

Washington State Community College District 17

Spokane Falls Community College
Falls Gateway Building, Room 212
3410 W. Whistalks Way

Spokane, WA 99224

[Join Zoom Meeting](#)

Meeting ID: 823 8804 2492
Passcode: 045596

Work Session Meeting
Tuesday, July 16, 2024

AGENDA

Trustee Mike Wilson; Chair, Trustee Todd Woodard; Vice-Chair
Trustee Anna Franklin, Trustee Glenn Johnson, Trustee Steve Yoshihara
8:30 a.m. – 12:00 p.m.

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

07/16/2024

Work Session Meeting Agenda

- | | | |
|-----------|--------------------------------------------------------------|---------------------|
| 8:30 a.m. | 1. Opening of Session/Land Acknowledgement | Action |
| | ↳ Mike Wilson, Chair | |
| | 2. Consent Agenda | Tab 1 Action |
| | a. Board Minutes | |
| | ↳ 06/18/2024 – Regular Meeting | |
| | b. Budget and Expenditures – Linda McDermott | |
| | c. Head Start – Bobbi Woodral | |
| | d. Admin Procedures – Greg Stevens | |
| | 3. Revision to Board Policy 5.20.04, Reserves | Tab 2 Action |
| | ↳ Dr. Linda McDermott, CCS | |
| | 4. Approval of 2025 Board of Trustee Meeting Schedule | Tab 3 Action |
| | ↳ Dr. Kevin Brockbank, CCS | |
| | 5. Roof Funding Request | Tab 4 Action |
| | ↳ Dr. Kevin Brockbank, CCS | |
| | 6. CCS Rebranding Market Position | Tab 5 Report |
| | ↳ Carolyn Casey, CCS | |
| | 7. Executive Session | |
| | Adjournment | |

**Next Meeting will be a Tuesday, September 10, 2024 at
8:30 a.m.
Spokane Community College, 1810 N Greene St,
Spokane, WA 99217 with a Zoom option**

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

July 16th, 2024

NOTICE OF WORK SESSION MEETING

(Notice Date: Wednesday, July 10th, 2024)

The Community Colleges of Spokane Board of Trustees will hold a Work Session meeting on Tuesday, July 16th, 2024 beginning at 8:30 AM.

The work session 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 July 16th meeting virtually, go to:

[Join Zoom Meeting](#)

Meeting ID: 823 8804 2492

Passcode: 045596

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

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

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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.

**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
July 16, 2024

Washington State Community College District 17

Community Colleges of Spokane
Board of Trustees Meeting
July 16, 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 - 06/18/2024, Regular Meeting
- b. Budget and Expenditures – Linda McDermott
- c. Head Start – Bobbi Woodral
- d. Admin Procedures – Greg Stevens

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
July 16, 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 June 18, 2024 meeting, as presented.

Prepared by: Breanne Riley
Executive Assistant to the Chancellor
July 16, 2024

Minutes of the Board of Trustees Meeting
Washington State Community College District 17
Regular Meeting
June 18, 2024 8:30am
Spokane Community College
In Person and Zoom Option

Present: Trustee Mike Wilson, Trustee Todd Woodard, Trustee Anna Franklin, Trustee Glenn Johnson, Trustee Steve Yoshihara. Also present: Kevin Brockbank, Kimberlee Messina, Jenni Martin, Linda McDermott, Brandy Browning, Patrick McEachern, Bobbi Woodral, Greg Stevens, Clinton Brown, Amy McCoy, Christine DeGeare, Andrew Norman, Tina Meland, Connan Campbell, Clinton Brown, Abigail Affholter, Amanda Carlson, Carolyn Casey, Katie Satake, Beverly Daily, Katie Satake, Anna Gamble, Sherri Fujita, Sarah Stiffler, Piper McCarthy, Jessica Cross, Bordeaux Milette, Carrie Culver, Breanne Riley (recording secretary).

Excused: Lori Hunt, Jaclyn Jacot, Ward Kaplan, Alison Cooley, Katella DeBolt, Christina MitmaMomono, Nichole Hanna

SCC Celebrating Student Success

Ms. Sherri Fujita gave an introduction and history of the HS+ program at SCC. Ms. Sara Stiffler gave a background of HS+ at SCC and the various components of the program. Ms. Piper McCarthy introduced herself and gave a brief background of working with the program at SCC. Ms. Anna Gamble gave a brief overview of the program. Ms. Jessica Cross explained the first cohort of the HS+ program and Ms. Gamble explained the second cohort. Ms. Gamble shared that the program asks for input at the time of completion from students and then shared examples from students. Ms. Gamble then played a student testimonial for the Board. Ms. Beverly Daily asked what the outcome was for the students that were not successful in the program. Trustee Wilson asked how the program is advertised to recruit perspective students and what the capacity was. Trustee Franklin then asked if there was a plan in the future so that there is a more robust front facing program connected to the community while offering easier pathways for individuals entering the program. Trustee Woodard asked if there were any plans to follow the students that have graduated from the program for the next 12/36/60 months. Dr. Brockbank thanked the Trustees for approving the tuition waiver last year for HS+ and that the goal for the program is to be transformational. Trustee Wilson thanked the presenters for their work at the college and for the great presentation.

Call to Order

The Board of Trustees of Washington State Community College District 17 held a regular meeting on Tuesday, June 18, 2024. Trustee Wilson called the meeting to order at 9:17am. This was followed by the Pledge of Allegiance and roll call. 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 Yoshihara.

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 May 21, 2024, Regular Meeting
- b. Capital Projects Status – Ms. Nichole Hanna
- c. Budget and Expenditures – Dr. Linda McDermott
- d. Head Start Updates – Ms. Bobbi Woodral

There were no questions or comments about the consent agenda. The motion to approve the consent agenda was so moved by Trustee Woodard, seconded by Trustee Yoshihara, and approved unanimously by the Board. Trustee Wilson acknowledged that he had signed and authorized the resolution to open an investment account with DA Davidson.

Exceptional Faculty Awards and Saling Awards

Ms. Christine DeGeare announced the three recipients for the Saling awards and that the recipients would be approved by the Foundation Board. Ms. DeGeare then shared that there are ten awards that will be dispersed for the Exceptional Faculty Awards and asked for approval from the Board. Trustee Wilson asked about the voting process and what the award for the Exceptional Faculty and Saling recipients were. Trustee Yoshihara asked if the monetary awards for the recipients were considered a gift or taxable income. The motion to accept the recommendation was so moved by Trustee Woodard, seconded by Trustee Franklin, and approved unanimously by the Board.

Exempt Employee Retention Increases and Faculty Salary Schedule for FY2024/25

Mr. Greg Stevens reviewed the proposed faculty schedule for FY24/25. Mr. Stevens reviewed that the faculty general salary increase to be applied is 5.834% and that AHE

is in agreement. Dr. Linda McDermott reviewed the funding that will be provided by the State Legislature. Trustee Franklin asked if pay equity reviews were conducted within CCS. The motion to approve the salary schedule for faculty was so moved by Trustee Yoshihara, seconded by Trustee Franklin, and approved unanimously by the Board. Mr. Stevens then reviewed the proposed salary schedule for professional exempt employees at CCS. The proposal schedule will be to add a 3% retention salary increase to the 3% general salary increase (COLA). Trustee Wilson noted that turnover has improved at CCS and that was promising. The motion to approve the salary schedule was so moved by Trustee Woodard, seconded by Trustee Yoshihara, and approved unanimously by the Board.

Approval of Fiscal Year 2024-25 Operating Budget

Dr. Linda McDermott introduced the budget team from CCS, SCC, and SFCC and thanked them for their hard work. Dr. McDermott reviewed the recommendations for the operating Budget, S&A budgets, and the Athletics budget. Dr. McDermott reviewed the FY25 initial operating budget and its importance. Dr. McDermott then reviewed the recommended FY25 operating budget to the Board. The CCS budget overview summary by college and departments/operating units and the summary of expenditures by type were then presented. Dr. McDermott presented the budget overview for SCC summary by division. The SFCC budget overview by division was then shared with the Board. Dr. McDermott reviewed the central administrative units budget overview summary and district managed costs. Trustee Franklin asked for clarification of institutional effectiveness and why it was not included in the SFCC budget. The general support services budget overview summary of expenditure by type was then reviewed as well as the district managed costs. Dr. McDermott then reviewed the student fees overview and summary of revenue charges. Trustee Yoshihara asked if the estimates were annualized. The summary of the CCS capital projects budget overview by project was then presented. Trustee Yoshihara asked if there was a depreciation in the budget.

Approval of Fiscal Year 2024-25 Service & Activities (S&A) Funded Budgets and Athletics Budgets

Dr. Linda McDermott reviewed the FY25 Services and Activities budgets. The FY25 Athletics budget was then reviewed. It was recommended that the Board of Trustees approve the operating budget, S&A budgets, and the Athletics budget. Discussion ensued. The motion to approve was so moved by Trustee Franklin, seconded by Trustee Woodard, and approved unanimously by the Board.

BREAK

Trustee Wilson reconvened the meeting at 10:35am

Chancellor's Report

Dr. Kevin Brockbank, Chancellor, reported that Ms. Amy McCoy will be retiring in the coming months and has served CCS for 25 years. Dr. Brockbank reviewed the duties that are currently being held by Ms. McCoy and which departments will be assigned her duties after her retirement. Dr. Brockbank gave an update on financial aid and the financial aid offices. The \$1500.00 that was approved to disperse to students has not been implemented and it is the hope that FAFSA applications will be processed and the funds will not need to be dispersed. The position of the Vice President of Workforce Development has been filled by Ms. Julie Parks and she will move into her new role in August 2024. Dr. Brockbank then thanked the employees at the institutions and the district for their commitment to making CCS a strong district.

Dr. Kimberlee Messina, President of SFCC, thanked the Trustees for their participation during the graduation ceremonies. Dr. Messina reported on the strategic equity plan that was implemented at both SCC and SFCC and that it is time to renew the plan. Dean Francisco Salinas is leading the renewal of the equity plan at SFCC and there is much work that is being done.

Presidents Report

Dr. Kevin Brockbank on behalf of Dr. Jenni Martin, President of SCC, Dr. Brockbank gave an overview of Dr. Martin's report as she was attending a summit in Olympia. It was reported that enrollment trends have increased in the summer and fall quarters. Trustee Yoshihara asked how enrollment compared to pre-pandemic enrollment and how long it is anticipated to return to pre-pandemic enrollment rates. SCC was awarded a grant in an effort to collaborate community colleges and tribal nations and they are now 1 of 6 colleges working with tribes in the state.

Workforce Demographic Utilization Effective 20/31/2023

Mr. Greg Stevens reviewed the population comparisons, employees of color and the Eastern Washington Public Agency comparison. The comparison of employees of color by CCS organization unit was then discussed as well as the 2014-23 employees of color decade trend. Employees of color by employee job group was then reviewed by Mr. Stevens. CCS persons with disabilities was reviewed and it was explained that the vaccine mandate had impacted the rise in the rate of employees reporting disabilities. Faculty of color compared by institutions and CCS workforce age demographics were then reported. Number of separations each fiscal year was reported to the Board as well as the CY2023 analysis of administrator and exempt recruitment. Trustee

Franklin asked if there was a graph that reflected total turnover by diversity. CY2023 analysis of faculty recruitment was discussed. The 2021-25 strategic plan related objectives and projects was discussed as well as the key performance indicator. Trustee Woodard asked if the objectives for the 2025 strategic plan had been discussed and if a workshop would be offered. Trustee Wilson asked how the data was determined to see if there was any evidence of discrimination or bias that might exist in various pockets that help to drive the data. Trustee Franklin asked if unconscious bias was discussed in the hiring committee debrief sessions.

AHE Report

Ms. Beverly Daily reported that faculty is excited for the end of the year and the graduations were inspiring. It was also reported that AHE will be offering a lunch to the financial aid offices at both campuses as a thank you for their hard work.

WFSE/Classified Staff Report

Ms. Abigail Affholter reported that SCC is looking forward to hosting the annual STTACC Conference on August 7-8. Ms. Affholter thanked the classified staff in the registration and admissions office for their work during the May 22nd event where 310 potential students were facilitated and 70 of those students registered for fall classes.

Faculty Report

Ms. Katie Satake shared that Mr. David Edwards, SCC Architecture faculty, reported that he has been presenting to a variety of ages of students about the architecture program and building and engineering. Ms. Christina MitmaMomono was a visionary for the SCC Central Art Project and a number of students from different colleges in the area painted images on the cement in the SCC Central Plaza. Mr. Jonathan Smith, SCC Anatomy and Physiology faculty, reported that Mr. Andy Buddington and Mr. Andy Schmidt presented at an HIP Conference. The conference was coordinated by Ms. Angela Rasmussen and had 515 attendees.

Board Report

Trustee Yoshihara noted that he had a great time at the commencement ceremonies and that they were very well done. Trustee Wilson noted that he enjoyed the ceremonies being held at The Podium.

Executive Session

The Board will convene in executive session under RCW 42.30.110(1) for the purpose of an executive evaluation.

The executive session will last for approximately 10 minutes.

Potel Action Generated from Executive Session

No action was taken.

Adjournment

Being no further business, the meeting adjourned at 11:45am.

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 May 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 May 31, 2024. The reports reflect fiscal activity through eleven (11) months of the 2023-24 fiscal year, including the 12th State Allocation received from the State Board for Community and Technical Colleges.

Tuition revenue collections: Year-to-date tuition revenue of \$23,086,607 reflects a positive variance of \$1,098,531 when compared to the estimated target revenue of \$21,988,076 for the same period. The increase in revenue from last month of \$183,531 reflects final collections of spring quarter tuition. As of May 31, total year-to-date tuition revenue as noted above exceeds the tuition budget allocation by \$990,354. The final budget-to-actual status will be determined when the fiscal year is complete.

Operating budget expenditures: Actual expenditures year-to-date of \$101,854,681 represent 85% of total annual operating budget expenditures. Operating unit expenditures are trending well within budget for the year.

All-Funds Summary Report of Revenues and Expenditures: Net Activity (total revenue minus total expenditures from all sources) as of May 31 was \$20,484,615, an increase of \$1.8 million from last month. Revenue increases for the month were driven primarily by the recognition of grant/contract revenue, financial aid, and an increase in the state allocation. Expenditure increases were driven primarily by grants/contracts, financial aid recognition, and salary and benefit expenses from multiple sources.

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 2024.05 – 2024-07-05
2. Revenue & Expenditures 2023-07-01 through 2024-05-31 – 2024-07-08

Prepared by: Dr. Linda McDermott, CPA
Acting Chief Financial Officer
July 16, 2024

State Allocation and Tuition Operating Budget Report

for Fiscal Year 2023 - 2024

Tuition revenue and GL expenditures through May 31, 2024



State Allocation #12

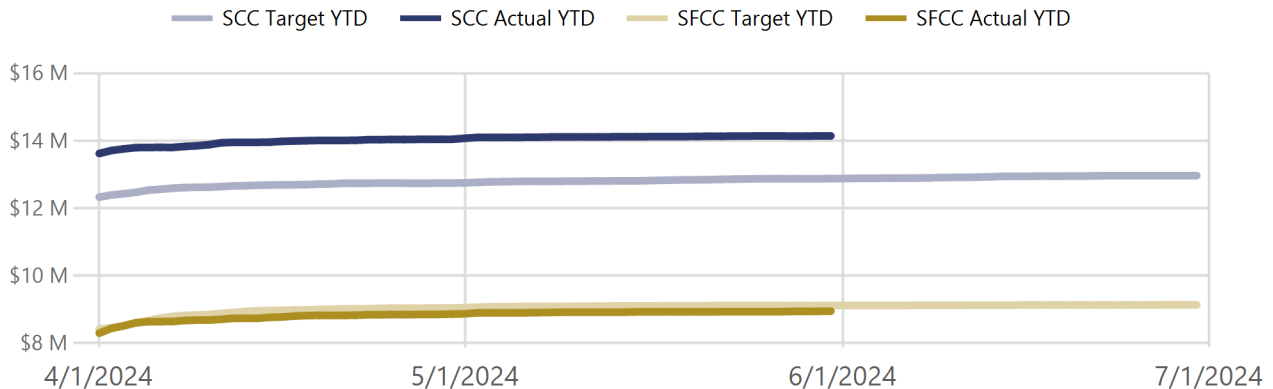
	SCC	SFCC	Central Admin	DMC	District Total
Total State Allocation	\$45,880,572	\$21,540,065	\$18,191,172	-	\$85,611,809
Tuition Revenue Estimate	\$5,247,268	\$3,855,450	\$3,538,401	\$9,455,134	\$22,096,253
Operating Support, One-time Distribution of FY23 Tuition Revenue, Unspent DMC, and Local Funds	\$2,858,426	\$5,411,799	\$3,712,534	\$92,093	\$12,074,852
Total State Allocation & Tuition Operating Budget	\$53,986,266	\$30,807,314	\$25,442,107	\$9,547,227	\$119,782,914

Allocation and Tuition Expenditures

	Budget	Year-to-Date Expenditures	Percent Expended to Budget	Percent of Total Expenditures
SCC	\$53,986,266	\$45,877,001	85%	45%
SFCC	\$30,807,314	\$26,722,478	87%	26%
Central Administration	\$25,442,107	\$22,948,529	90%	23%
<i>Administration (HR, CEO, CCO, CFO, CIAEAO)</i>		\$7,433,251		7.3%
<i>IT, Facilities, Security, Provost</i>		\$15,515,278		15%
District Managed Costs	\$9,547,227	\$6,306,672	66%	6.2%
Total	\$119,782,914	\$101,854,681	85%	

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	\$14,143,002	\$12,877,570	\$1,265,432	9.8%
SFCC	\$9,131,756	\$8,943,605	\$9,110,506	(\$166,901)	-1.8%
District Total	\$22,096,253	\$23,086,607	\$21,988,076	\$1,098,531	5.0%





Revenue & Expenditures

7/1/2023 through 5/31/2024

Revenue	July	August	September	October	November	December	January	February	March	April	May	Total
Tuition and Student Fees												
Tuition	\$7,068,593	\$2,097,628	\$243,240	\$1,260,947	\$4,956,582	\$1,046,882	\$184,802	\$5,095,688	\$2,057,276	(\$65,195)	\$137,860	\$24,084,303
Tuition AR	(\$5,189,662)	(\$409,725)	\$4,336,929	(\$585,127)	(\$3,354,868)	\$3,189,827	\$1,220,936	(\$4,441,545)	\$2,950,096	\$1,258,383	\$45,714	(\$979,042)
S&A Fee	\$836,588	\$346,825	\$30,115	\$156,465	\$844,788	\$163,964	\$7,482	\$811,459	\$326,559	(\$21,385)	\$555,956	\$4,058,815
Student Fees	\$1,217,651	\$456,232	(\$25,691)	\$211,061	\$780,400	\$731,657	\$86,906	\$1,294,767	\$450,366	\$130,111	\$938,169	\$6,271,629
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	\$2,247,059	\$1,293,988	\$23,306,243
Running Start	(\$3,348,788)	\$3,514,036		\$21,964	\$1,280			\$368,285	\$3,933,585	\$4,149,132		\$8,639,495
Perkins	-	\$247,994	\$103,306	\$30,334	\$92,951		\$448,697	(\$452,111)	\$3,950	\$303,303	\$1,378,770	\$2,157,195
WorkFirst	-	\$175,651	\$105,869	\$65,445	\$106,561		\$253,284	(\$38,255)	\$97,893	\$102,245	\$336,909	\$1,205,601
BFET	-	\$154,960	\$226,552	\$11,052	(\$4,656)	\$80,305	\$197,014	(\$171,901)	\$115,330	\$31,078	\$255,406	\$895,140
Corrections	-	\$175,438		\$524,190			\$209,666	(\$419,332)		\$589,761	\$1,676,984	\$2,756,706
Grant Indirect	\$158,410	\$172,884	\$161,870	\$214,306	\$318,278	\$262,407	\$201,716	\$204,932	\$748,907	\$223,028	\$898,192	\$3,564,930
Other Grants & Contracts	(\$289,026)	\$997,712	\$539,610	\$480,210	\$663,877	\$758,288	\$1,055,144	\$114,486	\$6,192,743	\$868,375	\$6,388,498	\$17,769,917
Financial Aid												
PELL	\$529,216	(\$2,524)	\$5,292,252	(\$4,329)	\$433,822	(\$88)	\$4,718,718	\$1,499,596	(\$20,033)	\$5,014,168	\$687,057	\$18,147,854
Work Study	(\$60,688)		\$86,843	\$50,000	\$65,420	\$57,200	\$73,514	\$42,000	(\$107,028)	\$187,316	\$119,122	\$513,699
Other Federal Financial Aid	(\$47,267)	\$28,758	\$197,477	\$18,005	\$69,268	\$1,138	\$66,804	\$36,285	\$2,363	\$14,276		\$387,107
Other State Financial Aid	\$126,700	\$206,261	\$421,076	\$4,060,777	\$2,341,120	\$572,136	\$3,941,971	\$1,967,433	\$535,011	\$5,899,943	(\$1,043,905)	\$19,028,524
Direct Loan	(\$700,007)	(\$26,081)	\$5,249,756	(\$1,331,916)	\$1,685,747	(\$302,138)	\$3,684,981	\$1,844,813	(\$30,135)	\$4,117,412	\$564,125	\$14,756,557
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	\$7,156,450	\$7,166,916	\$76,923,460
Capital Projects	\$167,975	(\$74,737)	\$3,645,453	\$331,509	\$2,204,056	\$1,985,386	\$527,067	\$915,640	\$496,252		\$230,508	\$10,429,109
Auxiliary	\$703,051	\$770,210	\$329,021	\$499,144	\$394,182	\$582,776	\$390,147	\$385,595	\$798,631	\$698,845	\$877,911	\$6,429,512
Other Revenue	\$2,689,392	\$756,015	\$264,047	\$809,543	\$1,176,981	\$401,614	\$258,859	\$1,652,143	\$414,586	\$1,647,682	\$7,633,439	\$17,704,301
Accounts Receivable	\$11,965,357	\$2,057,827	(\$1,769,698)	\$4,165,917	(\$2,724,861)	\$2,465,209	(\$2,660,846)	(\$908,418)	(\$2,249,123)	(\$2,817,946)	(\$2,485,767)	\$5,037,651
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	\$31,734,042	\$27,655,850	\$263,088,706



Revenue & Expenditures

7/1/2023 through 5/31/2024

Expenditures to Date	July	August	September	October	November	December	January	February	March	April	May	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	\$197,050	\$284,601	\$1,718,752
Student Fees	\$162,219	\$479,129	\$396,429	\$671,992	\$404,061	\$380,517	\$405,819	\$494,007	\$262,040	\$430,372	\$333,917	\$4,420,501
Building & Innovation Fee	\$100,513	\$209,483	\$288,304	\$763,366	\$64,197	\$235,915	\$684,869	\$188,446	\$88,609	\$833,961	\$176,862	\$3,634,526
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	\$2,204,760	\$1,866,171	\$21,154,264
Running Start	-	-				\$3		\$167	\$5,854,601	\$11,541	\$8,440,238	\$14,306,551
Perkins	\$36,881	\$31,164	\$64,912	\$96,882	\$73,593	\$119,834	\$42,369	\$155,985	\$150,421	\$170,113	\$215,297	\$1,157,450
WorkFirst	\$96,627	\$66,345	\$104,970	\$107,040	\$85,285	\$88,773	\$119,514	\$97,893	\$102,245	\$127,343	\$95,843	\$1,091,878
BFET	\$58,050	\$34,363	\$116,075	\$96,623	\$37,010	\$61,191	\$119,865	\$40,693	\$88,023	\$109,231	\$52,468	\$813,590
Corrections	\$146,799	\$179,921	\$171,366	\$171,795	\$234,453	\$178,356	\$169,660	\$168,871	\$179,329	\$147,324	\$142,652	\$1,890,526
Other Grants & Contracts	\$88,221	\$61,555	\$131,686	\$213,830	\$342,958	\$110,473	\$287,946	\$455,980	\$95,193	\$173,714	\$906,623	\$2,868,178
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	\$983,925	\$13,964	\$19,078,759
Work Study	\$33,229	\$39,174	\$35,366	\$88,227	\$90,990	\$59,892	\$83,646	\$106,443	\$89,812	\$100,328	\$119,186	\$846,294
Other Federal Financial Aid	\$107,621	(\$480)	\$115,644	\$30,356	\$7,063	\$131,283	\$61,603	\$2,282	\$119,731	\$43,651	\$45,227	\$663,984
Other State Financial Aid	\$1,377,134	\$47,839	\$5,656,138	\$534,891	\$342,969	\$5,037,912	\$1,317,302	\$251,372	\$5,014,149	\$1,246,805	\$109,537	\$20,936,049
Direct Loan	\$1,098,220	\$219,546	\$3,418,113	\$1,026,013	\$365,827	\$3,731,050	\$1,058,528	\$785,542	\$3,885,998	\$879,409	\$1,133,087	\$17,601,332
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	\$9,598,669	\$10,074,363	\$97,530,746
Capital Projects	\$3,011,258	\$3,825,466	\$358,748	\$2,263,009	\$1,993,671	\$537,800	\$971,009	\$504,008	\$234,647	\$969,175	\$849,017	\$15,517,808
Rent & Utilities	(\$82,820)	\$435,532	\$330,249	\$308,548	\$642,438	\$405,849	\$459,042	\$383,618	\$391,714	\$473,300	\$683,162	\$4,430,631
Travel	\$16,910	\$30,737	\$23,772	\$38,110	\$35,909	\$32,320	\$18,525	\$37,414	\$41,228	\$47,310	\$77,167	\$399,403
Goods, Equipment, and Supplies	\$59,742	\$134,018	\$156,103	\$164,722	\$225,077	\$127,599	\$105,003	\$176,057	\$233,979	\$171,673	\$255,711	\$1,809,685
Auxiliary	\$107,666	\$200,365	\$112,817	\$148,780	\$354,837	\$192,140	\$111,333	\$222,807	\$111,723	\$134,847	\$259,138	\$1,956,455
Other Expenses / Services	\$1,321,718	\$506,464	\$858,076	\$1,220,369	\$461,563	\$653,554	\$1,109,466	\$611,379	\$732,325	\$1,531,803	(\$229,986)	\$8,776,731
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	\$20,586,303	\$25,904,246	\$242,604,091
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)	\$11,147,739	\$1,751,603	\$20,484,615

CONSENT AGENDA ITEMS: HEAD START UPDATES

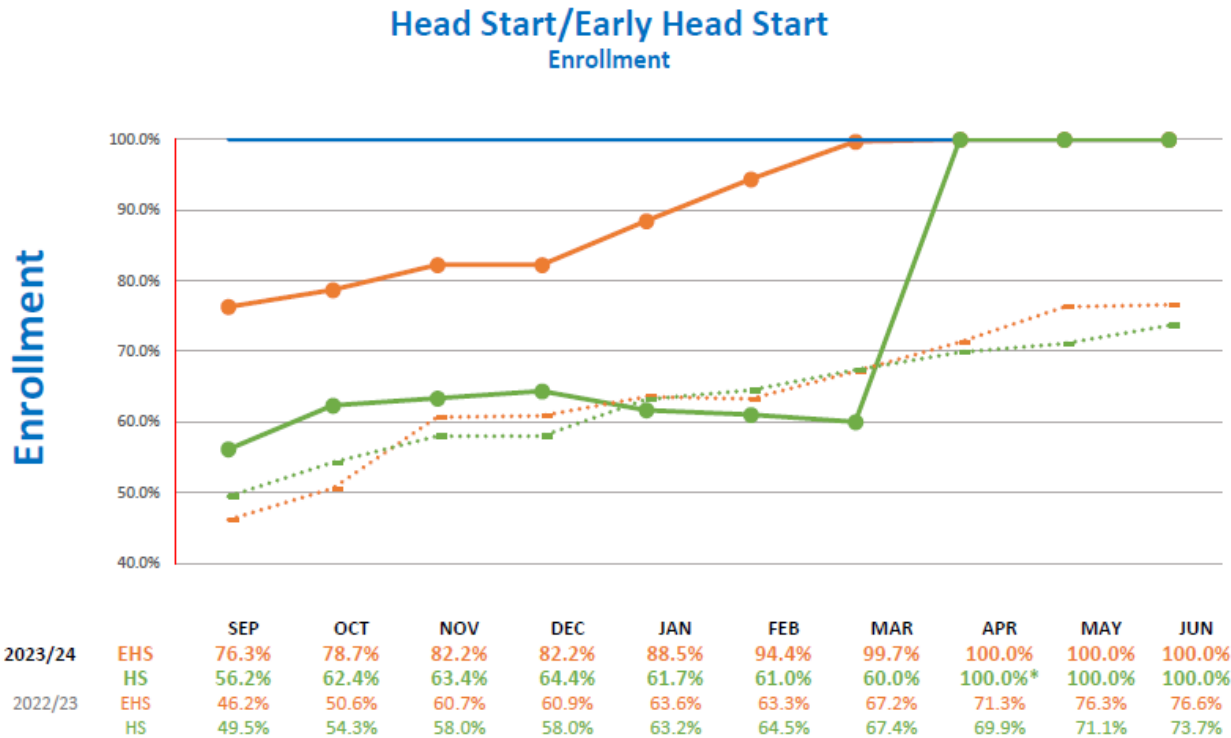
Submitted by: Bobbi Woodral
District Director Head Start/EHS/ECEAP
July 16, 2024

STATUS REPORT HEAD START/ECEAP/EHS JULY 2024

ENROLLMENT

In June, Head Start and Early Head Start successfully maintained full enrollment, with 100% of available slots being occupied.

June 2024



FY25 MONITORING REVIEWS NOTIFICATION

In Fiscal Year 2025 (FY25), our Head Start/Early Head Start program will undergo two significant monitoring reviews.

1. Focus Area 2 (FA2) Monitoring Review
2. Classroom Assessment Scoring System (CLASS®) Monitoring Review

Important Points to Note:

- Notification Details: We will receive additional information, including the assigned Review Lead and specific review dates, approximately 45 days before each event.
- Scheduling Regulations: The Office of Head Start (OHS) will not authorize changes to the scheduled review dates.
- CLASS® Review Options:
 - Video Review: Agencies can opt to self-record and submit videos for the CLASS® monitoring review.
 - Onsite Review: Alternatively, a certified CLASS® observer can visit onsite to conduct the observations.

Action Items:

- Determination of the preferred option for the CLASS® review (Video Review or Onsite Review).
- Coordination with Key Offices:
 - Human Resources Office: Ensure staffing and professional development records are up-to-date and accessible.
 - Fiscal Office: Verify that financial systems and records are in order to demonstrate compliance with funding requirements.
 - Business Office: Confirm that all business processes and reporting mechanisms are in place and functioning to support the review.
- Staff Preparation:
 - Conduct training sessions for staff to ensure they are familiar with the review processes and requirements.
 - Implement monitoring and feedback mechanisms to continuously assess and improve staff readiness.
- Overall Preparation:
 - Prepare for both the FA2 and CLASS® reviews, ensuring compliance with OHS regulations and timelines.

ECEAP ANNUAL SELF-ASSESSMENT

The Early Childhood Education and Assistance Program (ECEAP) requires an annual self-assessment to ensure compliance with the Birth-to-5 (B-5) ECEAP performance standards. Contractors must engage all B-5 ECEAP providers, staff, and families in this self-assessment, utilizing the established ECEAP Self-Assessment process. The self-assessment is due by June 15 each year.

The B-5 ECEAP Self-Assessment process includes several key components to gather comprehensive feedback and ensure standards are met:

1. **ECEAP Director Surveys:** Collecting insights from program directors to evaluate leadership and operational effectiveness.
2. **Family Surveys:** Engaging families to provide feedback on their experiences and satisfaction with the program.
3. **Goals and Objectives:** Clearly defined goals and objectives guide the assessment process, ensuring that all aspects of program quality and compliance are thoroughly evaluated.

Please find the detailed ECEAP Self-Assessment Report attached.

Prepared by: Bobbi Woodral, District Director

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

5/31/2024

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)	3,150,245	704,014	82%	75%	3,964,793	(426,082)	3,090,337	874,456	78%	75%
Fringe Benefits	1,983,518	(65,195)	1,375,247	608,271	69%	75%	2,066,216	(42,565)	1,326,084	740,132	64%	75%
Travel	0	0	0	0	0%	75%	0	0	0	0	0%	75%
Equipment	46,500	46,500	46,318	182	100%	75%	18,000	18,000	17,592	408	98%	75%
Supplies	194,569	93,539	185,486	9,083	95%	75%	244,887	122,061	219,959	24,928	90%	75%
Contractual	0	0	0	0	0%	75%	0	0	0	0	0%	75%
Facilities/Construction	0	0	0	0	0%	75%	0	0	0	0	0%	75%
Other	777,112	49,431	501,330	275,782	65%	75%	653,543	24,655	383,453	270,090	59%	75%
Indirect	611,245	(1,060)	449,614	161,631	74%	75%	628,923	18,756	575,044	53,879	91%	75%
Unobligated/To Be Reassigned	173,474	173,474	0	0	0%	75%	285,175	285,175	0	0	0%	75%
FEDERAL FUNDING TOTAL	\$7,640,677	\$0	\$5,708,240	1,758,963	75%	75%	\$7,861,537	\$0	\$5,612,469	1,963,892	71%	75%
OTHER FUNDING												
SCC/SFCC Student Gov't Funds	73,639	0	70,670	2,969	96%	75%	62,361	0	60,331	2,030	97%	75%
Child Care Fees	1,350,953	(259,318)	800,993	549,960	59%	75%	1,882,128	15,602	1,266,832	615,296	67%	75%
OTHER FUNDING TOTAL	\$1,424,592	(\$259,318)	\$871,663	\$552,930	61%	75%	\$1,944,489	\$15,602	\$1,327,163	617,326	68%	75%
TOTAL FUNDING	\$9,065,269	(\$259,318)	\$6,579,902	2,311,893	73%	75%	\$9,806,025	\$15,602	\$6,939,632	2,581,218	71%	75%
Training & Tech Assistance Funds	\$76,563		\$57,829	18,734	76%	75%	\$145,055		\$56,231	88,824	39%	75%
Non-Federal Share Match HS/EHS	\$3,991,767		\$2,714,646	1,277,120	68%	75%	**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:

5/31/2024

Initials

Policy Council Treasurer _____

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.

CCS HS/EHS Board Liaison _____

USDA CACFP Meal Service Report - May 2024

Number of Reimbursable Meals		Actual HS/EHS Reimbursement		
8,558	Breakfast	\$19,512.24	Total Attendance	10,767
0	AM Snacks	\$0.00	Average Number of school days	22.00
10,374	Lunch	\$44,089.50	Average daily attendance	490.00
8,449	PM Snacks	\$9,885.33		
0	Supper	\$0.00		
0	Evening Snacks	\$0.00		
27,381	Total	\$73,487.070	Cash-In-Lieu	Total
			\$3,060.36	\$76,547.43
			Monthly Food Operating costs	\$87,960.43
	May Farm to School Grant reimbursement			\$498.65

Community Colleges of Spokane ECEAP

2023-2024 Program Self-Assessment

June 18, 2024

Prepared by:

Patti Cornelius, Director of ECEAP Services

**YOUNG
MINDS
BIG
FUTURES**

Introduction

The Community Colleges of Spokane (CCS) ECEAP conducts an annual program-wide self-assessment. Conducting a self-assessment is a requirement of ECEAP Performance Standard PAO-36, and is inclusive of feedback from families, community members, subcontracted staff, CCS staff, and policy council participants. CCS ECEAP implements self-assessment to take an in-depth look at the ECEAP contract as a whole and how CCS ECEAP as a contractor provides services to children and families. The Director of ECEAP Services reports the findings from this process to the bodies that govern CCS ECEAP as an ECEAP contractor.

This report provides a summary and results of this year's program self-assessment, and has set five overarching goals to address:

- Recruitment, Eligibility, and Enrollment (REE)
- Education
- Health, Nutrition, and Safety (HNS)
- Family Engagement and Partnerships (FEP)
- Program Administration and Oversight (PAO)
- Equity

Participation

Who:

- 30 Lead Teachers
- 11 Directors/Administrators
- 16 Family Support Staff
- 3 Policy Council Representatives

Processes used:

- Continuous Quality Improvement
 - On-site monitoring
 - Desktop monitoring
- ELMS Data Collection
 - Health Monitoring/Outcomes
 - Mobility Mentoring Assessment and Goals
 - Enrollment Count
 - Staff Monitoring
 - Portable Background Checks
 - Qualifications
 - Waitlist Report
 - Developmental Screenings
- Surveys
 - Comprehensive Onboarding
 - Education and Health Screenings
 - ASQ-3
 - Hearing/Vision
 - Managing challenging behaviors in children
- Focus group
 - Director's Meetings
- Teaching Strategies GOLD®
 - Assessment Status Report
 - Snapshot by Dimension
 - Widely Held Expectations

When:

- September 2023-May 2024

Participating Subcontractors:

- Cheney School District
- Deer Park School District
- East Valley School District
- GLOW Children Early Learning Center
- Liberty Park Community Development Center
- Parkview Early Learning Center

- Northeast Youth Center
- Salish School of Spokane
- Spokane Child Development Center
- Trinity Educare
- YMCA
- West Valley School District

Evaluation

Surveys

The CCS ECEAP team created one comprehensive survey to gather information about onboarding practices, education, health screenings, and managing challenging behaviors. The survey consisted of three questions and provided an opportunity for respondents to r leave comments and feedback at the end of each survey. The program specialist sent out surveys beginning in May, and they were accessible to staff for 30 days before closing for data aggregation. The program assistant sent weekly reminders to ensure sufficient feedback was collected for informed decision-making. The data collected from surveys was compared to data collected from desktop monitoring practices. This allowed our office to learn where gaps in training, technical assistance, and coaching may be taking place. While there were areas in alignment, there were also areas identified as needing extra attention or growth.

Continuous Quality Improvement

The Family Services Specialist and Health, Safety, and Nutrition Specialist conducted on-site continuous quality improvement visits beginning in early October, using a collaborative approach in supporting direct service staff in completing and maintaining accurate hard copy and electronic files. These visits were inclusive of reviewing file documentation about recruitment, eligibility, and enrollment documentation, family support visits, and completing required paperwork. The ECEAP Health Specialist monitored health requirements by conducting desktop monitoring and data collection through ELMS. When health items were missing, the health specialist followed up with individual family support staff to set a clear timeline for updating health statistics within ELMS and provided support to mitigate any barriers to collecting required information. Upon the conclusion of the file reviews and ELMS desktop monitoring, the results showed an increase in accurate documentation and increased child file completion.

An area of focus for this program year was to reach an 85% completion rate of documented current well-child and dental exams. Well-child exams reached a completion rate of 91% while

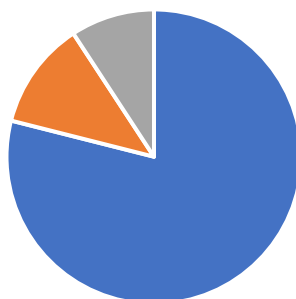
dental exams reached a completion rate of 92%. The percentages of documented exam completions are inclusive of children who met the standard at the time of application, within 90 days of enrollment, and after 90 days of enrollment. Hearing and vision screenings were also at the forefront of continuous quality improvement as it pertains to health screenings and outcomes. Completion rates for this program year were 97% for vision screenings and 96% for hearing screenings. Health data collected during the 2023-2024 program year shows that documenting required health-related activities in ELMS is an area of strength for the subcontractors under the CCS ECEAP Contract.

During the 2021-2022 program year, the CCS ECEAP team was tasked with creating a robust policy and procedure manual to support the implementation of consistent expectations and practices. In late 2022, the CCS ECEAP team began to investigate areas of growth and areas of strength to create additional policies and update existing ones. At the beginning of the 2022-2023 program year, policies and procedures were created and shared with directors of subcontracted locations, their assigned CQI Specialist from DCYF, the CCS ECEAP Component Specialist team, and the District Director of Head Start/ECEAP/Early Head Start for feedback on the content of the policies and procedures. Once feedback was gathered, and considered, adjustments were made to the policy and/or procedure, and it then it was implemented within the programming. It was decided to provide a slow roll-out of policies and procedures to support subcontractors in adjusting to new expectations and to allow time for training and onboarding. All subcontractors were onboarded and were provided training on ECEAP program performance standards and CCS ECEAP policy and procedure at the beginning of the 2023-2024 program year. The initial training and onboarding session was completed during the fall all-staff meeting in September and is provided to all newly hired staff through Basecamp as a required training, as per the required training policy. To cultivate and enhance the relationship between the contractor and subcontractors, the partnership manual was developed to outline the role of the contractor and the role of the subcontractor, ensuring that each knew their role and how to best support the other. This manual is compiled of pertinent information from the subcontract, performance standards, and CCS policy and procedure. Its intent is to support clear expectations and communication by consolidating all necessary information into one place, eliminating the need to search through multiple documents to find the answers required to be successful in their day-to-day work at the site level.

The roll-out of policies, procedures, and the partnership manual set CCS ECEAP up for success when working to close out the 2020-2021 Action Plan. As of May 2024, the action plan is closed, and CCS now has robust systems for collecting, maintaining, documenting, and following up on due dates and deliverables to ensure all thirteen subcontracted locations are meeting performance standards and CCS expectations of implementation of policy, procedures,

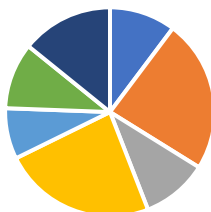
and service delivery. In Summary, the data collected shows that the implementation of the continuous quality improvement policy and procedure has supported the overall success of collecting and entering data into ELMS and working collaboratively with families and outside agencies.

Are you familiar with the education and health screening Performance Standards for the ECEAP program and the deadline for meeting them?



■ Yes ■ No ■ N/A

What obstacles did you encounter in meeting education or health screening deadlines?



■ Lack of resources (screening equipment) ■ Time constraints
 ■ Technical difficulties ■ Child absenteeism
 ■ Lack of training ■ Miscommunication of expectations
 ■ N/A

ELMS Data Collection

The Director of ECEAP in consultation with the Family Services Specialist and program assistant reviewed enrollment trends and statistics weekly throughout the program year. CCS ECEAP reached a peak of 85% total enrollment during mid-March, with enrollment declining to 80.1% in June. CCS currently has sixty-eight school day slots available to place in programming. Over the program year, a plan was put into motion to re-home 34 of these slots into current programming; five slots will be placed into a combined model within a CCS Head Start location, and the remaining 21 slots have anticipated placement within West Valley School District and Deer Park School District, both which are currently underserved areas within the community.

The Family Services Specialist reviewed site waitlists over the year and findings showed that Cheney School District, Northeast Youth Center, Trinity Educare, Spokane Child Development Center, and East Valley School District maintained consistent waitlists throughout the program year. Enrollment remained a continual focus area of growth across various locations and models within our program. Staffing shortages affected our ability to achieve full enrollment, impacting our capacity to meet performance standards, maintain child/teacher ratios, and open all classrooms. Recruitment will be a continued focus during the next program year to obtain full enrollment program-wide.

The component specialist team reviewed portable background check compliance monthly throughout the program year following the continuous quality improvement policy and procedure. Individual staff members who were out of compliance in this area were contacted to walk them through the process of updating their information in MERIT, applying for the background check through MERIT, and following the instructions to schedule fingerprints. Beginning in January 2024, standards were updated regarding portable background checks and obtaining clearance before staff could be hired. This change created hiring challenges within our subcontracted school district locations. The Director of ECEAP, the ECEAP Manager, and school district personnel met to discuss how to support the implementation of this requirement within school district hiring practices. A one-page document was created to support school districts in navigating this requirement, and many districts added portable background check language and requirements to their ECEAP-specific job postings in efforts to streamline their hiring practices. The completion of portable background checks has become a strength within subcontracted locations due to communication, collaboration, and technical assistance from the ECEAP component specialist team.

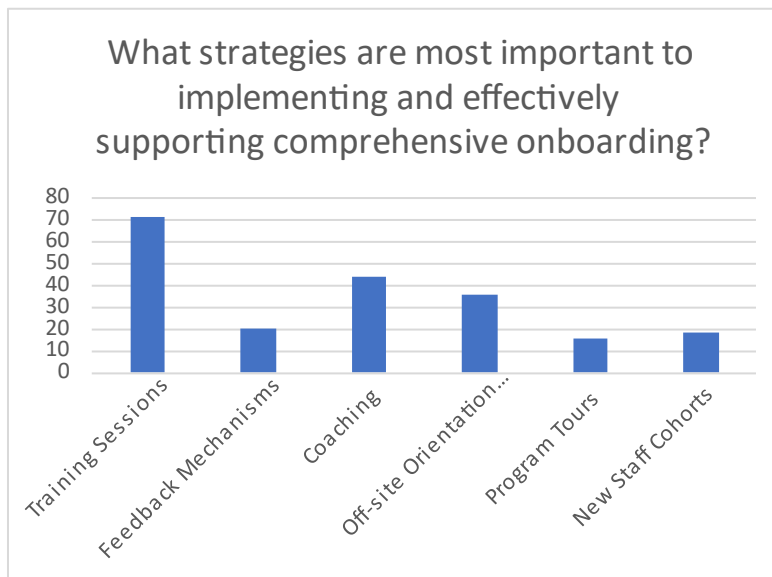
Monitoring of staff qualifications took place through monthly desktop monitoring and following up with staff and directors in accordance with the continuous quality improvement procedure. CCS ECEAP component specialists trained and provided technical assistance to subcontracted

staff to complete their MERIT profiles, submit transcripts, create, and submit professional development plans, and complete required training hours to meet annual learning plan requirements.

The completion rate of developmental screenings for the program year landed at 81%. Utilizing the continuous quality improvement policy and procedure, it was observed that subcontractors who reside within School District 81 would benefit from a coordinated referral system. The creation of this system will become an area of focus during the 24-25 program year. CCS ECEAP and Spokane Public Schools have begun developing a partnership to collaborate on coordinating referrals for evaluation.

Comprehensive Onboarding

The 2022-2023 Self-Assessment process uncovered a lack of understanding around ECEAP requirements, timelines for completion of deliverables, and overall perception of what it meant to meet standards. Over the program year, the CCS ECEAP component specialist team provided ongoing coaching and training to support subcontractors in meeting ECEAP performance standards and CCS policy and procedure. The survey sent out to staff requested feedback on what strategies were most important to implementing effective onboarding. A comprehensive training plan was created to support the continued effort to implement effective training and onboarding of newly hired ECEAP staff at subcontracted locations. Providing a supportive environment appeared to be an area of strength when administering training topics to staff.



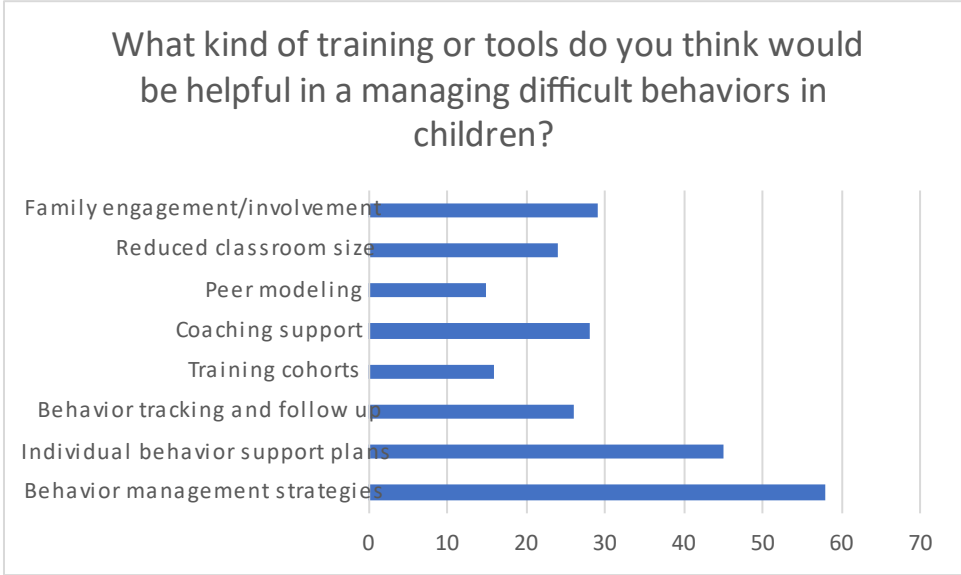
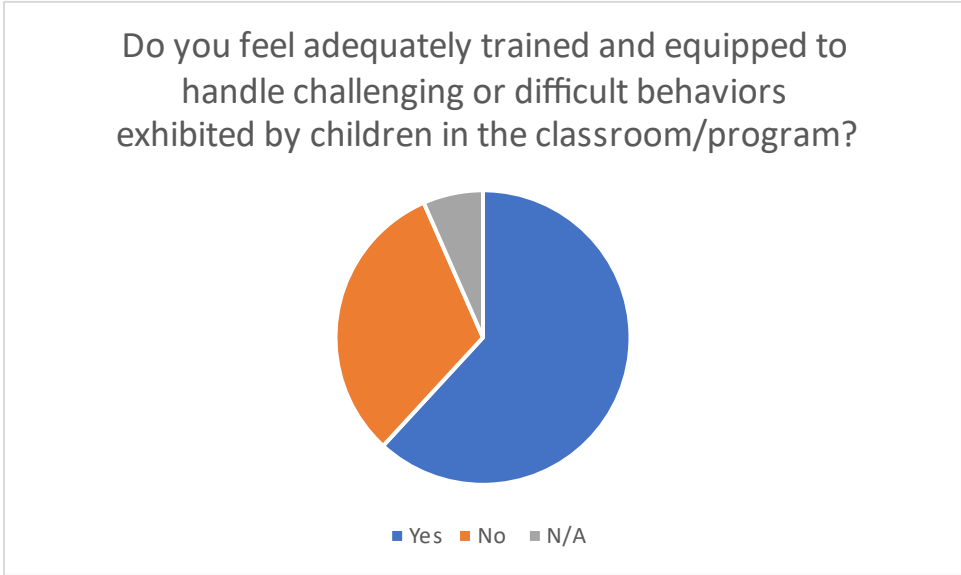


Director’s Meetings

Focused work continued during monthly director's meetings covering topics of continuous quality improvement, monitoring, behavior challenges, ELMS data entry, recruitment, enrollment and eligibility, portable background checks, and policy and procedure training/review. At the ECEAP winter conference in January 2024, directors, administrators, and family support staff were offered the opportunity to attend a one-day training covering the implementation of the Liberatory Design, focusing on both the modes and the mindset. CCS ECEAP has identified the use of Liberatory Design as an area of strength as well as an area of focus for the next program year and will incorporate both the modes and the mindsets into the systems work of programming.

Behavior Challenges

Behavior support has been an increasing topic of discussion as programming has regained enrollment momentum. Many of the classrooms based within our subcontracted locations are serving children who are entering class with complex needs and have experienced one or more ACEs in their home lives. Data was collected to determine how to best support staff and children within programming. Upon review of the data, it was determined that CCS ECEAP would benefit from providing additional trauma-informed training to support the social and emotional development of children and integrating a contracted mental health consultant to provide an additional layer of support to subcontracted locations.

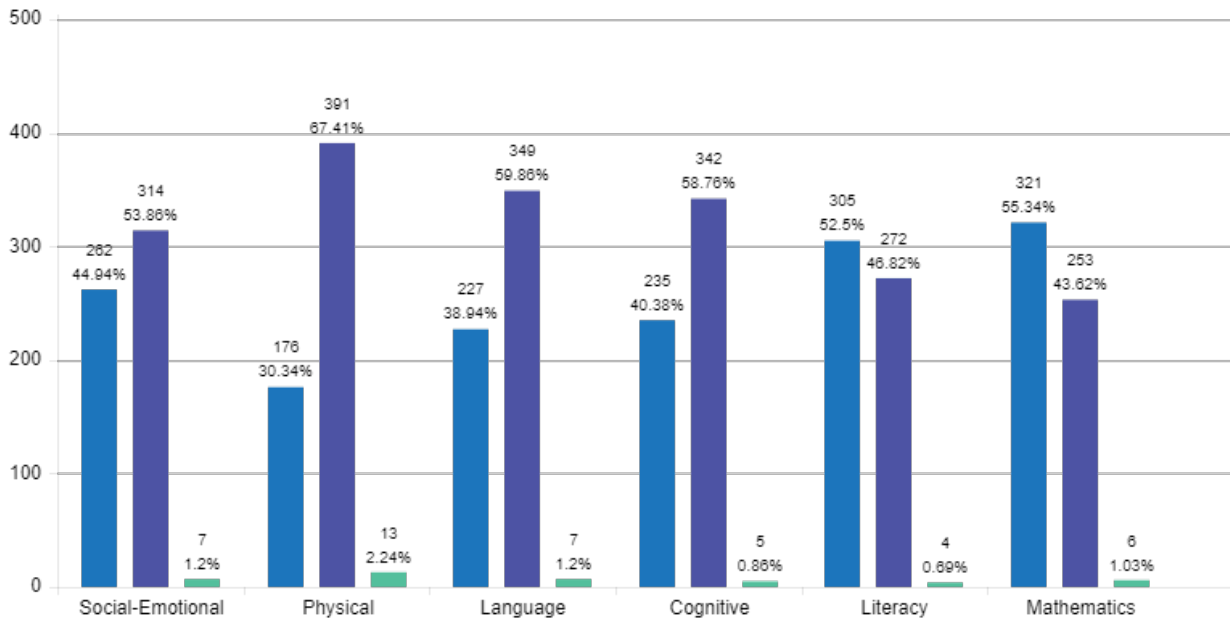


Teaching Strategies Gold® Data Collection

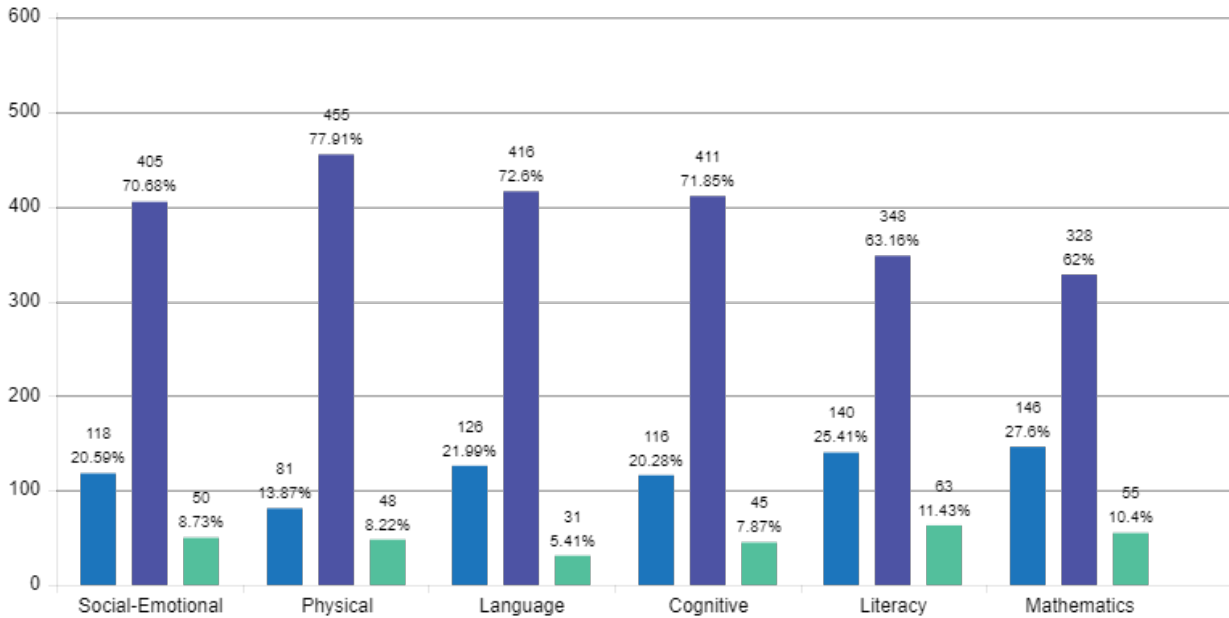
Data collected from fall 2023 to spring 2024 shows growth among children enrolled in ECEAP during the program year. However, at the time of data collection, all checkpoints were

incomplete (checkpoints are due on 6/15, the same day as the self-assessment report), and there was less room for comparison due to omitting winter checkpoints from the requirement this year. The review of data entered in TSG shows that this is a continued growth area for teachers at many subcontracted locations within CCS ECEAP.

Fall 2023 Widely Held Expectations



Spring 2024 Widely Held Expectations



Policy Council

Historically, parent participation in policy council proved to be a challenge upon returning to in-person services after the pandemic. During the 2022-2023 program year, a new format was introduced to subcontractors by the Family Support Specialist, locations were grouped based on geographical area to promote parent participation by bringing the event closer to their homes. In the beginning staff and families were excited about this opportunity, however, over the year, subcontractors experienced a lack of attendance and parents were unclear about the purpose of policy council. At the beginning of the 2023-2024 program year, CCS ECEAP began implementing policy council as the governing body. Policy council is a continued area of growth for CCS ECEAP and will continue to be an area of focus in the 2024-2025 program year.

Summary

The CCS ECEAP office experienced minimal turnover during the 2023-2024 program year and grew to be a strong, stable team. An area of focus for the program year was to implement a tiered coaching system to support lead teachers in developing their teaching practices. This goal brought forth the need to add a Classroom Quality Specialist to the CCS ECEAP team. The addition of this position allowed the education team to provide a focused effort on coaching in classrooms where the lead teachers were new to early learning and to ECEAP. The Classroom Quality Specialist is currently assigned to two sites where they spend much of their time in classrooms with teachers observing, setting goals, providing feedback, engaging in reflective conversations, and supporting teachers through modeling and coaching in the moment, in the classroom. This additional layer of support has increased the capacity to use observations, data collection, and coaching meetings to support decision-making in determining areas of growth and areas of strength.

As CCS ECEAP moved through the program year, it was clear that there were successes and strengths within the ECEAP office and our subcontractors. Seasoned staff were supportive of the new team and shared their wealth of human capital knowledge, which supported decision-making processes for moving forward. Strengths noted are the ability to use data to drive decisions and outcomes, to monitor for compliance and close loops improving completion of requirements to meet standards, and to create relevant training plans that meet subcontracted staff where they are within their trajectory of experience and learning.

CCS ECEAP will continue the work building a robust policy and procedure manual that is in alignment with ECEAP performance standards, WACs, and best practices. This policy and procedure work will continue into the 2024-2025 program year. Other areas of improvement were expanded compliance with required documentation, increased enrollment, retention of staff at many locations, and high attendance at trainings offered to teaching and family support staff.

Trends noticed during the year were a lack of understanding regarding requirements, timelines for completion, and overall expectations for meeting standards. Noticing these trends in programming allowed CCS ECEAP to provide coaching support and training to address timelines and expectations for meeting compliance.

Goals

- 1. Recruitment, Eligibility, and Enrollment**
 - a. CCS ECEAP will provide outlines for building and implementing strong recruitment plans with each subcontracted location individualized for the area served and targeted towards reaching children and families most in need.**
- 2. Education**
 - a. CCS ECEAP will use the Curriculum to Fidelity tool to support teachers in implementing Creative Curriculum into classrooms effectively to support children's educational growth.**
 - b. CCS ECEAP will provide comprehensive onboarding support to ensure all Lead Teachers and Assistant Teachers receive the required pieces of training to support their roles.**
- 3. Health, Nutrition, and Safety**
 - a. CCS ECEAP will work with each subcontracted location to:**
 - i. Reach a 95% completion rate of hearing and vision screenings within the required timelines throughout the program year.**
 - ii. Reach an 85% completion rate of documented current well-child exams and dental exams.**
 - iii. Coordinate and support referrals for evaluation to Spokane Public Schools to support the integration of the Special Education Preschool Partnership.**
 - b. By:**
 - i. Supplying ongoing support to family support staff in completing hearing and vision screenings**
 - ii. Sharing information and supporting subcontractors to increase access to adequate health care of families with the greatest needs or to those who are experiencing barriers to obtaining care.**
 - iii. Providing training and technical assistance to update subcontractors on how to refer children to Spokane Public Schools.**
- 4. Family Engagement and Partnerships**
 - a. CCS ECEAP will implement monthly Family Support Staff check-in meetings to provide oversight and guidance to Family Support Staff to ensure all FSS-focused deliverables are met within the timelines.**

CONSENT AGENDA ITEMS: ADMIN PROCEDURE

Submitted by: Greg Stevens
Chief Officer
July 16, 2024

CCS Administrative Procedure

2.00.01 – G Non-Represented Classified Staff Reduction in Force

Implementing Board Policy [2.00.01](#)

Contact: Human Resources

~~1.0~~ ~~1.0~~ — Reduction in Force and Layoff Rights Objective and Responsibilities (summary of Board of Trustees Policy 2.00.01)

Community Colleges of Spokane (CCS), aware of its obligations as an institution of higher education and a steward of the public trust, will ensure that personnel administration procedures and practices comply with federal, state and local laws and statutes; are based upon sound human resource management principles; satisfy the standards of regional and national accrediting organizations; and promote a work environment of collegiality, respect and professionalism. The objective of this procedure is to provide an implementation plan that ensures reduction-in-force of non-represented classified staff is administered without prejudice, is equitable to our employees and minimizes disruption to students, employees and the district.

- 1.1 The aAppointing Authority will determine the basis for, extent, effective date and the length of layoffs in accordance with this procedure.
- 1.2 This layoff procedure covers and applies to all CCS classified employees not covered by a collective bargaining agreement.
- 1.3 Employees may be laid off without prejudice according to these layoff procedures consistent with Washington Administrative Code WAC 357-46(WAC) 357-46. The reasons for a layoff include, but are not limited to:
 - lack of funds₁₇
 - lack of work₁₇
 - organizational change₁₇ and/or
 - termination of a project or special employment.
- 1.4 Layoff could result in any of the following:
 - separation from service with CCS₁₁
 - employment in a job class with a lower salary range maximum₁₁
 - a reduction in the work year₁₁ and/or
 - reduction in the number of work hours per week.
- 1.5 Nothing in this layoff procedure will negate the rights of CCS to transfer, promote, demote, dismiss or separate any employee of any employment status in any manner permissible under WAC 357.

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 or collective bargaining agreements.

- 2.1 Appointing aAuthority: only the Chancellor and campus presidents have the authority to make employment appointments. This authority may be delegated by these parties as appropriate.

2.2 Comparability: -similarities between positions in the layoff unit may ~~include:~~include salary range, geographic location, number of hours per week/month, and number of weeks per year.

2.3 Employment retention rating: an employee's individual rating, determined ~~on the basis of~~based on seniority.

2.4 Layoff: an employer-initiated action taken in accordance with [WAC 357-46](#).

2.5 Layoff unit: -the organizational unit within each institution within which layoff options are determined in accordance with this procedure. ~~Layoff units include: See section 4.0.~~

2.5.1 District Administration, including grants, contracts, project employment, and all other classified. ~~Note: Currently, only Human Resources staff comprise the district layoff unit.~~

2.5.2 Spokane Community College, including grants, contracts, project employment, and all other classified.

2.5 Spokane Falls Community College, including grants, contracts, project employment, and all other classified.

2.5.3

2.6 Permanent status: -an employee who has successfully completed the probationary ~~status or trial service period~~

2.7 Seniority: -the employee's length of unbroken classified service. All time spent in leave without pay status will be deducted from the calculation of seniority, except when the leave without pay is taken for:

2.7

- Military leave;
- Compensable work-related injury or illness leave;
- Governmental service leave;
- Reducing the effects of layoff; and/or
- Cyclic employment leave.

Veteran's preference will be granted by adding seniority in accordance with the [WAC 357-46-060](#).

2.8 Seniority list: -internal layoff list maintained and administered by the Human Resources Office (HRO) in accordance with [WAC 357-46-070](#) and this procedure. Certification from this list is specified in ~~administrative procedure~~Administrative Procedure 2.10.04-A Personnel Selection.

2.9 Skills and abilities: -the competencies and other position requirements identified in position descriptions. Position requirements may also include:

- bona fide occupational qualifications;
- license or certification requirements; and
- competencies or other requirements mentioned in recruitment announcement.

2.10 Temporary layoff: -an employer-initiated action taken in accordance with [WAC 357-46](#) that lasts for a limited time and after which the employee returns to their former status.

~~2.11~~ Voluntary layoff: -acting on one's own initiative to request and implement an action taken in accordance with [WAC 357-46](#).

~~2.11~~

~~3.0~~ **3.0 Alternatives to Layoff**

In order to avoid or minimize impacts, CCS will attempt to first mitigate the need for layoff through alternative actions whenever practical, and when actions can be taken without undue disruption to operations before initiating any layoff. Time spent on a temporary layoff or when an employee's work hours are reduced will not be deducted from the calculation of seniority.

3.1 ~~-Voluntary layoff~~: An employee may request a voluntary layoff, take an unpaid leave of absence or reduce their hours of work in order to reduce the impact of layoffs.

3.2 ~~-Temporary layoff~~: -CCS may temporarily lay off an employee for up to ninety ~~(90)~~ calendar days due to an unanticipated loss of funding, revenue shortfall, lack of work, shortage of material or equipment or other unexpected or unusual reasons. Employees will normally receive notice of seven ~~(7)~~ calendar days of a temporary layoff. An employee who is temporarily laid off will not be entitled to:

- substitute paid leave balance ~~;~~ or
- bump to any other position ~~;~~ or
- ~~_____~~
- ~~_____~~
- be placed on a layoff/recall list.
- ~~be placed on a layoff/recall list.~~

~~4.0~~ **Layoff Units**

~~CCS is divided into the following layoff units for purpose of this procedure:~~

~~4.1~~ District Administration

- ~~Grants~~
- ~~Contracts~~
- ~~Project employment~~
- ~~All other classified~~

~~Note: Currently only HRO staff comprise the district layoff unit.~~

~~3.0~~ ~~4.2~~ Spokane Community College

- ~~Grants~~
- ~~Contracts~~
- ~~Project employment~~
- ~~All other classified~~

~~4.3~~ Spokane Falls Community College

- ~~Grants~~
- ~~Contracts~~
- ~~Project employment~~
- ~~All other classified~~

5.04.0 Employee Retention Rating

Employees will be laid off in accordance with their retention rating. CCS will determine if the employee possesses the required skills and abilities for the position and the comparability of the

position. CCS may require updated information from the employee regarding his or her current skills and abilities.

~~5.14.1~~ If two or more employees have the same employee retention rating, ties will be broken in the following order:

- longest continuous time within their current job classification_i;
- longest continuous time with the institution_i; and
- by lot.

~~5.0~~ ~~6.0~~ —Layoff Notice

~~5.1~~ ~~6.1~~ —When a position is subject to layoff, the ~~a~~Appointing ~~a~~Authority shall give permanent employees at least thirty ~~(30)~~ calendar days' written notice, unless the employee agrees to waive the thirty ~~(30)~~ day notice period. The layoff notice will include:

- the basis of the layoff_i;
- the ability to meet with the ~~a~~Appointing ~~a~~Authority prior to the effective date of the layoff_i;
- layoff option(s), if any, available to the employee_i;
- alternatives to layoff that, if selected by the employee, would avoid or minimize the layoff_i;
- notice of right to request placement on the appropriate layoff lists_i;
- that the employee must notify the Appointing Authority of their layoff option decision within five ~~(5)~~ working days of receipt_i; and
- notice of any appeal rights.

~~5.2~~ ~~6.2~~ —If the layoff notice is hand delivered, the date of delivery will constitute the first day of notice. If the layoff notification is mailed to the employee, the notice must be sent via Return Certified Receipt and the date of receipt will constitute the first day of notice.

~~5.3~~ ~~6.3~~ —The employee shall advise the ~~a~~Appointing ~~a~~Authority in writing within five ~~(5)~~ calendar days of the date of such notice whether the employee accepts or rejects the option(s). If the employee fails to respond to the ~~a~~Appointing ~~a~~Authority within the prescribed time limits, such failure shall automatically be regarded as a rejection of the option(s).

~~5.4~~ ~~6.4~~ —If the employee accepts a layoff option, the employee will also be notified of any requirement to serve a transition review period in accordance with CCS Administrative Procedure 2.10.04-D Probationary and Trial Service Periods.

~~5.5~~ ~~6.5~~ —When there are no layoff options or when an option is rejected, permanent employees may be separated after the thirty ~~(30)~~ calendar days' notice in writing from the ~~a~~Appointing ~~A~~authority.

~~5.6~~ ~~6.6~~ —Probationary employees must be given at least a one-day notice of a layoff.

~~6.0~~ ~~7.0~~ —Options Within the Layoff Unit

~~6.1~~ ~~7.1~~ CCS will offer options to permanent, non-represented classified employees in the following sequence:

~~6.1.1~~ Vacancies within the layoff unit: Within the layoff unit, a permanent employee scheduled for layoff must be offered the option to take a vacant position that meets the following criteria:

~~7.1.4~~

~~7.1.4.16.1.1.1~~ The vacant position is allocated to the class in which the employee holds permanent status at the time of the layoff.

~~7.1.4.1.16.1.1.1~~ If no option to take a vacant position in the current class is available, the employee's option is to take a vacant position in a class in which the employee has held permanent status at the same salary range.

~~7.1.4.1.26.1.1.1.2~~ If the employee has no option to take a vacant position at the same salary range, the employee must be given an opportunity to take a vacant position in a lower class within an occupational category/class series in which the employee has held permanent status, in descending salary order.

~~7.1.4.1.36.1.1.1.3~~ The employee does not have to have held permanent status in the lower class, they must only have held permanent status within the occupation category/class, in order to be offered the option to take a vacant position in the class.

~~7.1.4.26.1.1.2~~ The vacant position is comparable to the employee's current position.

~~7.1.4.36.1.1.3~~ The employee satisfies the competencies and other position requirements.

~~7.1.4.46.1.1.4~~ The position is funded.

~~7.1.26.1.2~~ Bumping based upon employee retention rating within the layoff unit: If no vacant funded position is available within the layoff unit, the employee may next exercise bumping rights to a filled position occupied by the employee with the lowest employment retention rating that meets the following criteria:

~~7.1.2.46.1.2.1~~ The position is allocated to the class in which the employee holds permanent status at the time of the layoff.

~~7.1.2.4.46.1.2.1.1~~ If no option to take/bump a position in the current class is available, the employee's option is to take/bump a position in a class in which the employee has held permanent status that is at the same salary range.

~~7.1.2.4.26.1.2.1.2~~ If the employee has no option to bump into a position at the same salary range, the employee must be given an opportunity to bump into a position in a lower class within an occupational category/class series in which the employee has held permanent status, in descending salary order.

~~7.1.2.4.36.1.2.1.3~~ The employee does not have to have held permanent status in the lower class, they must only have

held permanent status within the occupation category/class series, in order to be offered the option to take a position in the class.

7.1.2-26.1.2.2 The position is comparable to the employee's current position.

7.1.2-36.1.2.3 The employee satisfies the competencies and other position requirements.

7.1.2-46.1.2.4 The position is funded.

7.1.36.1.3 District-wide options: -If no options are available within the layoff unit, employees hired before July 1, 2005, will be provided one option within the district to:

7.1.3-16.1.3.1 A vacant, funded position for which the employee has the skills and abilities, within his or her current job classification or to a classification in which the employee has formerly held permanent status.

7.1.3-26.1.3.2 A funded, filled position held by the least senior employee for which the employee has the skills and abilities, within his or her current job classification.

7.1.3-36.1.3.3 A funded, filled position held by the least senior employee for which the employee has the skills and abilities, at the same or lower salary range as his or her current permanent position, within a job classification in which the employee has held permanent status.

7.0 ~~8.0~~ — Appeal

If the employee believes this procedure has not been administered appropriately, they may appeal to the Chief ~~Strategy and Administration~~ [Human Resources](#) Officer. The employee also has the right to appeal to [the Office of Financial Management](#) State HR following [WAC 357-52](#).

8.0 ~~Related Information~~

8.1 ~~Applicable Collective Bargaining Agreements: Collective Bargaining Agreement with Washington Federation of State Employees~~

8.1.1 ~~For represented classified employees — Collective Bargaining Agreement with Washington Federation of State Employees~~

8.2 ~~CCS Administrative Procedure 2.10.04-A Personnel Selection~~

8.3 ~~CCS Administrative Procedure 2.10.04-D Probationary and Trial Service Periods~~

8.4 ~~CCS Board Policy 2.00.01 Personnel Administration~~

8.5 ~~WAC 357 Office of Financial Management – State Human Resources Director~~

8.5.1 ~~WAC 357-46 What are the reasons for layoff?~~

8.5.1.1 ~~WAC 357-46-060 Does a veteran receive any preference in layoff?~~

8.5.1.2 ~~WAC 357-46-070 Which employees are eligible to have their name placed on an employer's internal layoff list?~~

8.5.1.3 ~~WAC 357-52 Appeals~~

Originated: June 2005; Revised October 2008
Cabinet approval: June 2005

CCS Administrative Procedure

2.00.01 – G Non-Represented Classified Staff Reduction in Force

Implementing Board Policy [2.00.01](#)

Contact: Human Resources

1.0 Reduction in Force and Layoff Rights Objective and Responsibilities (summary of Board of Trustees Policy 2.00.01)

Community Colleges of Spokane (CCS), aware of its obligations as an institution of higher education and a steward of the public trust, will ensure that personnel administration procedures and practices comply with federal, state, and local laws and statutes; are based upon sound human resource management principles; satisfy the standards of regional and national accrediting organizations; and promote a work environment of collegiality, respect and professionalism. The objective of this procedure is to provide an implementation plan that ensures reduction-in-force of non-represented classified staff is administered without prejudice, is equitable to our employees and minimizes disruption to students, employees, and the district.

1.1 The appointing authority will determine the basis for, extent, effective date and the length of layoffs in accordance with this procedure.

1.2 This layoff procedure covers and applies to all CCS classified employees not covered by a collective bargaining agreement.

1.3 Employees may be laid off without prejudice according to these layoff procedures consistent with Washington Administrative Code ([WAC](#)) [357-46](#). The reasons for a layoff include, but are not limited to:

- lack of funds;
- lack of work;
- organizational change; and/or
- termination of a project or special employment.

1.4 Layoff could result in any of the following:

- separation from service with CCS;
- employment in a job class with a lower salary range maximum;
- a reduction in the work year; and/or
- reduction in the number of work hours per week.

1.5 Nothing in this layoff procedure will negate the rights of CCS to transfer, promote, demote, dismiss or separate any employee of any employment status in any manner permissible under [WAC 357](#).

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 or collective bargaining agreement.

2.1 Appointing authority: only the Chancellor and campus presidents have the authority to make employment appointments. This authority may be delegated by these parties as appropriate.

- 2.2 Comparability: similarities between positions in the layoff unit may include salary range, geographic location, number of hours per week/month and number of weeks per year.
- 2.3 Employment retention rating: an employee's individual rating, determined based on seniority.
- 2.4 Layoff: an employer-initiated action taken in accordance with [WAC 357-46](#).
- 2.5 Layoff unit: the organizational unit within each institution within which layoff options are determined in accordance with this procedure. Layoff units include:
- 2.5.1 District Administration, including grants, contracts, project employment, and all other classified.
- 2.5.2 Spokane Community College, including grants, contracts, project employment, and all other classified.
- 2.5.3 Spokane Falls Community College, including grants, contracts, project employment, and all other classified.
- 2.6 Permanent status: an employee who has successfully completed the probationary or trial service period for their current position.
- 2.7 Seniority: the employee's length of unbroken classified service. All time spent in leave without pay status will be deducted from the calculation of seniority, except when the leave without pay is taken for:
- Military leave;
 - Compensable work-related injury or illness leave;
 - Governmental service leave;
 - Reducing the effects of layoff; and/or
 - Cyclic employment leave.
- Veteran's preference will be granted by adding seniority in accordance with the [WAC 357-46-060](#).*
- 2.8 Seniority list: internal layoff list maintained and administered by the Human Resources Office (HRO) in accordance with [WAC 357-46-070](#) and this procedure. Certification from this list is specified in Administrative Procedure [2.10.04-A](#) Personnel Selection.
- 2.9 Skills and abilities: the competencies and other position requirements identified in position descriptions. Position requirements may also include:
- bona fide occupational qualifications;
 - license or certification requirements; and
 - competencies or other requirements mentioned in recruitment announcement.
- 2.10 Temporary layoff: an employer-initiated action taken in accordance with [WAC 357-46](#) that lasts for a limited time and after which the employee returns to their former status.
- 2.11 Voluntary layoff: acting on one's own initiative to request and implement an action taken in accordance with [WAC 357-46](#).

3.0 Alternatives to Layoff

In order to avoid or minimize impacts, CCS will attempt to first mitigate the need for layoff through alternative actions whenever practical and when actions can be taken without undue disruption to operations before initiating any layoff. Time spent on a temporary layoff or when an employee's work hours are reduced will not be deducted from the calculation of seniority.

3.1 Voluntary layoff: An employee may request a voluntary layoff, take an unpaid leave of absence or reduce their hours of work in order to reduce the impact of layoffs.

3.2 Temporary layoff: CCS may temporarily lay off an employee for up to ninety calendar days due to an unanticipated loss of funding, revenue shortfall, lack of work, shortage of material or equipment or other unexpected or unusual reasons. Employees will normally receive notice of seven calendar days of a temporary layoff. An employee who is temporarily laid off will not be entitled to:

- substitute paid leave balance; or
- bump to any other position; or
- be placed on a layoff/recall list.

4.0 Employee Retention Rating

Employees will be laid off in accordance with their retention rating. CCS will determine if the employee possesses the required skills and abilities for the position and the comparability of the position. CCS may require updated information from the employee regarding his or her current skills and abilities.

4.1 If two or more employees have the same employee retention rating, ties will be broken in the following order:

- longest continuous time within their current job classification,
- longest continuous time with the institution; and
- by lot.

5.0 Layoff Notice

5.1 When a position is subject to layoff, the appointing authority shall give permanent employees at least thirty calendar days' written notice, unless the employee agrees to waive the thirty-day notice period. The layoff notice will include:

- the basis of the layoff;
- the ability to meet with the appointing authority prior to the effective date of the layoff;
- layoff option(s), if any, available to the employee;
- alternatives to layoff that, if selected by the employee, would avoid or minimize the layoff;
- notice of right to request placement on the appropriate layoff lists;
- that the employee must notify the Appointing Authority of their layoff option decision within five working days of receipt; and

- notice of any appeal rights.
- 5.2 If the layoff notice is hand delivered, the date of delivery will constitute the first day of notice. If the layoff notification is mailed to the employee, the notice must be sent via Return Certified Receipt and the date of receipt will constitute the first day of notice.
- 5.3 The employee shall advise the appointing authority in writing within five calendar days of the date of such notice whether the employee accepts or rejects the option(s). If the employee fails to respond to the appointing authority within the prescribed time limits, such failure shall automatically be regarded as a rejection of the option(s).
- 5.4 If the employee accepts a layoff option, the employee will also be notified of any requirement to serve a transition review period in accordance with CCS Administrative Procedure [2.10.04-D](#) Probationary and Trial Service Periods.
- 5.5 When there are no layoff options or when an option is rejected, permanent employees may be separated after the thirty calendar days' notice in writing from the appointing authority.
- 5.6 Probationary employees must be given at least a one-day notice of a layoff.

6.0 Options Within the Layoff Unit

- 6.1 CCS will offer options to permanent, non-represented classified employees in the following sequence:
- 6.1.1 Vacancies within the layoff unit: Within the layoff unit, a permanent employee scheduled for layoff must be offered the option to take a vacant position that meets the following criteria:
- 6.1.1.1 The vacant position is allocated to the class in which the employee holds permanent status at the time of the layoff.
- 6.1.1.1.1 If no option to take a vacant position in the current class is available, the employee's option is to take a vacant position in a class in which the employee has held permanent status at the same salary range.
- 6.1.1.1.2 If the employee has no option to take a vacant position at the same salary range, the employee must be given an opportunity to take a vacant position in a lower class within an occupational category/class series in which the employee has held permanent status, in descending salary order.
- 6.1.1.1.3 The employee does not have to have held permanent status in the lower class, they must only have held permanent status within the occupation category/class, in order to be offered the option to take a vacant position in the class.
- 6.1.1.2 The vacant position is comparable to the employee's current position.
- 6.1.1.3 The employee satisfies the competencies and other position requirements.
- 6.1.1.4 The position is funded.
- 6.1.2 Bumping based upon employee retention rating within the layoff unit: If no vacant funded position is available within the layoff unit, the employee may next exercise bumping rights to a filled position occupied by the employee with the lowest employment retention rating that meets the following criteria:

- 6.1.2.1 The position is allocated to the class in which the employee holds permanent status at the time of the layoff.
 - 6.1.2.1.1 If no option to take/bump a position in the current class is available, the employee's option is to take/bump a position in a class in which the employee has held permanent status that is at the same salary range.
 - 6.1.2.1.2 If the employee has no option to bump into a position at the same salary range, the employee must be given an opportunity to bump into a position in a lower class within an occupational category/class series in which the employee has held permanent status, in descending salary order.
 - 6.1.2.1.3 The employee does not have to have held permanent status in the lower class, they must only have held permanent status within the occupation category/class series, in order to be offered the option to take a position in the class.
- 6.1.2.2 The position is comparable to the employee's current position.
- 6.1.2.3 The employee satisfies the competencies and other position requirements.
- 6.1.2.4 The position is funded.
- 6.1.3 District-wide options: If no options are available within the layoff unit, employees hired before July 1, 2005, will be provided one option within the district to:
 - 6.1.3.1 A vacant, funded position for which the employee has the skills and abilities, within his or her current job classification or to a classification in which the employee has formerly held permanent status.
 - 6.1.3.2 A funded, filled position held by the least senior employee for which the employee has the skills and abilities, within his or her current job classification.
 - 6.1.3.3 A funded, filled position held by the least senior employee for which the employee has the skills and abilities, at the same or lower salary range as his or her current permanent position, within a job classification in which the employee has held permanent status.

7.0 Appeal

If the employee believes this procedure has not been administered appropriately, they may appeal to the Chief Human Resources Officer. The employee also has the right to appeal to the Office of Financial Management State HR following [WAC 357-52](#).

8.0 Related Information

[8.1 Collective Bargaining Agreement with Washington Federation of State Employees](#)

8.2 CCS Administrative Procedure [2.10.04-A](#) Personnel Selection

8.3 CCS Administrative Procedure [2.10.04-D](#) Probationary and Trial Service Periods

8.4 CCS Board Policy [2.00.01](#) Personnel Administration

8.5 [WAC 357](#) Office of Financial Management – State Human Resources Director

8.5.1 [WAC 357-46](#) What are the reasons for layoff?

8.5.1.1 [WAC 357-46-060](#) Does a veteran receive any preference in layoff?

8.5.1.2 [WAC 357-46-070](#) Which employees are eligible to have their name placed on an employer's internal layoff list?

8.5.1.3 [WAC 357-52](#) Appeals

Originated: June 2005; Revised October 2008; October 2023

Cabinet approval: June 2005; November 2023

DISCUSSION/ACTION: 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 Policy revision and related administrative procedures were presented for first reading at the May 2024 Regular Board meeting. The Board’s recommended edits and feedback have been incorporated into the Policy for final consideration and approval.

The related Administrative Procedures as summarized below were also discussed with the Board in May. Consistent with CCS practice, staff will distribute the procedures for comment, and submit the Administrative Procedures for final consideration and approval at the September 2024 Board meeting.

5-20-04-A Reserve Definitions & Stabilization Fund – This new procedure establishes common definitions for CCS financial terms and reserves. Specifically, it defines the purpose of the Stabilization Fund and sets the initial fund target range at six months of operating expenses, which amounts to approximately \$60 million in 2024. The recommended target balance will be reviewed and determined by the Board annually as part of their budget adoption process.

5-20-04-B Designated Reserves – This procedure is renumbered from 5-20-04-A to 5-20-04-B and includes various updates to existing definitions and requirements. Specifically, designated reserves will be combined into a Designated Reserve account at each unit in the fund type designated by the Office of Financial Management. Additionally, individual reserve accounts are not required for each designated expenditure category (paragraph 3.1).

5-20-04-C Operating Reserves - This procedure is renumbered from 5-20-04-B to 5-20-04-C and includes updates to the calculation of the operating reserve target (paragraph 3.0). The operating reserve target level is set at 5.0% of the unit’s beginning base operating carryforward budget for the fiscal year.

RECOMMENDATION:

It is recommended that the Board of Trustees adopt Board Policy 5.20.04 – Reserves as presented.

- Attachments:
1. CCS Reserves Policy Revised Draft 2024 07
 2. New Admin Procedure 2024 5-20-04A Reserve Definitions & Stabilization Fund
 3. 5-20-04A Designated Reserves Draft Updates and Redline
 4. 5-20-04B Operating Reserves Revised Draft and Redline

Prepared by: Dr. Linda McDermott, CPA
Chief Financial Officer (Acting)
July 16, 2024

Presented by: Steve Yoshihara, Trustee and Finance Committee Chair
Dr. Kevin Brockbank, Chancellor
Dr. Linda McDermott, Chief Financial Officer (Acting)
July 16, 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 recommended target balance and funding source(s) will be reviewed and determined by the Board annually as part of their budget adoption process.

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-C). 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-B) – 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 range is six months of operating expenses.
- 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 As part of budget planning, the reserve balance range will be reviewed and set annually. The fund will be replenished to the target level before allocating operating funds to the operating units, unless otherwise recommended by the chancellor.
- 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-~~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-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
- 4.3
 - 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.
 - 4.3.3 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 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 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.
- 4.5 Contingencies or other Catastrophic Events
 - 4.5.1 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.
 - 4.5.2 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 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
Cabinet approval: May 23, 2011

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*

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 decreases
 - 3.2.3
 - 3.2.4

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*

Originated: May 2011; Revised: May 2024

Cabinet approval: May 23, 2011

**ACTION: APPROVAL OF 2025 BOARD OF TRUSTEES MEETING
SCHEDULE**

Presented by: Dr. Kevin Brockbank
Chancellor, CCS
July 16, 2024

**BOARD OF TRUSTEES
WASHINGTON COMMUNITY COLLEGE DISTRICT 17
2025 MEETING SCHEDULE**

Notice is hereby given, pursuant to RCW 42.30.075, that the Board of Trustees of Washington State Community College District 17 (Community Colleges of Spokane) shall hold regular meetings on the following dates (typically the third Tuesday of the month):

January 21, 2025 (SCC Campus) **WORK SESSION**

February 18, 2025 (SFCC Campus)

March 18, 2025 (SCC Campus)

April 15, 2025 (SFCC Campus) **WORK SESSION**

May 20, 2025 (SCC Campus)

June 17, 2025 (SFCC Campus)

July 15, 2025 (SCC Campus) **WORK SESSION**

August 19, 2025 No meeting

September 9, 2025 (SFCC Campus)

October 21, 2025 **To be held at the Colville campus**

November 18, 2025 (SFCC Campus)

December 16, 2025 (SCC Campus)

* In-person meetings will be held at 8:30 a.m. at Spokane Community College located at 1810 North Greene Street, Spokane, WA 99217 or Spokane Falls Community College located at 3410 West Whistalks Way, Spokane, Washington 99224. The October 21, 2025 meeting will be held at the SCC Colville campus at 8:30 a.m. located at 985 South Elm Street, Colville, WA 99114.

* The Board of Trustees has the right to change in-person meetings to Zoom for weather related changes.

BOARD OF TRUSTEES' MEETINGS

**ASSIGNMENT OF CELEBRATING STUDENT SUCCESS PRESENTATION
2025**

Date	Location	Presenter
January	SCC	Work Session
February	SFCC	SFCC
March	SCC	SCC
April	SFCC	Work Session
May	SCC	SCC
June	SFCC	SFCC
July	SCC	Work Session
August	N/A	N/A
September	SFCC	SFCC
October	Colville	SCC
November	SFCC	SFCC
December	SCC	SCC

Executive Summary: SCC Roof Repairs Funding Request

Introduction: This executive summary outlines the critical need for roof repairs at Spokane Community College (SCC) due to a combination of factors including historical underfunding, advanced roof age, and significant degradation. The current state of the roofs across various buildings on campus poses imminent risks to both infrastructure integrity and the safety of occupants. Addressing these issues promptly is essential to mitigate potential hazards and preserve the long-term functionality of SCC's facilities. This summary provides a comprehensive overview of the scope of repairs required, emphasizing the urgency and importance of allocating resources towards this crucial infrastructure initiative. It outlines the immediate necessity for investment in roof repairs to safeguard SCC's facilities, ensure operational continuity, and maintain a safe environment for students, faculty, and staff.

Background: Several of the SCC campus building roof systems are nearing or exceeding their expected lifespan. In addition, in recent years, the college has experienced poor contractor workmanship and the use of inferior materials through low bid procurement which have exacerbated the deterioration. Our internal Maintenance and Operations (M&O) staff has had to focus on reactive efforts and leak prevention rather than system refurbishment and longevity. Chronic issues in historic problem areas across the campus has led to several areas of compromised insulation and structural integrity concerns.

The trending increase in roofing maintenance and repair costs combine with historic underfunding of roof repair projects by the state has impeded the college's efforts to keep up with the overall deficiencies. These cumulative challenges underscore the critical importance of addressing the current state of SCC's roofing infrastructure with comprehensive repairs and upgrades.

Scope of Work: SCC had a diagnostic survey and visual analysis performed by an industry leading vendor to develop potential patch, repair, and leak mitigation solutions for multiple buildings across the campus. The buildings were selected as targeted priorities by the M&O considering the significance of deficiencies they have documented. The comprehensive scope of work is outlined below and will be performed on each of the building to varying degrees. The buildings are listed in priority order.

The work will involve the following at each roof area noted:

- Remove and replace wet insulation and burmastic composite roofing materials; patch and repair substrate.
 - Remove roof drain rings and reinstall after coating system has cured.
 - Apply urethane maintenance coating system with embedded fabric reinforcement over entire roof system; coating to extend up vertical flashings and parapet walls as well as tie into drains.
 - Re-install roof walkways
 - 20yr coating system warranty with inspections/maintenance on years, 2, 5, 10, 15, & 20.
1. Building 20 – Bigfoot Head Start Child Care Center
 - Roof areas A, B, C, D, E, F, & G – Full maintenance coating system.
 2. Building 1 – Main
 - Roof areas C, D, G, & H – Full maintenance coating system.
 - Roof Areas B, O, & Q – Repairs only areas of skylight and uncoated areas where previous coating has failed.

3. Building 15 – Student Services
 - Roof areas A, B, & C – Full maintenance coating system.
4. Building 6 – Lair
 - Roof areas F & I – Full maintenance coating system.
 - Roof areas J, H, & L – Roof repairs, fastener replacement, and sealants.
5. Building 18 – Automotive
 - Roof areas B & F – Full maintenance coating system.
6. Building 8 – Environmental Science
 - Roof areas B & F – Full maintenance coating system.
7. Building 9 – Health Science
 - Roof drain replacement only.

(Note: There are other buildings needing repairs, on both SCC and SFCC campuses, however, the building roof repairs listed within have been determined as the highest priority for the entire district and relate to the significance of the immediate funding need. SCC Building 5 – Johnson Sports Center, is also listed as a high priority, but has deferred until next biennium, 25-27, to use appropriated MW funding. Other roof areas needing repairs will also be deferred until additional funding becomes available or has been allocated through the state capital budget.)

Resolution: To address the proposed scope of work effectively, a funding allocation totaling \$1,877,000 has been proposed:

- \$462,500 from District Funds
- \$462,500 from SCC funds
- \$156,000 from Facilities Discretionary funds
- \$796,000 from State appropriated Minor Works Repair funds

These funds will support this significant push of the ongoing roof repair and replacement initiative aimed at enhancing the durability, safety, and efficiency of SCC's roofing systems. By leveraging a combination of district, SCC, facilities discretionary, and state resources, this plan ensures a timely and thorough response to the critical maintenance needs identified. Implementation of these repairs will not only mitigate immediate risks but also contribute to the long-term sustainability and resilience of SCC's campus infrastructure. This proactive approach demonstrates a commitment to maintaining high standards of safety and functionality across all SCC facilities.

This resolution is **specifically requesting a recommendation from the Community Colleges of Spokane, Board of Trustees to approve the use of local funding in the amount of \$1,081,000** to support this effort.

Thank you for your consideration.

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

Roof areas, mapping:

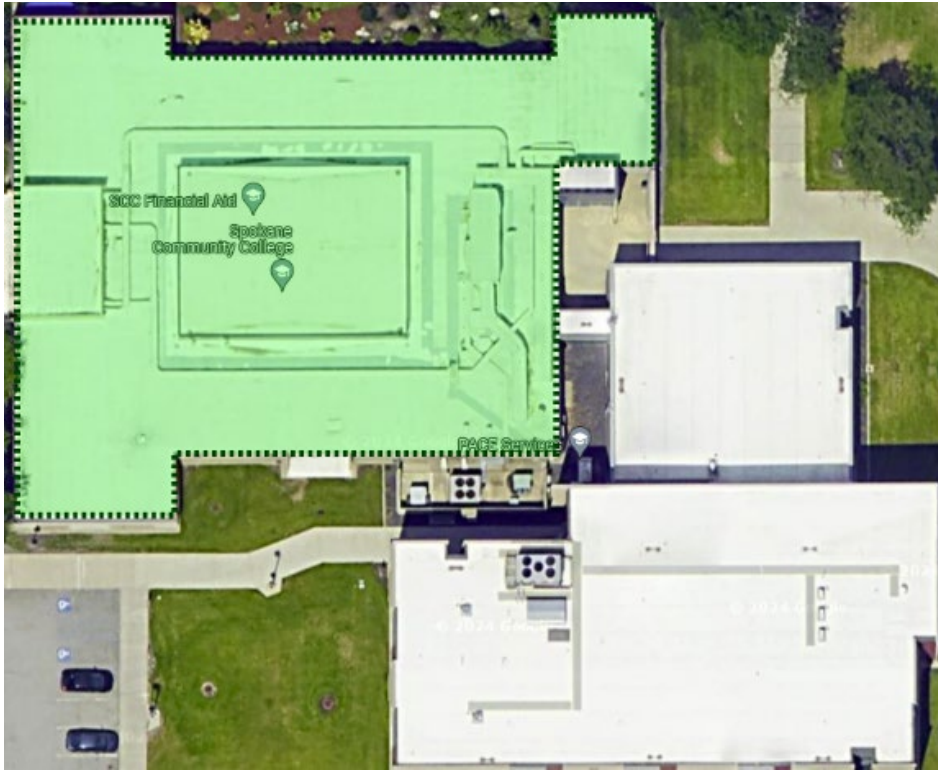
Building 20 –



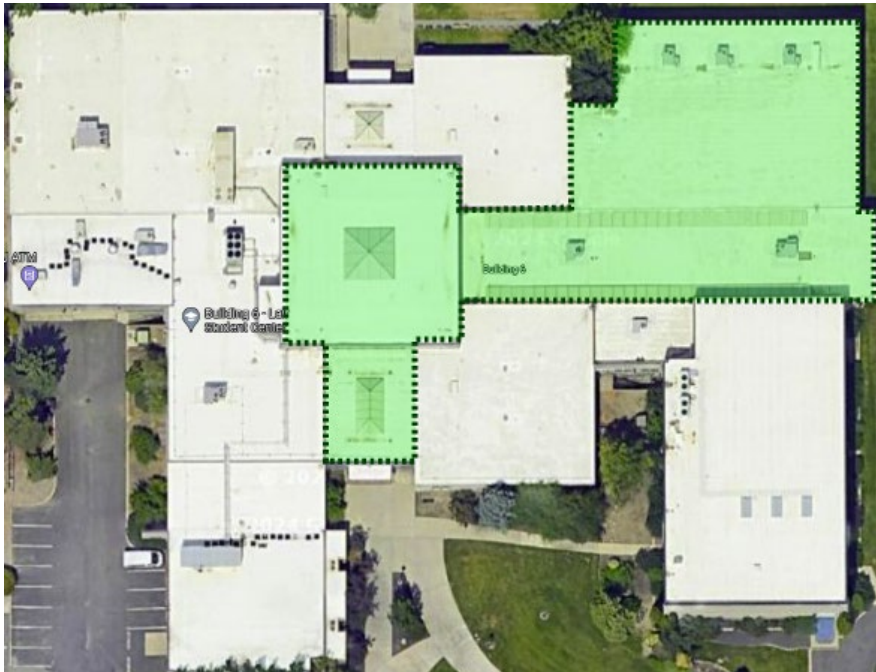
Building 1 –



Building 15 –



Building 6 –



Building 18 –



Report: CCS Rebranding Market Position

Carolyn will present CCS's market position to the Board as it relates to the Rebranding Project.

Submitted by: Carolyn Casey
CIAEAO
July 16, 2024

Rebranding Project

Brand Strategy Presentation: Identity and Position
Project Update

Carolyn Casey
July 16, 2024



#1

BRAND IDENTITY

* **Internal:** Definition around who we are, what matters to us, and where we're going—used to create organizational cohesion and clarity.

- Mission
- Vision
- Values

#2

BRAND POSITIONING

External: The outward portrayal of our brand that maximizes our advantage in attracting target customers.

- Personas
- Positioning
- Voice

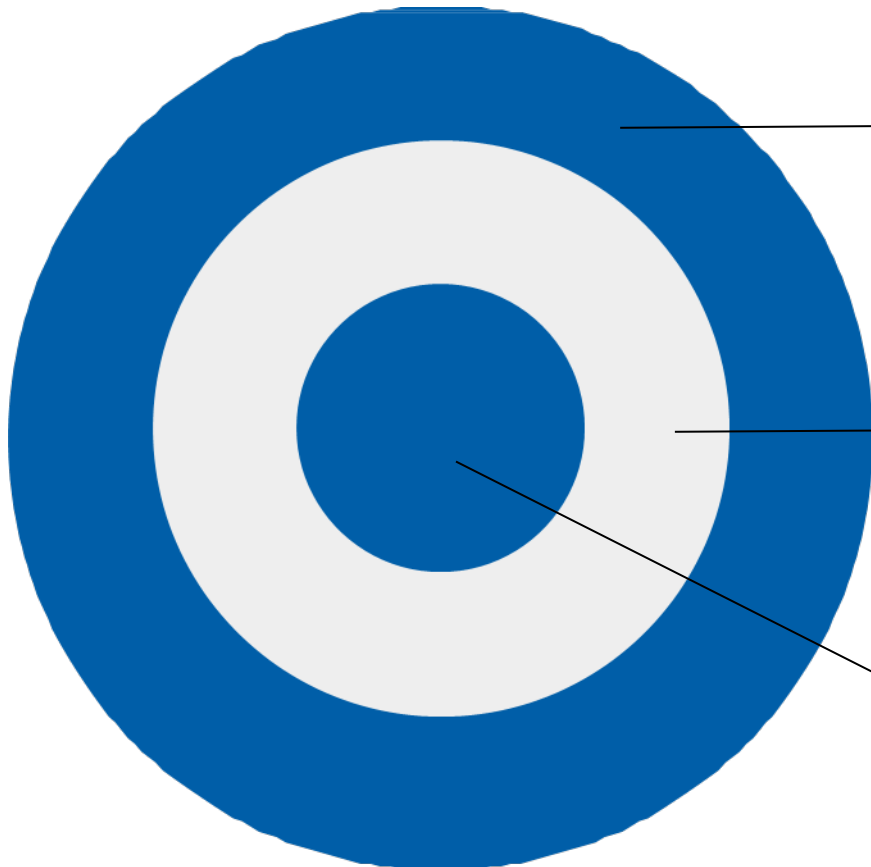
** These reflect the marketing & branding but do not change the CCS strategic plan language*



Brand Identity

Definition around who we are, what matters to us, and where we're going—used to create organizational cohesion and clarity.

INTERNAL



WHAT WE DO:

MISSION

The daily actions we take to move towards our vision.

HOW WE DO IT:

VALUES

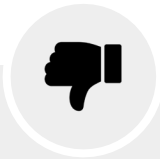
The core principles/priorities that guide our actions.

WHY WE DO IT:

VISION

The aspirational reality or utopian ideal we're striving towards.

Customers and Employees liked the emphasis on students and appreciated nods to equity, but felt that the broad, generic language seemed inauthentic.



- + “White noise.”
- + “Meaningless...seems a little like virtue signalling.”
- + “I think it's a bit too broad, and that makes it feel impersonal. It's just like every other brand.”
- + “Too much jargon.”
- + “It all sounds blah blah blah to me.”
- + “I feel that those are very generic corporate buzzword terms.”
- + “Conveys a generic set of ideals.”

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
Our value statements represent the culture-specific values of CCS, expectations we place on one another, and how we endeavor to act as we carry out our responsibilities.



Student First: Students are the center of our work. We make decisions and plan for a future that best reflects their educational needs and goals.



Equity: Access to high-quality education in a safe and inclusive environment is the right of all students. We work toward establishing equity for all and endeavor to support each student as they may be successful.



Access: We open doors, rethink to remove barriers and provide support so that all of our students have access to the quality education they deserve.



Excellence: We seek excellence in all we do, providing our students with an inclusive, world-class education in their community, one that provides equity and resources for a stable future.



Integrity: We build partnerships with trust and work from a place of honesty, honoring and respecting the students and employees who are part of CCS. We listen and communicate openly and with respect.



Leadership: We build lasting community partnerships to inspire innovation, build the local economy and create student career pathways. We continually adapt to meet changing community needs.



Responsiveness: Our education meets the community's needs. We quickly adapt and improve our programs and curriculum to ensure our students get a competitive education and our community gets talented employees.



Stewardship: We cultivate and respect the resources that make our work possible. We encourage every member of CCS to honor those resources by using them to advance our mission.



- + “I like the **access** aspect. I think that's the most important part.”
- + “Grateful to see **equity** and **access** along with the other critical characteristics.”
- + “I feel like our connection to a **student-first** and **equity** mindset is important to our value added here in the Spokane area.”
- + “I like the focus on concepts like **equity, accessibility, and students first.**”
- + “I appreciate the emphasis on **student success.**”



“Feels like it doesn’t know what it wants to be.”

FOCUS GROUP PARTICIPANT

DECISIVE

SPECIFIC

DISTINCTIVE



Values

The core principles/priorities that guide our actions.

There are currently too many values for us to support compellingly or for customers to remember.



Students First: Students are the center of our work. We make decisions and plan for a future that best meets their educational needs and goals.



Equity: Access to high quality education in a safe and inclusive environment is the right of all individuals. We work toward establishing equity for all and endeavor to support each student so they may be successful.



Access: We open doors, striving to remove barriers and provide support so that all of our students have access to the quality education they deserve.



Excellence: We seek excellence in all we do, providing our students with an inclusive, world-class education in their community, one that provides equity and resources for a stable future.



Integrity: We build partnerships with trust and work from a place of integrity, honoring and respecting the students and employees who are part of CCS. We listen and communicate openly and with respect.



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Stewardship: We cultivate and respect the resources that make our work possible. We encourage every member of CCS to honor those resources by using them to advance our mission.

In streamlining our values, we prioritized areas:

- We could support with **robust evidence**
- That **matter most to students**
- That build on **existing perceptions**
- Where we place **more emphasis**, that **drives our advantage** over competitors



Inclusivity

Committed to teaching every person who wants to learn.

- **Made for non-traditional students:** “We’re welcoming of students who don't fit the traditional mold of college students.”
- **Accepting:** “It's the Planet Fitness of colleges in Spokane—no judgment.” (100% acceptance rate)
- **Wide age range:** “[We serve students] from cradle to grave.” (70+ year age range)
- **Diverse student body:** “[The student body is] as diverse in demographic and direction as the whole of Spokane.”
- **For all interests:** “The community colleges have something to offer you no matter who you are or where you’re coming from.”



Access

*Removing barriers that get
in the way of education.*

- **Financial and practical support:**
“Resources to help you succeed and financially survive.” (Foundation, food bank, free supplies, childcare, etc.)
- **Flexible:** “Accommodate to your life.”
“More opportunities for people with less time and availability.” (Flexible pacing, modalities, scheduling, etc.)
- **Affordable:** “Education for a fraction of the cost.”



Preparedness

*Setting students up to
succeed in their next
chapters.*

- **Personalized support, because one-size doesn't fit-all for non-traditional students:** “Breaking the model of students as passengers on their educational train and working to engage them individually.” (Low student/teacher ratio, Guided Pathways, etc.)
- **Streamlining transitions:** “We are the only ones who put as much emphasis on finding students' employment.” “Helps you build the basic necessary foundation.”
- **Professors with industry experience:** “Instructors who are... deeply connected to the subject they teach as academics and working professionals.” “A more real-world view of the professions they are choosing.”



Values All-Up

INCLUSIVITY	ACCESS	PREPAREDNESS
Committed to teaching every person who wants to learn.	Removing barriers that get in the way of education.	Setting students up to succeed in their next chapters.



Values: In Application

*What questions should college employees ask themselves to **independently embody these values** in their daily work?*



Values: In Application

INCLUSIVITY

- + How can we create an environment where students of all backgrounds **feel respected, valued, and welcomed**?
- + How can we **challenge the stereotypes** that hinder non-traditional students from considering college?
- + How can we **accommodate the unique needs** and preferences of different individuals?

ACCESS

- + How can we make it as **easy as possible** for today's students to start and stay in college?
- + What **education obstacles can we proactively eliminate** for students?
- + How can we **stay informed** about the needs of our students and **adapt our services accordingly**?

PREPAREDNESS

- + How can we create the **smoothest possible onramp** for students into their next endeavor?
- + How can we give students a **leg up** post-grad?
- + How can we **better align our offerings with our students' future goals**?



Mission

The daily actions we take to move toward our vision.

In order to write an authentic mission, we need to identify the role the community colleges play in students' lives.

- Current students said their decision to enroll came from a **place of need**.
- They saw the community colleges as the **answer to their life challenges**, providing a pathway out of unfavorable circumstances.
- They described the colleges as **pragmatic vehicles** to realize their aspirations.

“Had to because I am an immigrant and previous training didn’t transfer.”

“Realization that my current career won’t pay my bills.”

“Inflation. I’ve been a stay-at-home mom for years, but with the prices I can’t afford that anymore.”

“I lost my job in August. I decided it was now or never.”



“Community College is the bridge to work
or bridge to 4-year college.”

FOCUS GROUP PARTICIPANT

The Spokane Colleges are a Stepping Stone.

Rather than positioning ourselves as a "destination" or "college experience," we embrace our true role as an important step in the journey of our student's lives.

We recognize that we are humble facilitators helping students reach their goals—being the means-to-an-end and not the end goal itself.



“Let's be who we are and be great at what we are.”

CUSTOMER SURVEY PARTICIPANT



Connotations & Undertones

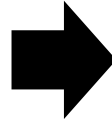
STEPPING + STONE

Momentum
Progress Path
Advancement
Forward
Driving
Onward

Unfussy Solid
Concrete
Secure
Grounded
Resolute
Steadfast



If we accomplished our
mission...



It would create the
world we **envision.**

The daily actions we take to move towards our vision.



Proposed Mission

Be the stepping stone over barriers that enables all learners to stride confidently into their next chapters.



Proposed Mission

ACCESS

INCLUSIVITY

PREPAREDNESS

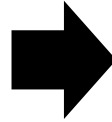
Be the stepping stone over barriers that enables all learners to stride confidently into their next chapters.



Vision

The aspirational reality or utopian ideal we're striving towards.

If we accomplished our
mission...



It would create the
world we **envision.**

The aspirational reality or utopian ideal we're striving towards.



In order to write an authentic vision, we need to understand the role that The Spokane Colleges serve in the community and world.

If the colleges disappeared, what benefits to the broader community would be lost?

What ultimate goal would be achieved if more people in the Spokane area got higher education?

“Contribute to the overall health of our community.”

“We build the workforce backbone of this region.”

“We’re helping grow our own economy.”

“Our community could not function without CCS.”

Proposed Vision

Cultivate an **empowered workforce** where every person **reaches their fullest potential** and **reinvests in the community**.



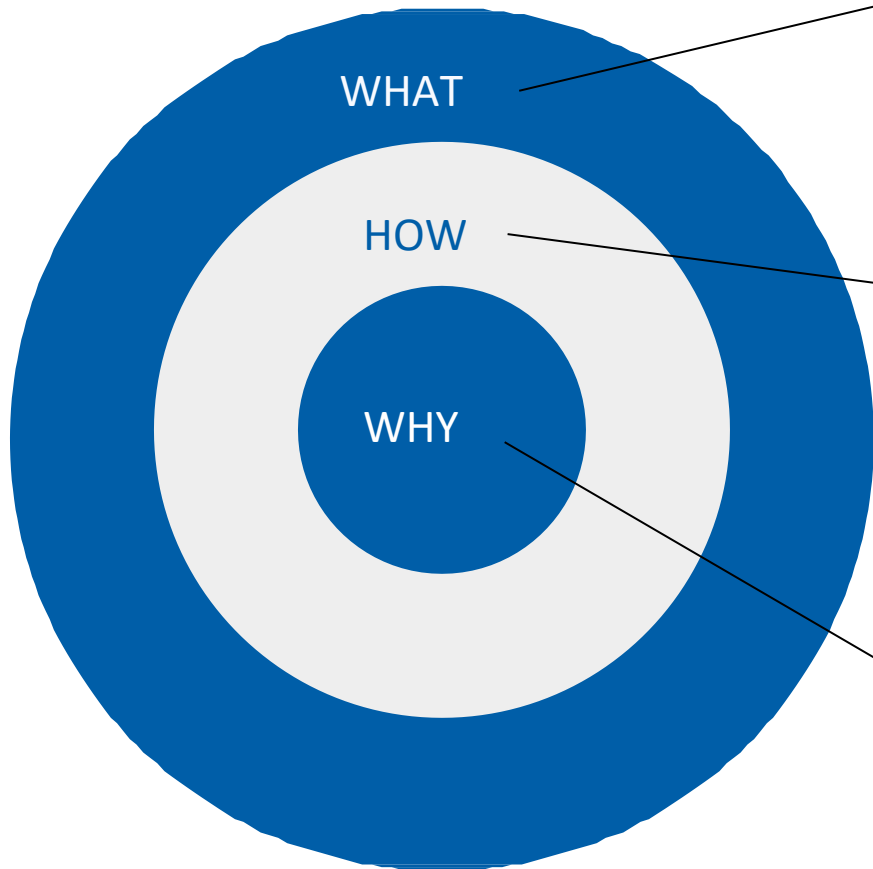
“[You need college] to get a job and a better paying job.”

“Degree for job security.”

“To have living wage jobs you need higher education.”

“You need college education to progress.”

Students come to The Spokane Colleges seeking a **path to career readiness**— whether that’s through transfer or direct to workforce.



MISSION

Be the stepping stone over barriers that enables all learners to stride confidently into their next chapters.

VALUES

- + Inclusivity: Committed to teaching every person who wants to learn.
- + Access: Removing barriers that get in the way of education.
- + Preparedness: Setting students up to succeed in their next chapters.

VISION

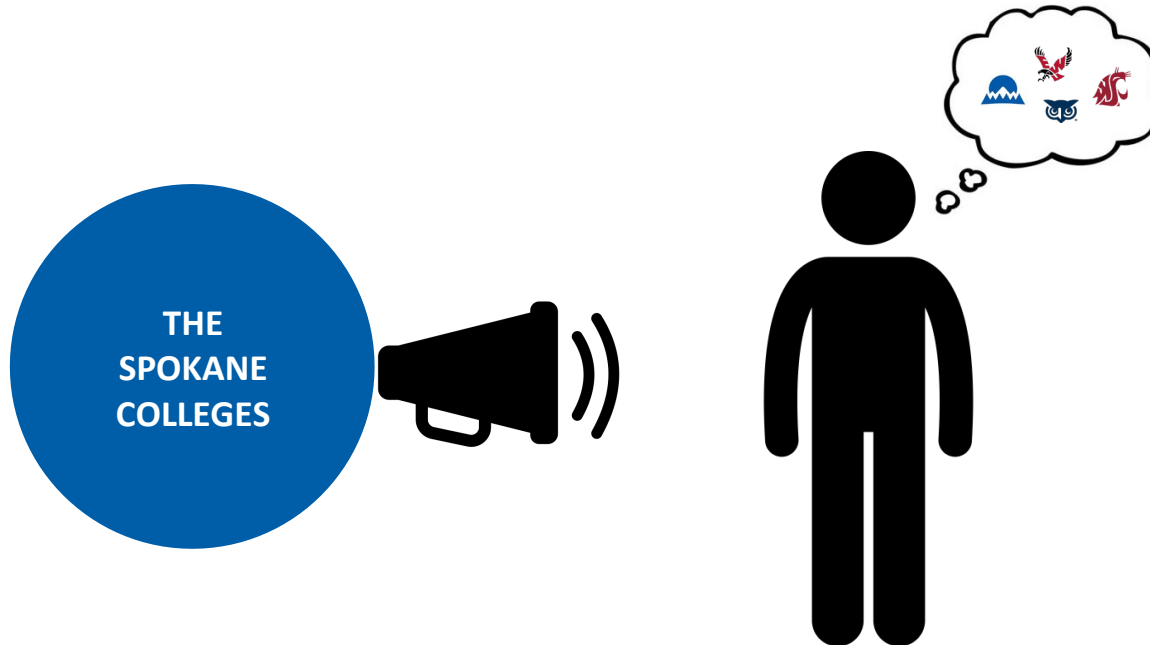
Cultivate an empowered workforce where every person reaches their fullest potential and reinvests in the community.

Brand Positioning

The outward portrayal of our brand that maximizes our advantage in attracting target customers.

EXTERNAL

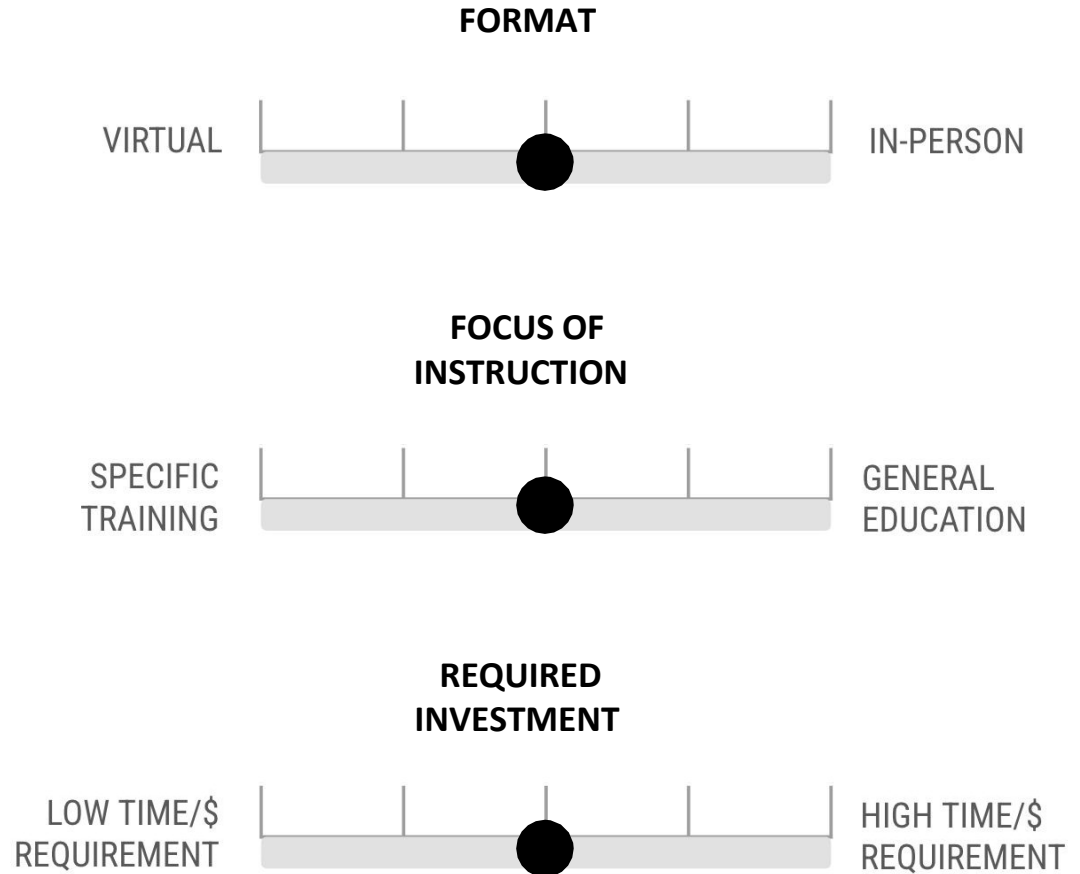
Brand positioning is how we portray our brand identity to the world, enabling us to hold a unique space in customers' minds compared to competitors.



Marketplace

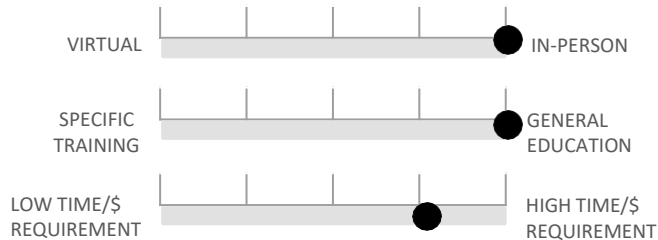
The arena of alternative options that affect how a brand is perceived.

Options in the
Spokane education
market are defined
by variation in their:

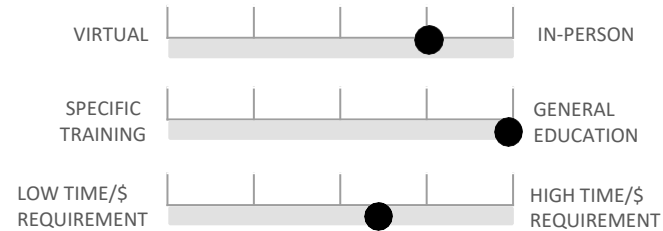


Washington State and Eastern are on one extreme of the spectrum (a more traditional undergraduate education) and WGU is on the other (an unconventional online training).

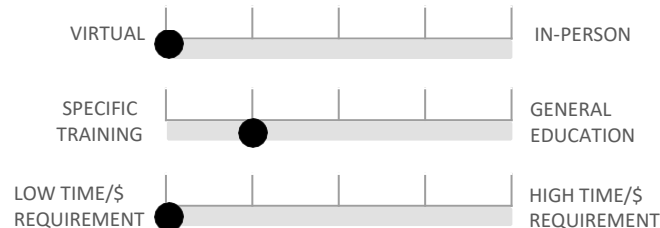
WASHINGTON STATE



EASTERN

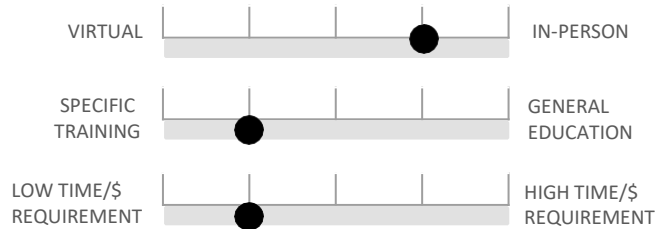


WGU

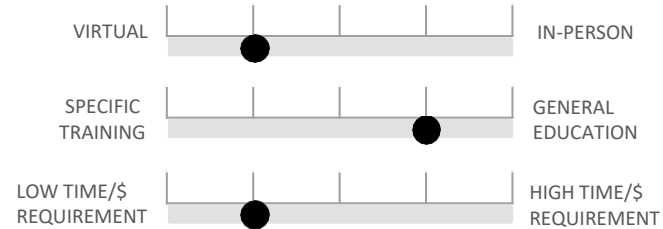


SCC and SFCC have slightly different focuses and formats, but together they represent a well-rounded option.

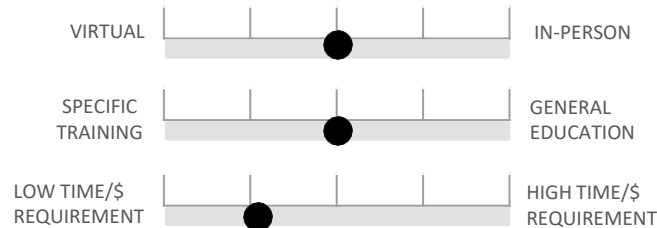
SCC



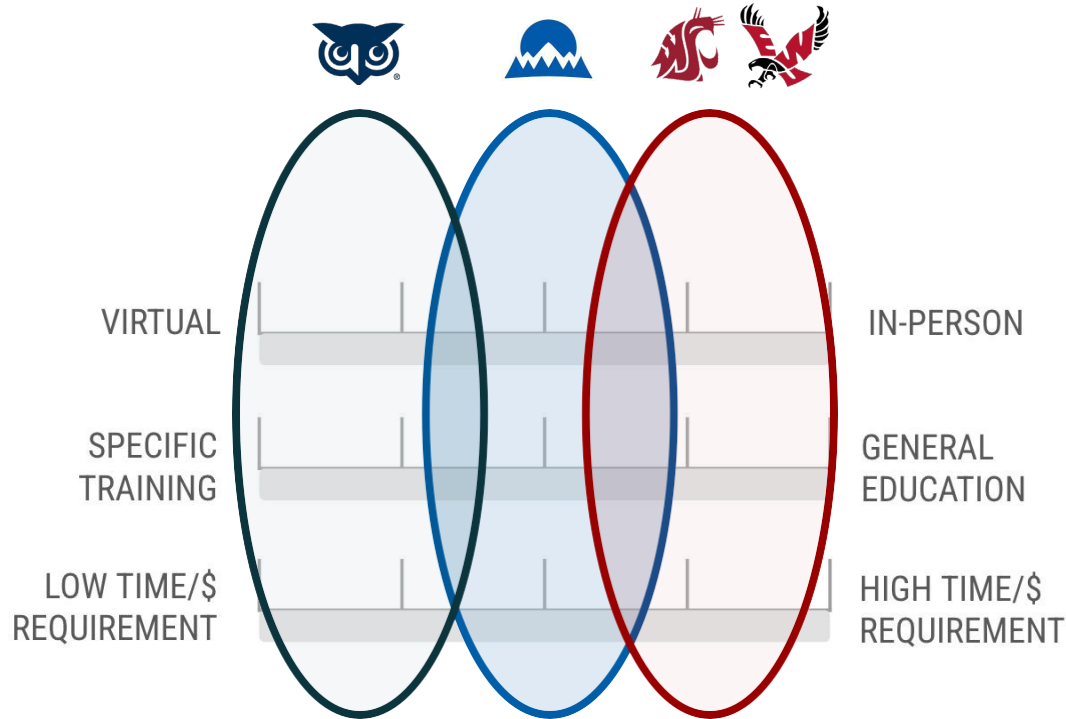
SFCC



THE SPOKANE COLLEGES



Compared to competitors, The Spokane Colleges are a balanced and comprehensive middle-ground.



Audience

The specific people whose needs, preferences, and perceptions we want to understand and appeal to.

Career-Specific Training: Students increasingly seek quick and direct routes to secure employment. As fewer students opt for traditional bachelor's degrees due to cost and time constraints, institutions are rethinking their curricula and program formats.

Debt Free Education: Knowing that financial concerns are the top barrier to college enrollment, an increasing number of no-loan colleges promise to cover 100% of students' financial needs.

Inclusion Support Services: In response to heightened mental health challenges among students, exacerbated by the pandemic, institutions are intensifying efforts to provide comprehensive support services that are culturally relevant, inclusive, and available via multiple modalities.

[2023 Trends in Higher Education](#)

Wealth | Education

Surging College Costs Push Students to Vocational Programs

Enrollment at community colleges rose 2.6% in 2023, outpacing small increases at public and private four-year schools.

 By [Paulina Cachero](#)

Why Employers Should Fund Debt-Free Education Programs

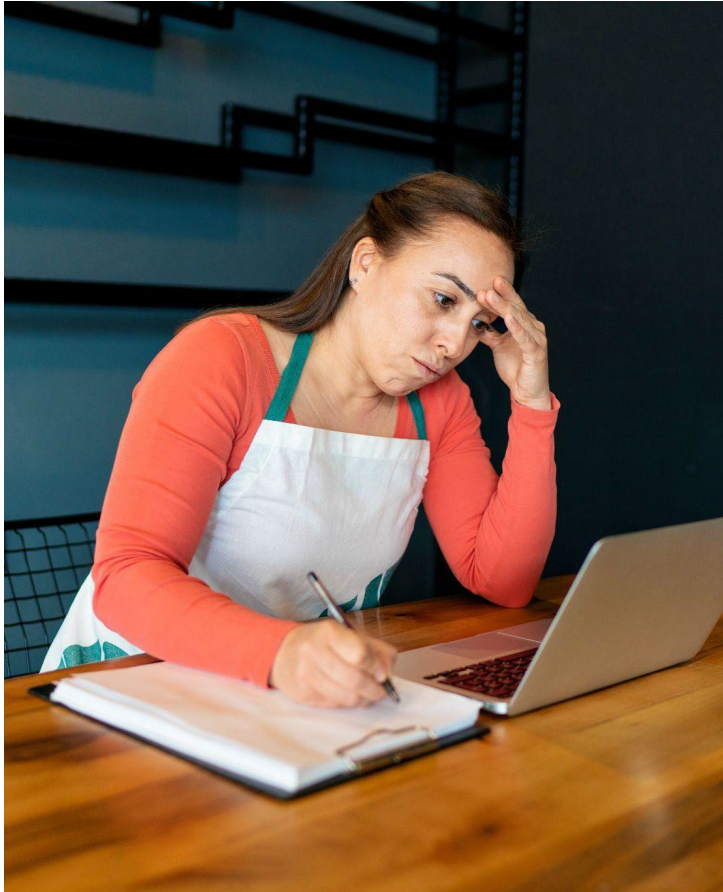
by [Natalie McCullough](#) and [Lorraine Stomski](#)

April 11, 2022

FEATURE

Student mental health is in crisis. Campuses are rethinking their approach

Amid massive increases in demand for care, psychologists are helping colleges and universities embrace a broader culture of well-being and better equipping faculty to support students in need



RESILIENT STRIVERS

Juggling academic pursuits alongside familial and work commitments, Resilient Strivers embody the essence of **perseverance**. Often first-generation college students, they are navigating uncharted territory, fueled by a **fierce determination to defy the odds** stacked against them. Though they may have been branded as "**not college material**," in previous schooling, they recognize the value of **education as a means to elevate their career prospects and earning potential**. With unwavering **grit** and hunger for opportunity, Resilient Strivers are **poised to transform their lives through education**.

- + Obstacles: Outside responsibilities, financial strain, low confidence, feeling that they don't belong
- + Stepping stone means: An unintimidating move towards better career and earning potential

TENACIOUS

FOCUSED

STRAINED

SELF-DOUBTING

Career, Trade, and Technical Students



RESILIENT STRIVERS

As described by participants:

“A student, employee
and parent all at once.”

“Persevering against
the obstacles of
life.”

“The students are
desperate yet
determined.”



HIGHER-ED HACKER

Higher-Ed Hackers see education as the key to a better future, but refuse to mortgage their lives for it. Often a part of marginalized communities (gender identities, sexualities, racial and ethnic groups), they don't feel they fit perfectly into the traditional college student mold. To them, community college is the smart, **value-centric loophole** in an increasingly unaffordable system.

Undecided on career paths, they opt for the **low-cost, high-return launchpad** of a community college education—a shortcut to knowledge and skills without the crippling college debt.

- + Obstacles: Indecision about future, lack of awareness of options, college debt myths
- + Stepping stone means: A financially doable way to start down the path of higher education while they figure out what they want to do

DISCERNING

PRACTICAL

ENTERPRISING

SAVVY

Running Starts

Transfer Students



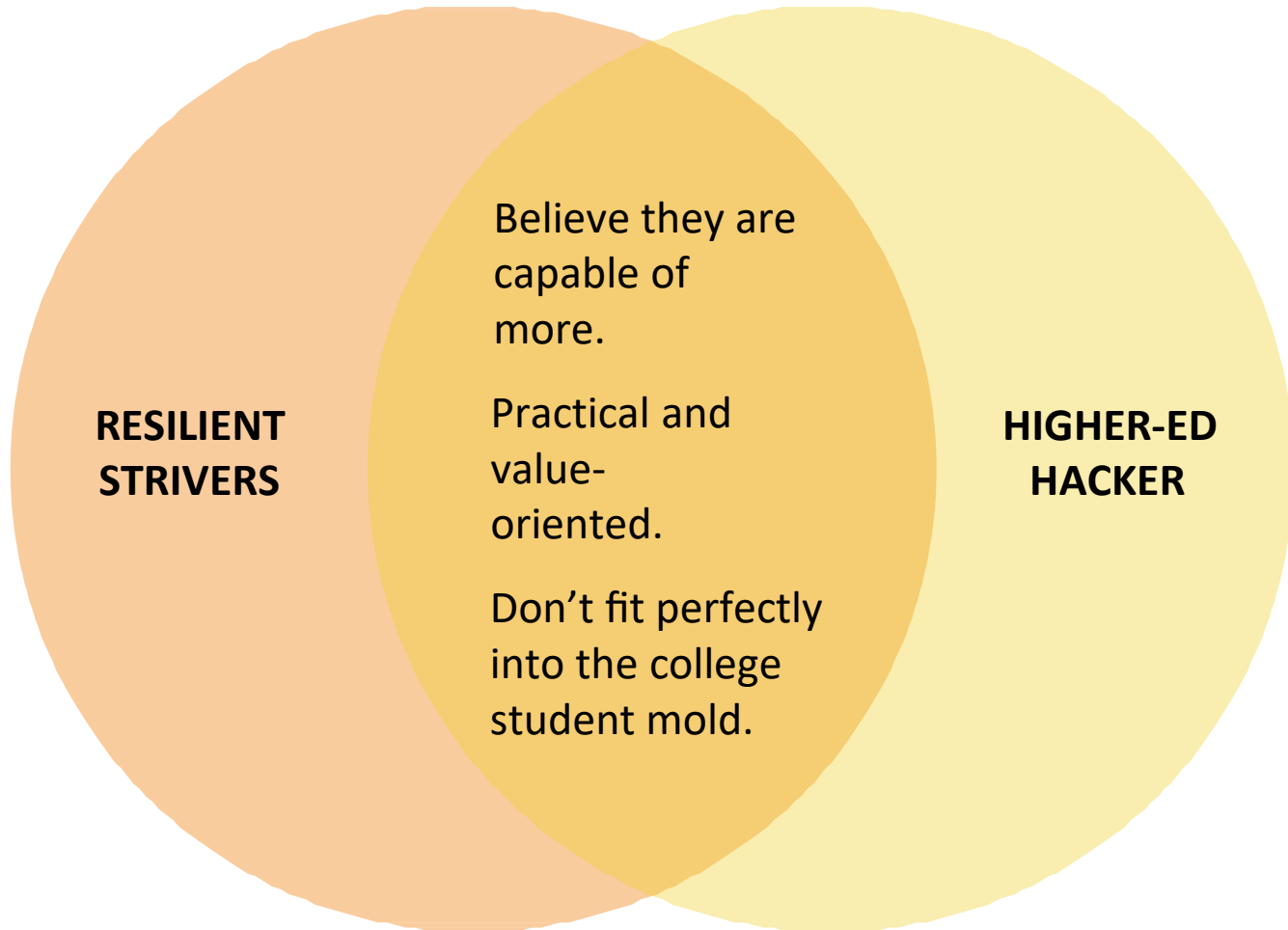
HIGHER-ED HACKERS

As described by participants:

“They want to go on with education but don't have a path yet.”

“Kickstarting an academic career.”

“Looking for a cost-effective way to start.”



Positioning

The specific space we want to claim in consumers' minds compared to competitors

CHALLENGE

GET:

Spokane-area locals who believe they are capable of more, but facing practical barriers to higher education

TARGET AUDIENCE

TO:

See The Spokane Colleges as the practical stepping stone they need to move them from undefined potential to tangible reality

POSITION

BECAUSE:

They remove barriers to education, welcome everyone who wants to learn, and prepare students to succeed in their next chapters.

REASONS TO BELIEVE



Proposed Position:

Your stepping stone to a better reality.



Voice

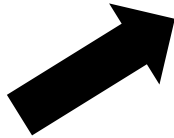
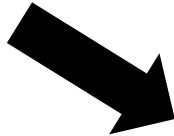
The consistent reflection of our brand personality via our communication.

PLACE

The colleges are strongly connected to the Spokane area, and our voice should capture the hardworking spirit, resilience, and grit of the city.

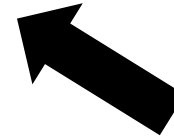
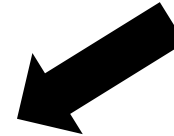
COMPETITIVE CONTEXT

Our competitors lean towards either an elite, academic voice or an innovative, futuristic one. Our voice can be one thing that sets us apart.



AUDIENCE

Our students feel that they don't fit the mold of a traditional college student, so our voice should make them feel welcomed, reinforcing our value of inclusion.



BRAND ROLE

Our audience sees us as a vehicle to a better life, so our voice should embrace that pragmatic, supportive role.



REAL

We speak like regular people, avoiding pretentious, academic-speak that distances the audience.

AFFIRMING

We champion students as they are, celebrating their unique individuality rather promoting a one-size-fits-all standard.

ENGAGED

We are attentive and committed to our students, using all-in language that leaves no doubt about our shared interest.

GROUNDING

We speak with common sense, creating a sense of unvarnished pragmatism that steers clear of lofty, abstract promises.



All Together Now

MISSION

Be the stepping stone over barriers that enables all learners to stride confidently into their next chapters.

VALUES

- + Inclusivity: Committed to teaching every person who wants to learn.
- + Access: Removing barriers that get in the way of education.
- + Preparedness: Setting students up to succeed in their next chapters.

VISION

Cultivate an empowered workforce where every person reaches their fullest potential and reinvests in the community.

POSITION

Your stepping stone to a better reality.

PERSONAS

- + Resilient Strivers: Seeking an accessible platform to elevate their career/earning amidst personal challenges
- + Higher-Ed Hackers: Seeking a loophole to kickstart a high-value college education without the high cost

VOICE

- + Real: We speak like regular people, avoiding pretentious, academic-speak that distances the audience.
- + Affirming: We champion students as they are, celebrating their unique individuality rather promoting a one-size-fits-all standard.
- + Engaged: We are attentive and committed to our students, using all-in language that leaves no doubt about our shared interest.
- + Grounded: We speak with common sense, creating a sense of unvarnished pragmatism that steers clear of lofty, abstract promises.



Rebranding Project

Brand Strategy Presentation: Identity and Position
Project Update

Carolyn Casey
July 16, 2024

