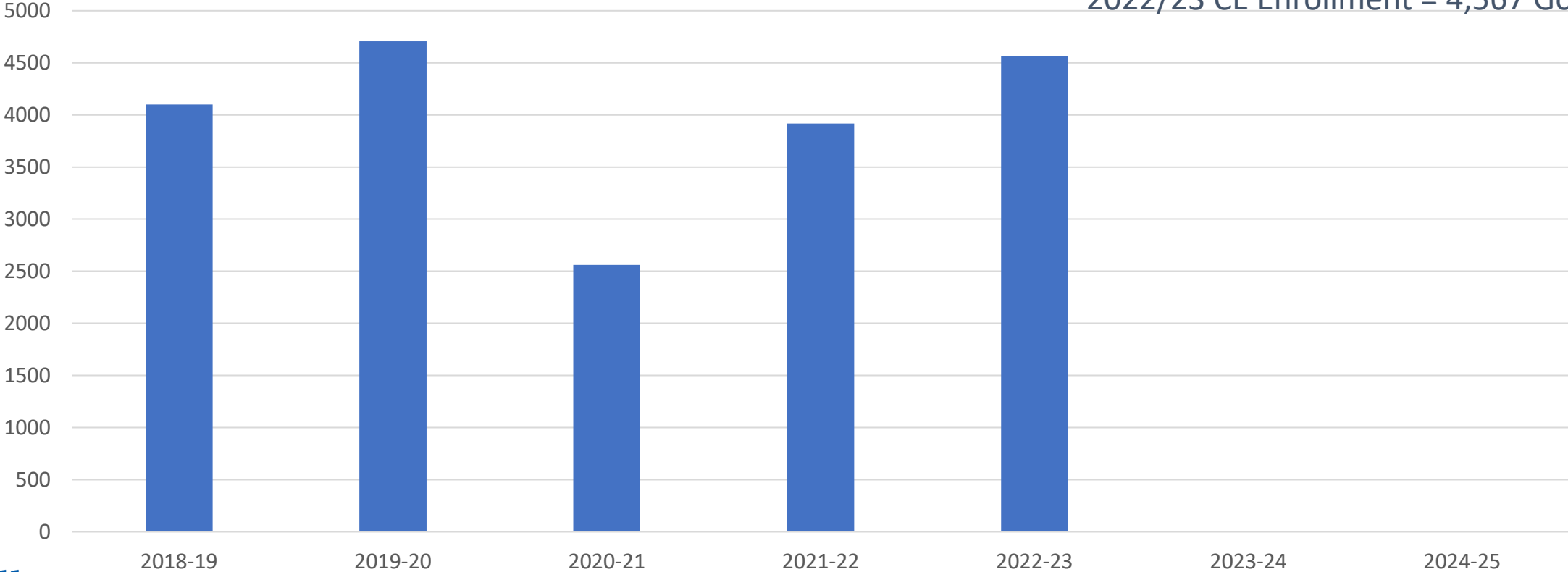
Student Enrollment: Increase CCS student enrollment by 1% as a share of overall state system enrollments, measured in Head Count, from both targeted student populations and overall as compared to FY20/21.



Student Enrollment: Increase CCS student enrollment by 62% in Contract Ed, measured in Head Count, as compared to FY20/21.

2020/21 CE Enrollment = 2,560
62% improvement = 4,147
2022/23 CE Enrollment = 4,567 Goal Met!

Contract Ed Enrollments

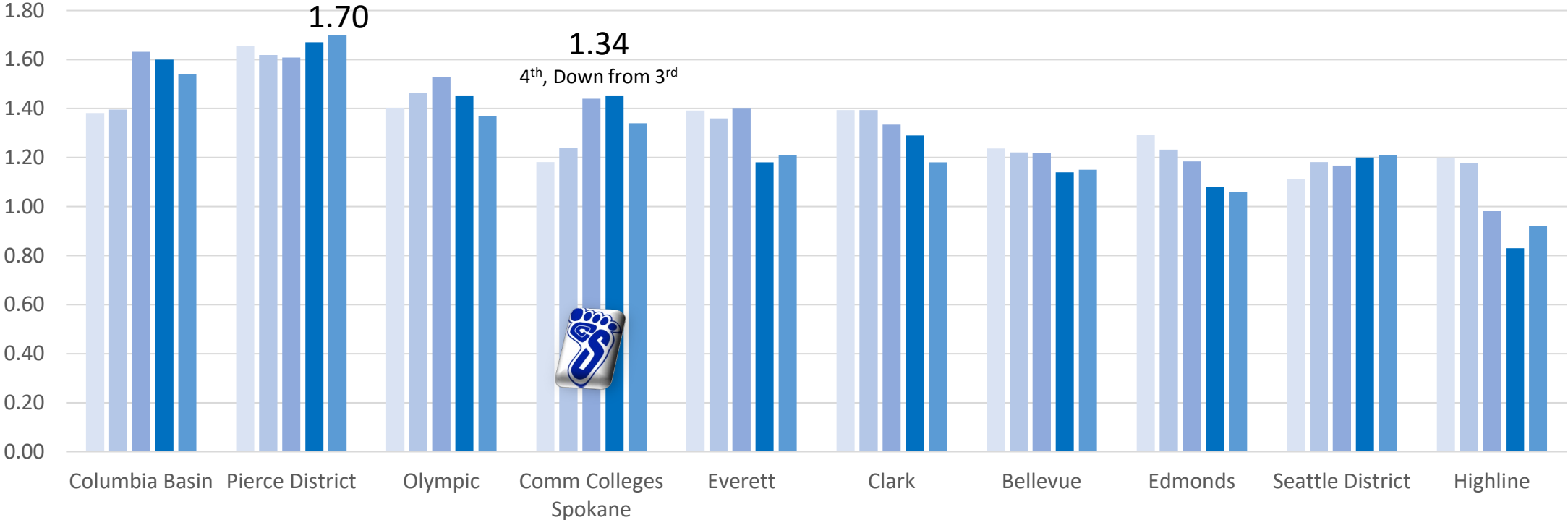


Source: Principal Enrollment Report | <https://reporting.ccs.spokane.edu/ReportServer/Pages/ReportViewer.aspx?/Reports/Enrollment/Principal%20Enrollment%20Report>

Student Retention: Increase CCS' Student Achievement Initiative (SAI) points sufficient to achieve top ranking among the ten largest districts by headcount, as measured by SAI points per student for both targeted student populations and overall.

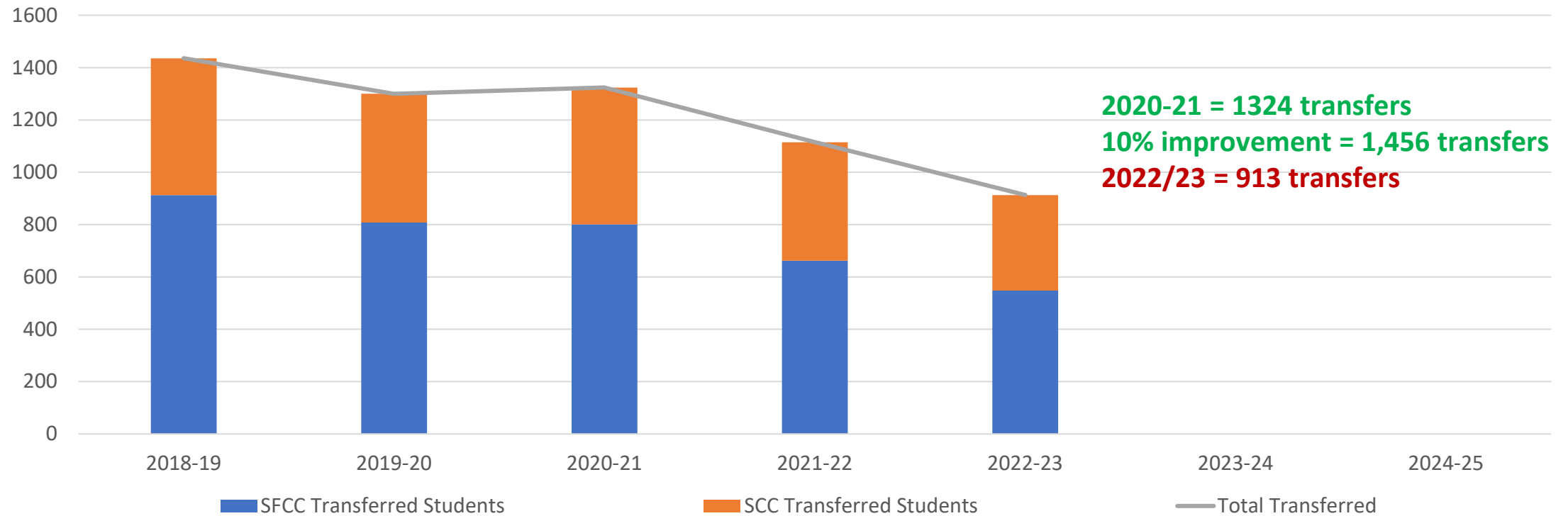
Student Achievement: Increase CCS' Student Achievement Initiative (SAI) points sufficient to achieve top ranking among the ten largest districts by headcount, as measured by SAI points per student for both targeted student populations and overall.

Largest Ten Districts by Headcount, Arranged by 20/21 SAI Points Per Student

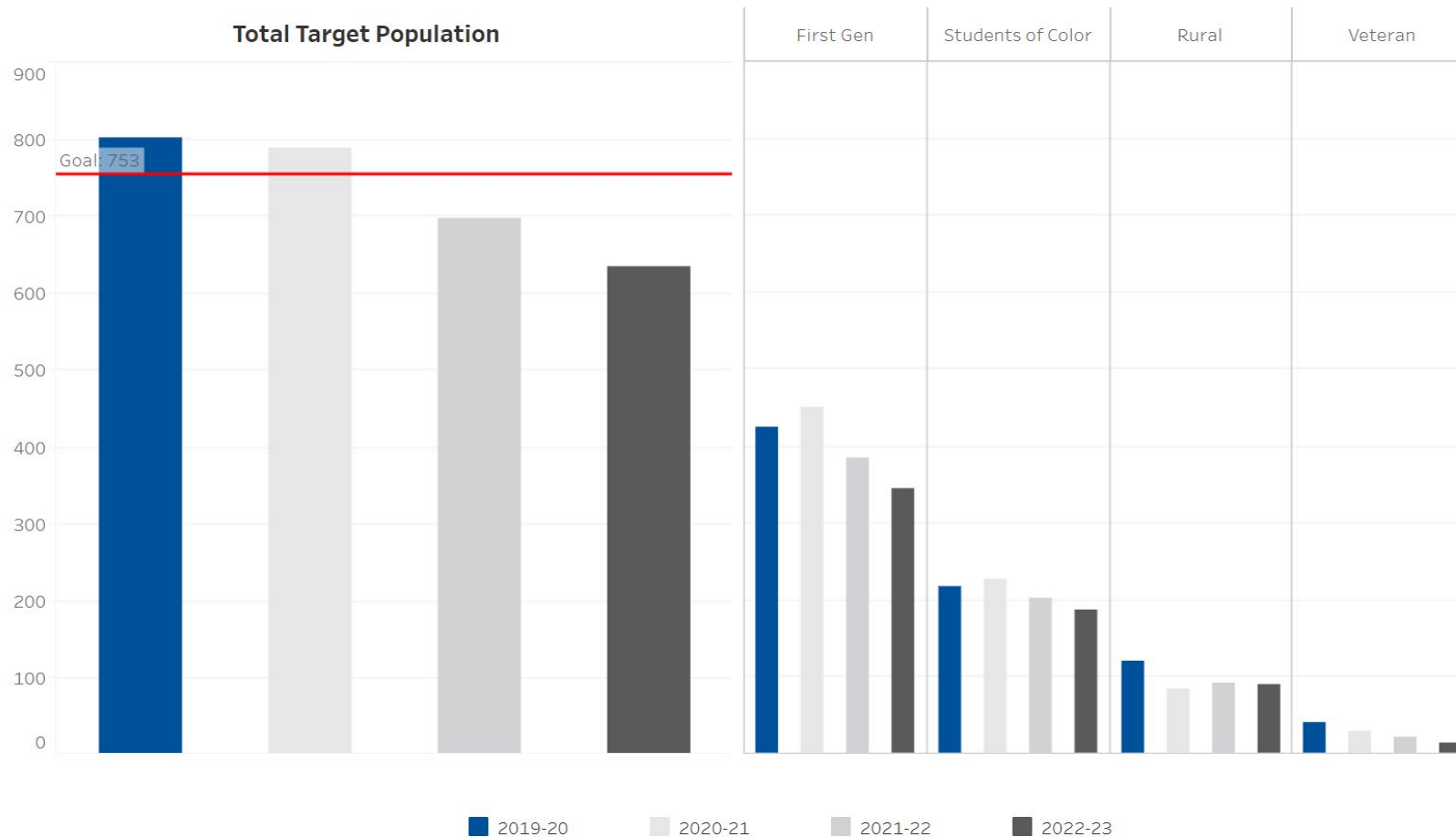


Consistently High-Quality Academic Programming: Improve academic program quality as measured by 10% improvement in student transfer rates/post-transfer success, both for targeted populations and overall, as compared to FY2020/21

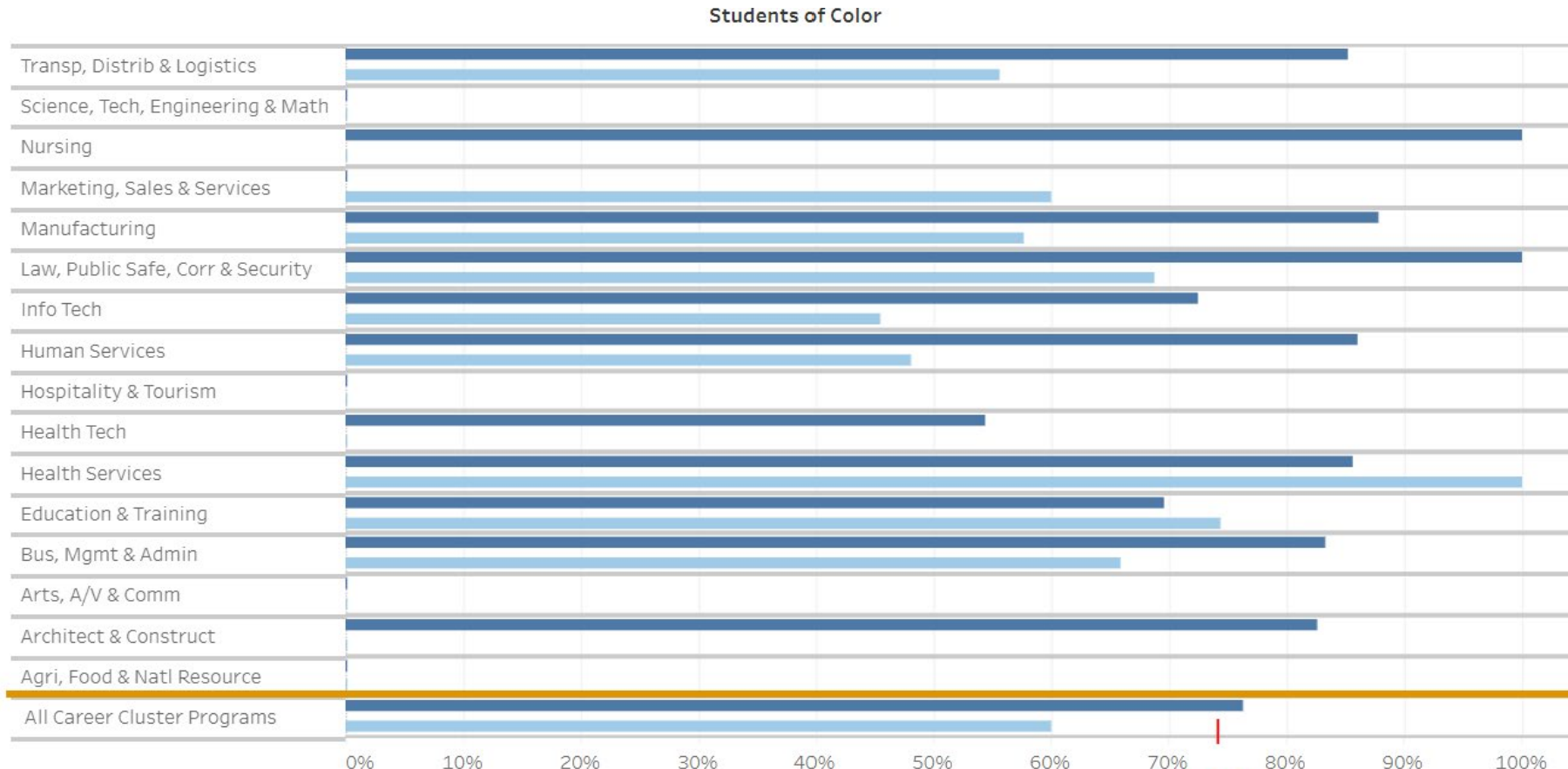
CCS Transfers to BA Institutions, Headcount



Consistently High-Quality Academic Programming: Improve academic program quality as measured by 10% improvement in student transfer rates/post-transfer success, both for targeted populations and overall, as compared to FY2020/21



Consistently high-quality academic programming: Improve academic program quality as measured by 3% improvement in alumni employment rates in high demand job sectors, for **targeted populations**, as compared to rates established for FY 18-19.



Goal: 75%

2022/23 = 77% (Goal Met!)

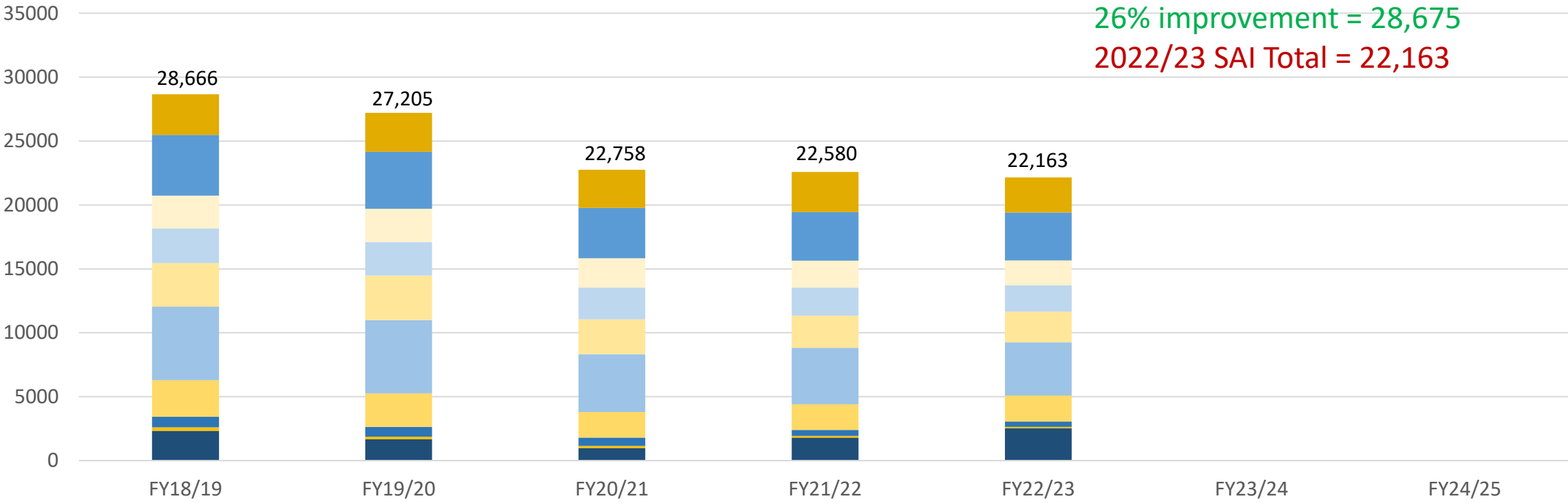


■ % of Completers placed in UI-Covered jobs or continuing in education
 ■ % of Left without completing, placed in UI-Covered jobs or continuing in education

Innovative Student Support Models: Increase by 26% CCS' Guided Pathway program metrics, both for targeted student populations and overall, as compared to rate for FY20/21.

SAI Points by Category

2020/21 CCS SAI Point Total = 22,758
 26% improvement = 28,675
 2022/23 SAI Total = 22,163



- Basic Skills
- Pre-College English
- Pre-college Math
- College English/Communications
- First 15 Credits
- First 30 Credits
- 45 Transfer/Workforce Credits
- Quantitative Computation
- Retention
- Completion



Source: <https://www.sbctc.edu/colleges-staff/research/data-public/sai3-points-summary-dashboard.aspx>



Community Colleges of Spokane

Pillars *AND* **Priorities**

2021-2025

**STRATEGIC PLAN
PROGRESS REPORT**

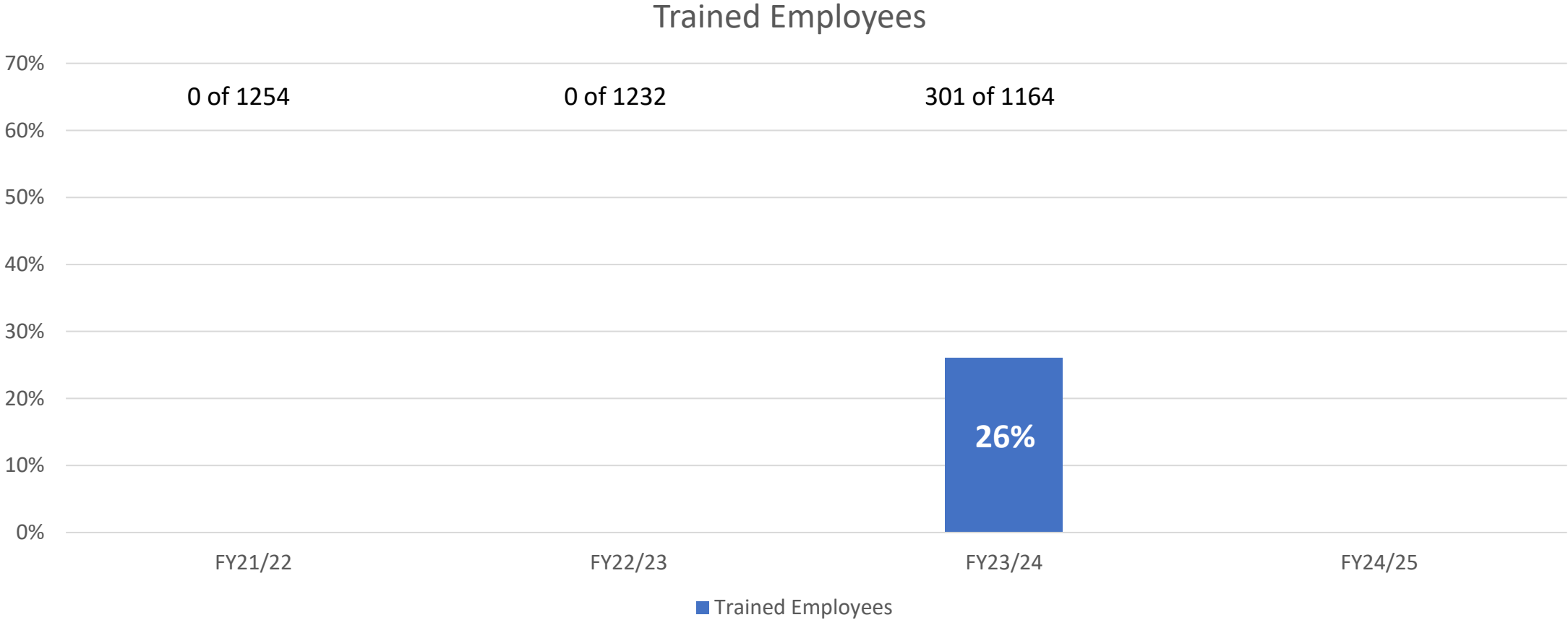
Community Colleges of Spokane **2021-25 Strategic Plan**

Priority Elements and Recently Updated Objectives/Goals for the

Operational Excellence

Priority Area

Consistent data-informed decision making: Establish a culture of data-literacy with 70% of employees data-trained as compared to rates established for FY21/22.





Community Colleges of Spokane

Pillars *AND* **Priorities**

2021 - 2025

**STRATEGIC PLAN
PROGRESS REPORT**

Community Colleges of Spokane **2021-25 Strategic Plan**

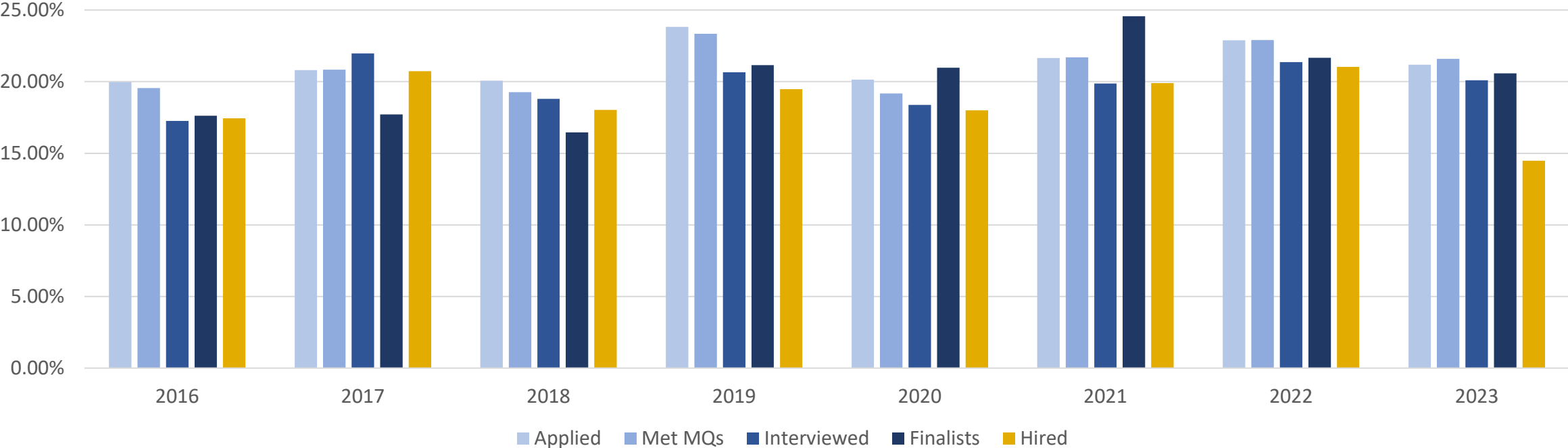
Priority Elements and Recently Updated Objectives/Goals for the

Employee Success & Excellence

Priority Area

Purposeful recruitment, development and retention: Increase the representation of diverse candidates throughout recruitment/screening processes by 3% as compared to average of 2016-21

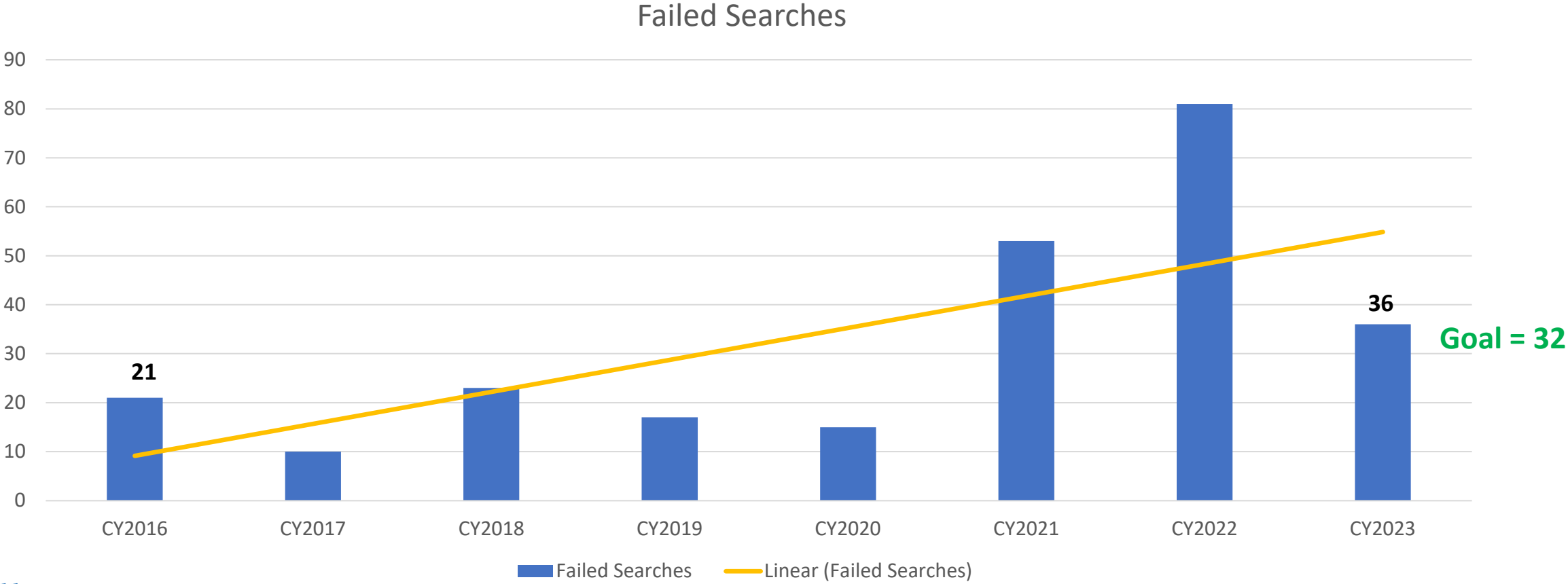
Percentage Representation - Applicants of Color at Each Stage of Recruitment



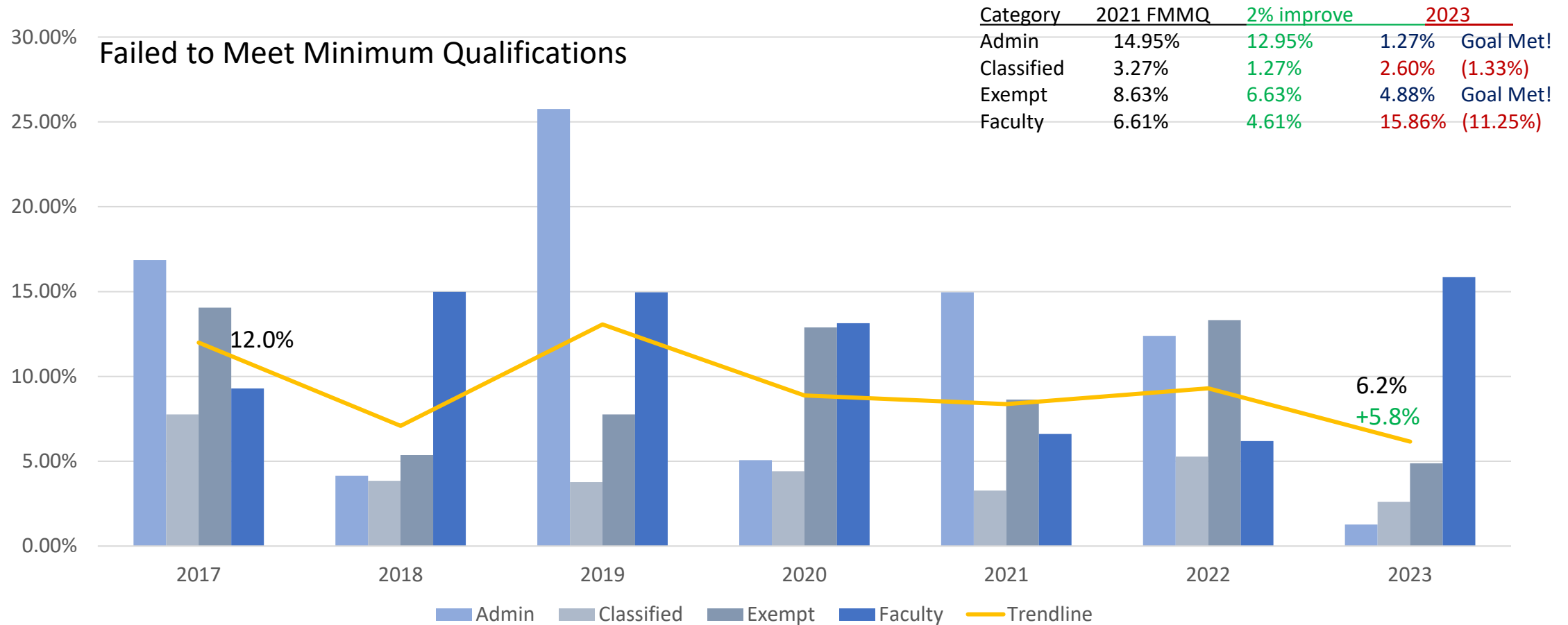
Stage	6 Yr. Average	+3% improve	2023
Applied	21.07%	24.07%	21.18% (2.89%)
Met MQs	20.65%	23.65%	21.59% (2.06%)
Interviewed	19.48%	22.48%	20.09% (2.39%)
Finalists	19.74%	22.74%	20.58% (2.16%)
Hired	18.93%	21.93%	14.49% (7.44%)



Purposeful recruitment, development and retention: Increase the quality of applicant pools as measured by a decrease of 60% in failed searches as compared to 2021



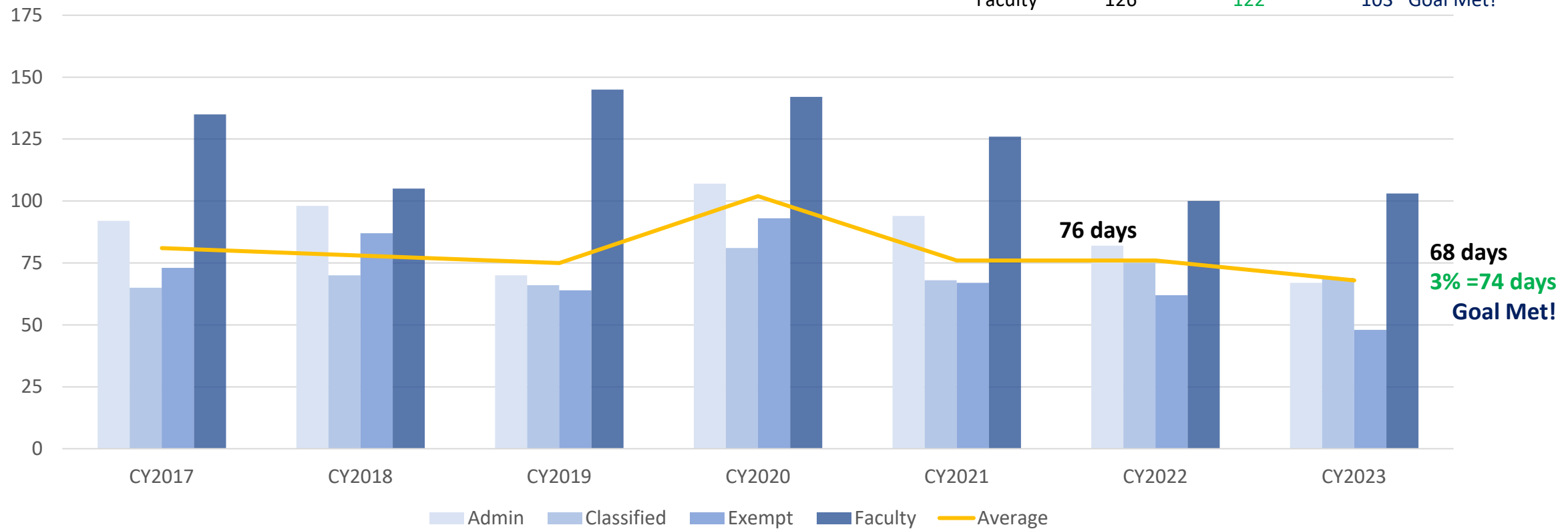
Purposeful recruitment, development and retention: Increase the quality of applicant pools as measured by a decrease of 2% in candidates who fail to meet minimum qualifications, as compared to 2021



Purposeful recruitment, development and retention: Increase the quality of applicant pools as measured by a decrease in the recruitment-to-hire timeline by 3% as compared to 2021

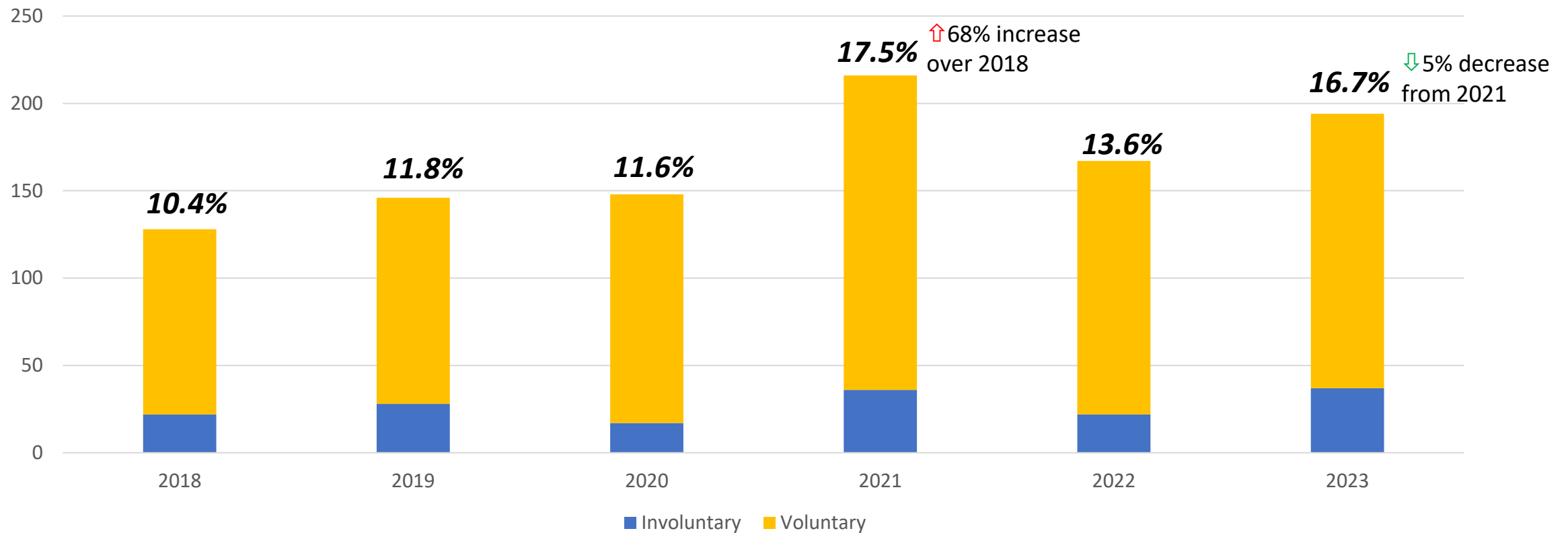
Category	CY2021	3% Improve	2023	
Admin	94	91	67	Goal Met!
Classified	68	66	69	(104.5%)
Exempt	67	65	48	Goal Met!
Faculty	126	122	103	Goal Met!

Calendar days from opening recruitment to hire



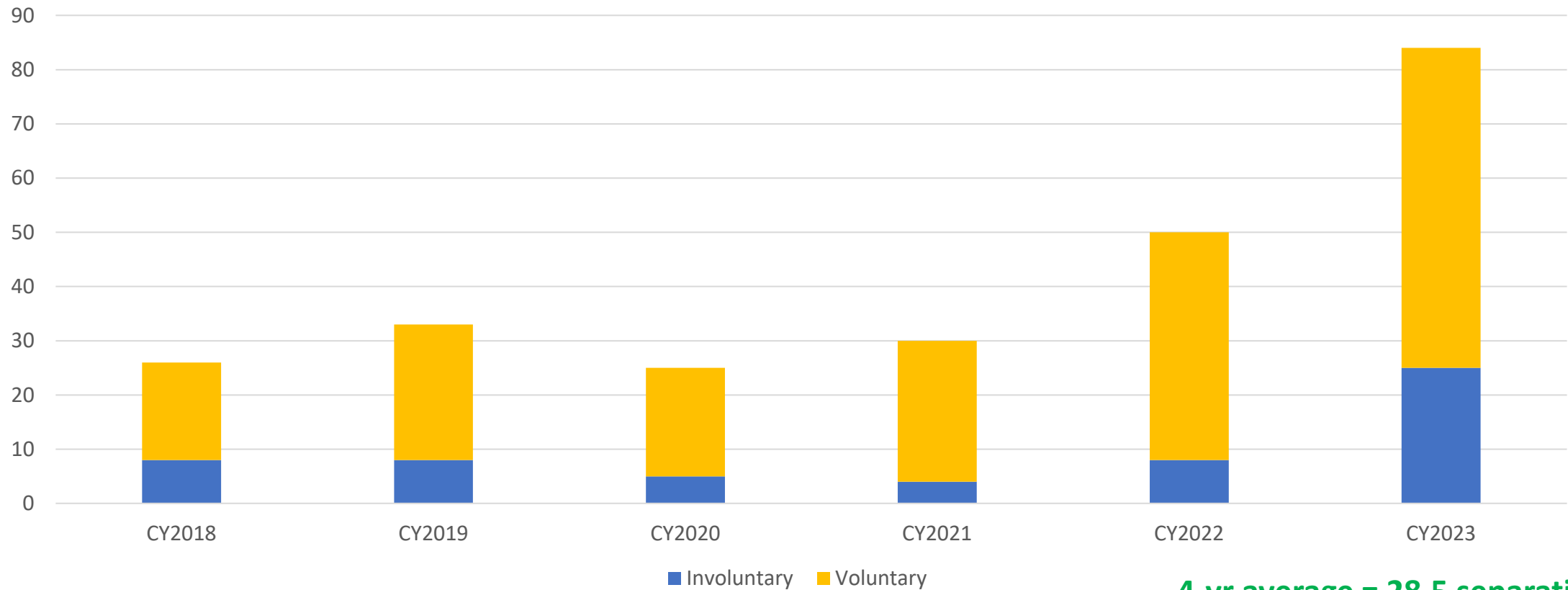
Purposeful recruitment, development and retention: Increase the retention of employees as measured by a 68% reduction in overall turnover rate as compared to 2021

Total Separations by Calendar Year



Purposeful recruitment, development and retention: Increase the retention of employees as measured by an 33% increase in first year job survival rates as compared to the average of 2018-21.

FT Employee separating 1-year or less from hire date

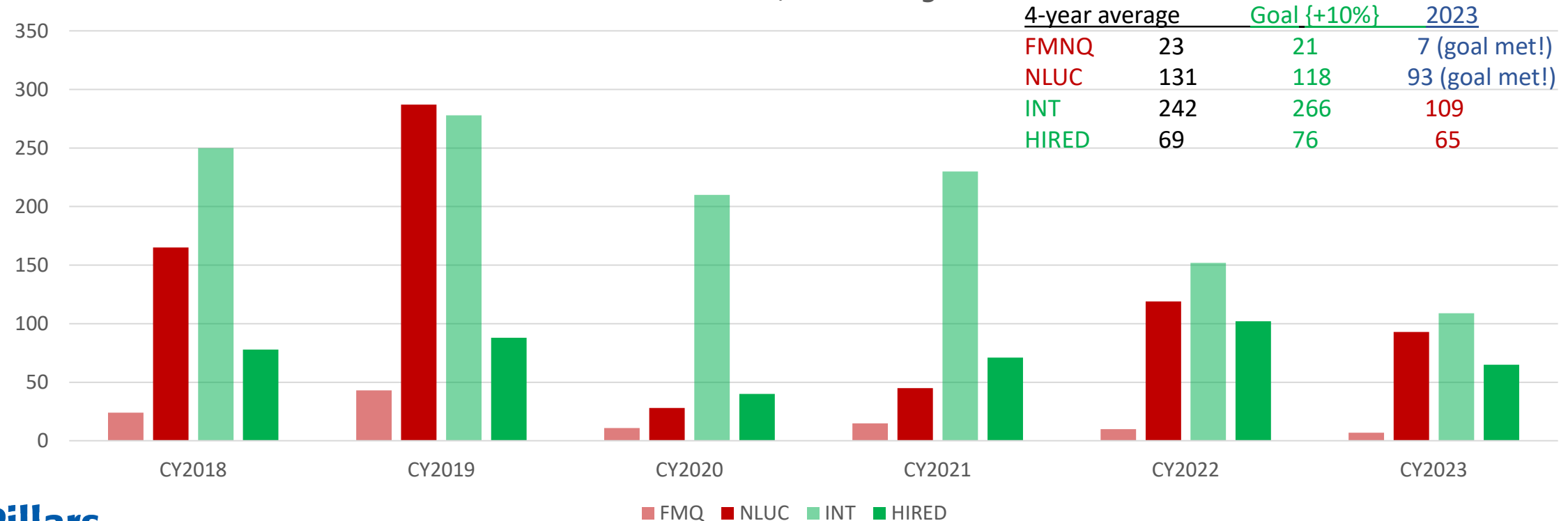


4-yr average = 28.5 separations
33% improvement = 19 separations

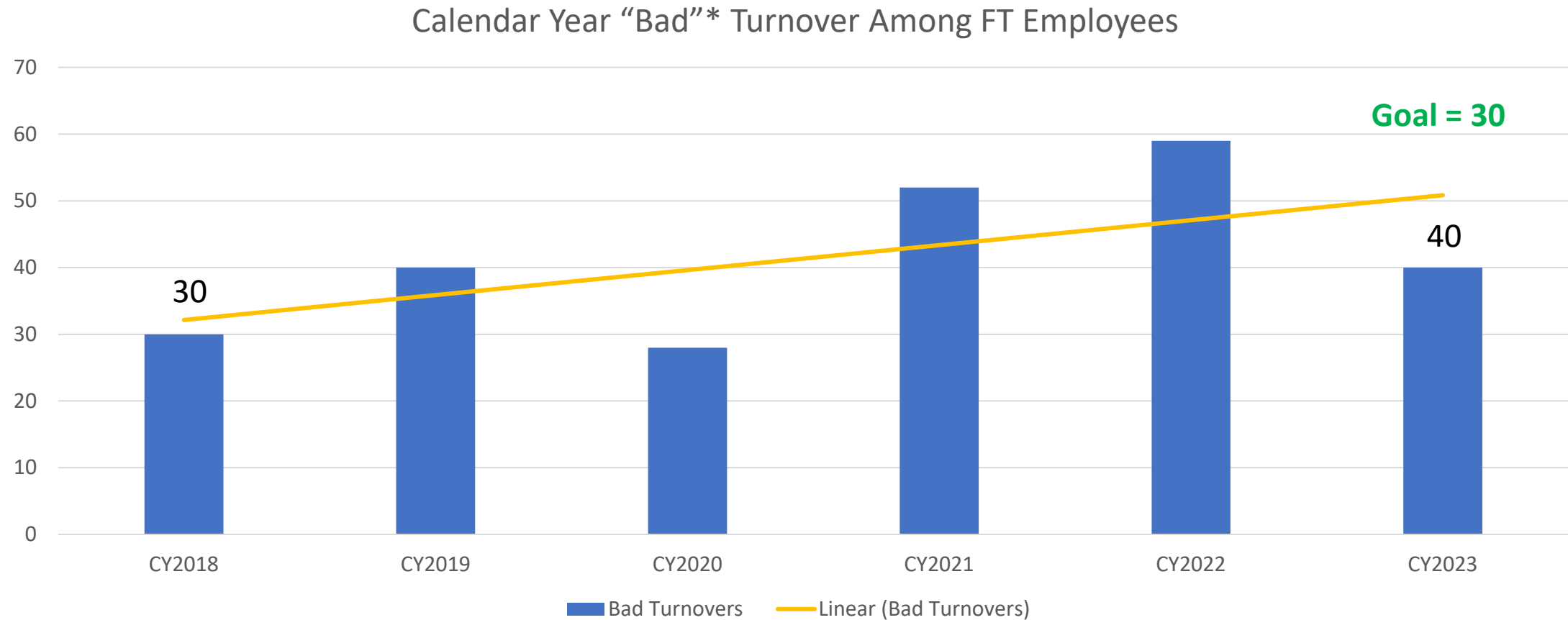
Purposeful recruitment, development and retention: Increase the retention of employees as measured by an 10% improvement in internal candidate representation across all stages of the recruitment/screening process as compared to the average of 2018-21.

Internal Applicants – Progress All Stages
 “...decrease red, increase green”

Key
 FMNQ Failed to meet minimum qualifications
 NLUC No longer under consideration - not interviewed
 INT Interviewed
 HIRED Selected for position



Consistent Standards of Performance and Accountability: Decrease by 73% the rate of “bad” turnover, as defined, compared to 2021.



*Defined as an employee who separates from CCS employment within two years of filling a full-time position and indicates they are leaving to take a “like/lateral position outside of CCS.”



Community Colleges of Spokane

Pillars *AND* **Priorities**









2021-2025

**STRATEGIC PLAN
PROGRESS REPORT**

Community Colleges of Spokane **2021-25 Strategic Plan**

Strategic Projects Status Check and 2025-202?
Planning




Strategy Map: Operational Excellence

Priority: Operational Excellence	Objective/Goal(s)	Key Performance Indicators (KPI)	Projects/Initiatives # Prioritized ✓ Nearing Completion/Completed • To be Prioritized	Deadline Assess	Project Status
Constant pursuit of organizational efficiencies	Improve employee satisfaction with CCS structures, processes, performance standards, and resource allocations by 15% as compared to rates established for FY21/22.	<ul style="list-style-type: none"> Surveyed employee satisfaction rates for organizational efficiency and resource allocation. 	<ul style="list-style-type: none"> <u>Compensation management restructure</u> for classified/exempt employee (employee recruitment and retention project) 		
			<ul style="list-style-type: none"> ✓ <u>LEAN efficiency “project team”</u> trained and assigned to Cabinet identified process review/leaning projects. 		
			<ul style="list-style-type: none"> <u>Management Development</u> training program (employee recruitment and retention project) 		
			<ul style="list-style-type: none"> <u>Work/Life Balance program</u> (employee recruitment and retention) 		

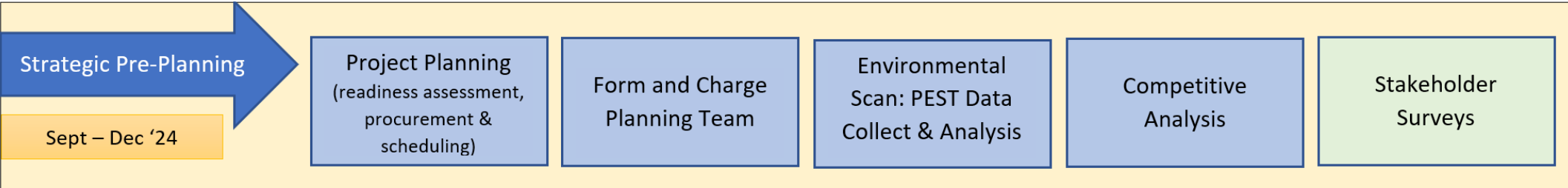
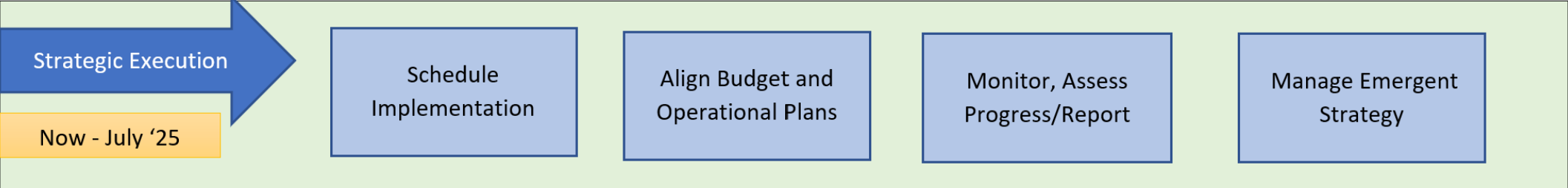


Community Colleges of Spokane
Pillars *AND* **Priorities**

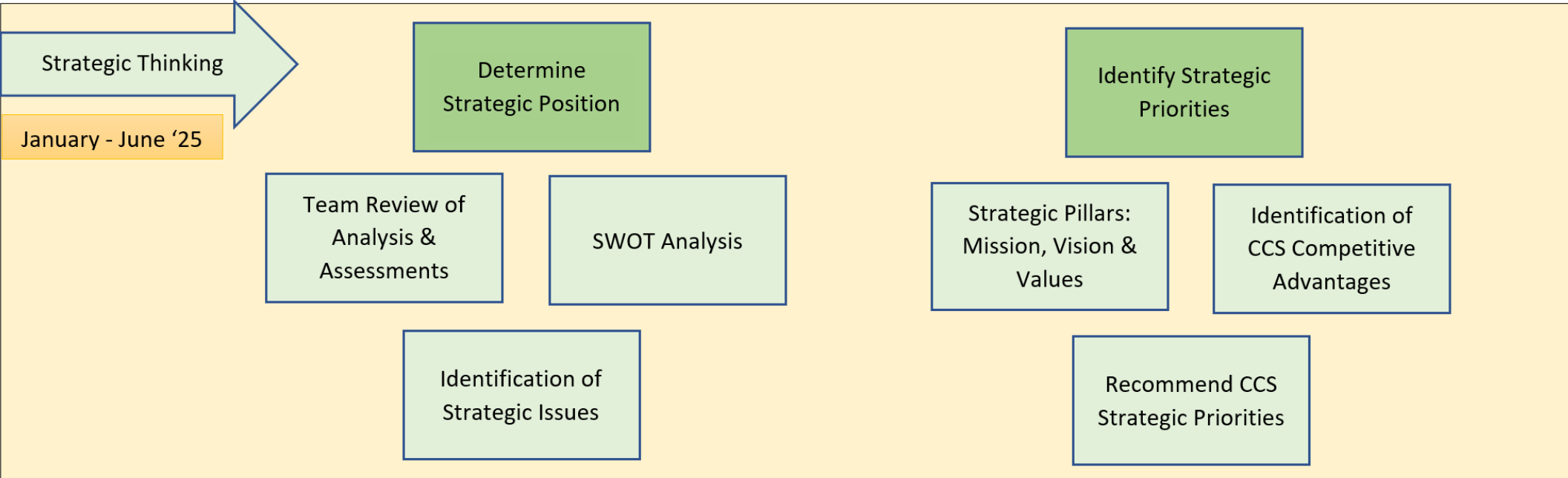
2021 - 2025
STRATEGIC PLAN
PROGRESS REPORT

- Originally, 35 strategic projects were identified and assigned by Cabinet
- Emergent Strategy sub-group worked during Spring 2023 to identify unaddressed emerging trends
 - 2 recommended projects accepted by Cabinet
- 2023 administrative retreat focused on Employee Excellence – Purposeful Retention
 - 3 projects added by Cabinet
- 40 projects total, status at end AY23/24...
 - 17 completed 
 - 10 in progress (8 are at 80%+ completion and expect completion by end FY) 
 - 13 yet to be assigned 

Overlapping Timeline of Successor Planning



2025-??
Successor Strategic Plan



AHE/FACULTY REPORTS

Presented by: Beverly Daily, AHE
Christina MitmaMomono, SCC,
ESL Katie Satake, SCC
Katella DeBolt, SFCC
May 21, 2024

AHE Presidents Report

Faculty are busy with all the search committees, hiring for faculty and administrative positions. There have been some concerns about the processes for administrative positions but as we move forward in the interest of collaboration and shared governance, we look forward to working together to project to the state that we are interested in outside voices that lead to larger candidate pools. Faculty look forward to the celebration of years of service. It is always a celebration as we recognize the long careers of faculty and staff and at the same time continue to welcome new members to our community. There is also the excitement of celebrating our newly tenured faculty. Faculty look forward to these end-of-the-year celebrations.

May 2024
Board of Trustees Report

Tom Banks, adjunct faculty in Adult Education | ESL, was one of the panelists at an Earth Day Film event at Northwest Museum of Arts and Culture on Sat., April 20. This event was advertised via posters around SCC and at CCS/Riverpoint Office; several students attended. A [news article in the Spokesman-Review](#) resulted.

Zachary Christman, faculty in Adult Education | ESL, had his class engage and work with the Spokane Riverkeepers to discover how to protect our local Spokane River. The students were able to volunteer and work with the Spokane Riverkeepers to participate in an organized river cleanup, and met with Dr. David Stasney who teaches in our Natural Resources department.

Victoria Sattler, adjunct faculty in Adult Education | ESL Monroe Center, was proud that her Level 1 students presented their 'About Me' project to Level 2 students and the AEC administration. The project covered topics such as family, food, and home. The students loved discussing what was familiar and dear to them. It was a success!



Board of Trustees Report-SCC Credit Faculty
Katie (Catherine) Satake

May 21, 2024

1. Greg Bem, SCC Librarian: Over the course of winter and spring quarters, Greg has created Artificial Intelligence (AI) workshops for both students and instructors. Greg covers AI topics including Introduction to AI, Generative AI (GenAI), Ethical Uses of GenAI, Exploring GenAI, and the GenAI Marketplace. The workshops were conducted in person and synchronously on Microsoft Teams. For those who are unable to join during the workshops, Greg recorded them and provided the recordings to anyone who has registered for the workshops. There are still two workshops left this quarter.
2. Amy Anderson, SCC Communication Studies Faculty reported: The “SpeakOut!” communications club recently hosted a “brunch and learn” on equity and storytelling. In preparation for the event, the club collected SCC student stories so students could share their goals, challenges, resources they use to help them succeed, and equity needs. The speaker, Dr. Stephanie Elie-Martin, a researcher on equity and storytelling, elaborated on the importance of storytelling for building connections and increasing equity.
3. Stacy Hudson, SCC Communication Studies Faculty reported: SCC was well represented by the Communication Studies Department at the Northwest Communication Association Conference on April 14-16th. Congratulations to all our amazing presenters!
 - Promoting Peace: The Peace Institute at Spokane Community College
Presenters: Angela Wizner and Angela Smith
 - Global Kindness Campaign: Building Intercultural Competence and Cultural Humility through Collaborative Online International Learning
Presenter: Amy Anderson
 - Rapport, Communication, and Strengths-Based Training: A Triad of Empathy in the Community College Classroom
Presenters: Amy Anderson (and research partners)
 - Leading with Empathy: An Inclusive Class Environment
Presenters: Amy Anderson (and research partners)
 - Empathy and Equity in Education: Embracing Universal Design for Learning in Communication Courses
Presenters: Stacy Hudson, Ann Culton, and Amy Anderson

April and May 2024:

#1: Grant and Getaway

Geography Instructor, Cameron McCormick has two activities he would like to share with the members of the Board:

1. Cameron received an UW Asian and Global Studies Course Development Grant to create a module about the geography of southeast Asia for use in GEOG& 102, World Regional Geography. The grant is for \$2000 and is an example of the coordination between public four-year institution and community colleges in Washington.
2. In May 2024, at the request on an online student based in Honduras, Cameron is visiting the school where that student is teaching. This is Cameron's first visit to Latin America and aims to gather examples from the region to balance his examples from Africa for use in his courses. The trip is partly funded by the \$1.5K fund.

#2: Indigenous Inclusion is Important to SFCC

Cozette Phillips, Gallery Director/Fine Arts Faculty, shared that the SFCC Fine Art Gallery was just awarded a 10,000 grant from Spokane Arts (SAGA Grant Awards)!

The Ska-hét (sáxetk™) Artist-in Residence Program at SFCC is an annual three-month residency which provides state of the art studio space within the Fine and Applied Arts building to an Indigenous artist. The selected resident artist will explore creative expression through educational and professional development opportunities that connect them with students and the wider Spokane community.

With generous support from the Spokane Arts SAGA Grant, Community Colleges of Spokane, and private donors, the fully funded residency will provide an impressive level of support and will ensure that the resident artists selected each year are not financially burdened through their participation.

SFCC sees the newly constructed Fine and Applied Arts Building (planned to open in the Fall of 2024) as a shared place of empowerment that can provide all people with opportunities to explore, express, and celebrate their cultural identities and heritages in an affirming space.

Cozette stated "Resources received will fuel the Fine Art Department's commitment to supporting Indigenous artists and all minoritized people with a place to create and develop their artistic skills while serving the Spokane community with a shared space for professional development and economic growth through education."

To learn more about the SAGA program and to see a complete list of grantees, visit <http://www.spokanearts.org/grants>

#3: Transitions and Tours

Sean Finley, Graphic Design Instructor, shared students from the NEWTech Academy toured the SFCC graphic design program. The NEWTech Academy tour of SFCC is important as SFCC has an articulation agreement with them and they regularly send students to the program. This one-day event gives the NEWTech students an opportunity to see what it's like to be at SFCC in-person.

[NEWTech / Homepage \(spokaneschools.org\)](http://www.spokaneschools.org)

SFCC students are also given opportunities to tour prospective employers like The Inlander or Zome Design this quarter. These opportunities allow students to connect what they learn in the classroom to the real world. It also allows them to hear from working industry professionals.

#4: Rosi Guerrero shared musical successes

“SFCC Music Choir Director, Nathan Lansing, along with his student group of chamber singers, embarked on their tour to New York City from April 18 to 23rd, marking a significant milestone since the pandemic hiatus. The pinnacle of this tour was a once-in-a-lifetime performance at Carnegie Hall on April 22nd. Joining them on this remarkable endeavor were vocal instructor Dr. Andrea Olsen and instrumental Director Dr. David Larsen. In addition, David Larsen celebrated the release of his latest album "Cohesion." He also released two new singles with pianist Bill Anschell and was a guest performer at Western Oregon University.”

#5: Please be more dramatic!!!

Kemuel DeMoville, Drama instructor, shared some accomplishments of instructors in the drama department.

Kemuel's play *Merry Men* was produced in Germantown, Tennessee, USA.

Chris Hansen (Adjunct Drama Instructor) conducted an acting workshop at Cheney High School and spoke to their 30+ Drama students about college life and the degree path at SFCC.

Rebecca Cook (Adjunct Drama Instructor) led Drama & Filmmaking students on a tour of the set of a film that was recently shooting near SFCC.

Prepared by:

Katella DeBolt
Psychology Instructor - Spokane Falls Community College
May 21, 2024

WFSE/CLASSIFIED STAFF REPORTS

Presented by: Ward Kaplan, SCC
Abigail Affholter, SCC
Alison Cooley, SFCC
May 21, 2024

STUDENT GOVERNMENT REPORT

Presented by: Austin Dehlin- SCC
Vishal Pathirana - SFCC
May 21, 2024

BOARD REPORT