

WASHINGTON STATE COMMUNITY COLLEGE DISTRICT 17**July 22, 2025****NOTICE OF WORK SESSION MEETING***(Notice Date: Wednesday, July 16, 2025)*

The Spokane Colleges Board of Trustees will hold a Work Session meeting on Tuesday, July 22, 2025 beginning at 8:30 AM.

The work session meeting will take place in person at Spokane Community College, 1810 North Greene Street, Spokane, Washington as well as a virtual space.

To connect to the July 22 meeting virtually, go to:

[Join Zoom Meeting](#)

Meeting ID: 813 9323 6618

Passcode: 726386

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

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

SPOKANE COLLEGES MISSION

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

SPOKANE COLLEGES VISION

Providing the best community college experience in the Northwest.

SPOKANE COLLEGES VALUES

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

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.

Washington State Community College District 17

Spokane Community College
1810 N. Greene St.
Spokane, WA 99217

[Join Zoom Meeting](#)

Meeting ID: 813 9323 6618
Passcode: 726386

Work Session Meeting
Tuesday, July 22, 2025

AGENDA

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

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

07/22/2025 Work Session Meeting Agenda				
8:00-8:35a	1.	Opening of Session/Land Acknowledgement ↳ Todd Woodard, Chair	Action	
8:35-8:45a	2.	Title IX Permanent Rules ↳ Patrick Tanner, SCC	Action	Tab 1
8:45-9:00a	3.	Consent Agenda a. Board Minutes – 06/17/2025, Regular Meeting b. Budget and Expenditures – Linda McDermott c. Head Start – Bobbi Woodral d. Admin Procedures – Nichole Hanna & Jaclyn Jacot	Action	Tab 2
9:00-9:45a	4.	SCC Building One COP ↳ Dr. Kevin Brockbank, Spokane Colleges ↳ Colin Anderson, NAC Architecture ↳ Sara Clark, NAC Architecture ↳ Jeff Hyslop, NAC Architecture ↳ Clint Brown, Spokane Colleges ↳ Dr. Linda McDermott, Spokane Colleges	Action	Tab 3
9:45-9:50a	5.	Approval of 2026 Board of Trustee Meeting Schedule ↳ Dr. Kevin Brockbank, Spokane Colleges	Action	Tab 4
9:50-10:05a		BREAK		
10:05-10:20a	6.	Budget Update: State and Federal Impacts ↳ Dr. Linda McDermott, Spokane Colleges	Report	Tab 5
10:20-10:40a	7.	State Allocation Model Review and WACTC Update ↳ Dr. Kevin Brockbank, Spokane Colleges	Report	Tab 6

10:40-11:25a	8. Strategic Plan Kick-Off ↪ Dr. Lori Hunt, Spokane Colleges ↪ Diane Wallerer, 25 th Hour Communications	Report	Tab 7
11:25-11:30a	9. Proposed Exempt Salary Schedule ↪ Fred Davis, Spokane Colleges	Action	Tab 8
11:30-12:30p	10. Executive Session	Discussion	
12:30p	11. Potential Action Generated from Executive Session Adjournment	Action	

Next Meeting will be Tuesday, September 9, 2025 at 8:30 a.m.
Spokane Falls Community College, 3410 W Whistalks Way,
Spokane, WA 99224 with a Zoom option.

**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: Todd Woodard
Chair, Board of Trustees
July 22, 2025

Washington State Community College District 17

Community Colleges of Spokane Board of Trustees Meeting July 22, 2025

Native Land Acknowledgment

We are honored to acknowledge that Spokane Colleges, 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: WASHINGTON ADMINISTRATIVE CODE (WAC) AMENDMENTS

BACKGROUND

A public hearing regarding the permanent adoption of proposed changes to the standards is required as part of permanent rulemaking. The purpose of the hearing is to allow all interested persons an opportunity to provide input, either orally or in writing, on proposed amendments to the Chapter 132Q-10 WAC “Standards of Conduct for Students.”

The changes made by the Department of Education in their 2024 Final Rule under Title IX, which were released on April 19, 2024 and went into effect on August 1, 2024, were challenged in court by several entities. This resulted in the courts vacating the 2024 Final Rule completely, returning Title IX to the 2020 regulations. The proposed revisions update to the Standards of Conduct for Students WACs (Student Code of Conduct) to ensure alignment with the 2020 regulations and that prohibited conduct, and procedures adequately protect the interests of the college community and the constitutional and procedural rights of individual students.

On March 18, 2025, the Board of Trustees, in response to the courts vacating the 2024 Final Rule, approved an Emergency Rulemaking Order that made changes to the below listed WACs. On June 17, 2025, The Board of Trustees approved a 120-day extension to the emergency rulemaking.

Spokane Colleges proposes to amend the following Washington Administrative Code sections:

- 132Q-10-600 (Sex discrimination - Supplemental student conduct code and procedures - Order of precedence),
- 132Q-10-601 (Sex discrimination - Prohibited conduct and definitions),
- 132Q-10-602 (Sex discrimination - Jurisdiction),
- 132Q-10-603 (Sex discrimination - Dismissal and initiation of discipline),
- 132Q-10-604 (Sex discrimination - Prehearing procedure),
- 132Q-10-606 (Sex Discrimination - Presentation of Evidence),
- 132Q-10-607 (Sex discrimination - Initial order), and
- 132Q-10-608 (Sex discrimination - Appeals).

Chapter 132Q-10 Standards of Conduct for Students

Changes incorporate language from the United States Department of Education’s Title IX Final Rule. The proposed changes are consistent with CCS Board Policy 3.30.01 on Non-discrimination/Anti-harassment Educational Programs.

A draft of the proposed amended WACs are attached for board review. If the Trustees take action, Rule Making Order (CR-103) will be filed with the Office of the Code Reviser. The rule will become effective 31 days after it is filed with the Office of the Code Reviser.

RECOMMENDATION

It is recommended that the Board of Trustees of Washington State Community College

District 17 amend the following Washington Administrative Code sections in accordance with the Title IX Final Rule: 132Q-10-600 (Sex discrimination - Supplemental student conduct code and procedures - Order of precedence), 132Q-10-601 (Sex discrimination - Prohibited conduct and definitions), 132Q-10-602 (Sex discrimination - Jurisdiction), 132Q-10-603 (Sex discrimination - Dismissal and initiation of discipline), 132Q-10-604 (Sex discrimination - Prehearing procedure), 132Q-10-606 (Sex Discrimination - Presentation of Evidence), 132Q-10-607 (Sex discrimination - Initial order), and 132Q-10-608 (Sex discrimination - Appeals).

Prepared by: Patrick Tanner
Vice President of Student Services

Presented by: Patrick Tanner
Vice President of Student Services

July 22, 2025

WSR 25-12-011

PROPOSED RULES

SPOKANE COLLEGES

[Filed May 22, 2025, 8:42 a.m.]

Original Notice.

Preproposal statement of inquiry was filed as WSR 25-08-007.

Title of Rule and Other Identifying Information: Supplemental Title IX student conduct procedures; amending WAC 132Q-10-600, 132Q-10-601, 132Q-10-602, 132Q-10-603, 132Q-10-604, 132Q-10-606, 132Q-10-607, and 132Q-10-608; and new WAC 132Q-10-609.

Hearing Location(s): On July 22, 2025, at 8:35 a.m., at 1810 North Greene Street, Building 1, Room 212, Spokane, WA.

Date of Intended Adoption: July 22, 2025.

Submit Written Comments to: Patrick McEachern, 3410 West Whistlers Way, Spokane, WA 99224-5204, email Patrick.McEachern@sfcc.spokane.edu, 509-533-3514, beginning May 20, 2025, by July 18, 2025.

Assistance for Persons with Disabilities: Contact Patrick McEachern, phone 509-533-3514, TTY 1-800-833-6384, email Patrick.McEachern@sfcc.spokane.edu, by July 18, 2025.

Purpose of the Proposal and Its Anticipated Effects, Including Any Changes in Existing Rules: To bring the Spokane Colleges' (college) student conduct code (code) into compliance with United States (U.S.) Department of Education regulations, as altered by a federal court decision in *Tennessee v. Cardona*, No. 2:24-00072 (January 9, 2025), vacating the 2024 Title IX final rule. In light of the court's decision, education institutions are responsible for complying with the 2020 Title IX final rule.

Reasons Supporting Proposal: On January 9, 2025, a federal court decision in *Tennessee v. Cardona*, No. 2:24-00072 (January 9, 2025), vacated the 2024 Title IX final rule, the provisions of which the college had previously adopted into its student conduct code. The U.S. Department of Education indicated in a "Dear Colleague" letter dated February 4, 2025, that in light of the court's decision, it will enforce Title IX under the provisions of the 2020 Title IX rule, effective immediately. As such, institutions of higher education are required to adopt student disciplinary procedures compliant with the former rule.

Statutory Authority for Adoption: RCW 28B.50.140; chapter 34.05 RCW.

Statute Being Implemented: Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681), as implemented through 34 C.F.R. § 106.

Rule is necessary because of federal law and federal court decision, 20 U.S.C. § 1681.

Name of Proponent: Spokane Colleges, governmental.

Name of Agency Personnel Responsible for Drafting, Implementation, and Enforcement: Dr. Kevin Brockbank, 501 North Riverpoint Boulevard, Spokane, WA 99217-6000, 509-434-5006.

A school district fiscal impact statement is not required under RCW 28A.305.135.

A cost-benefit analysis is not required under RCW 34.05.328. The college is not required to complete a cost-benefit analysis by the terms of RCW 34.05.328.

This rule proposal, or portions of the proposal, is exempt from requirements of the Regulatory Fairness Act because the proposal:

Is exempt under RCW 19.85.061 because this rule making is being adopted solely to conform and/or comply with federal statute or regulations. Citation of the specific federal statute or regulation and description of the consequences to the state if the rule is not adopted: This rule making is being adopted to comply with federal statute and regulations, Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681), as implemented through 34 C.F.R. § 106. These federal regulations were updated on April 19, 2024, and institutions of higher education were required to come into compliance by August 1, 2024. Failure to adopt this rule making to keep the college in compliance with Title IX could result in the loss of federal funding.

Is exempt under RCW 19.85.025(3) as the rules adopt, amend, or repeal a procedure, practice, or requirement relating to agency hearings; or a filing or related process requirement for applying to an agency for a license or permit.

Explanation of exemptions: The proposed rules are necessary to remain compliant with federal statute and regulation (as indicated above), and address the student code of conduct, including hearings for alleged violations of the student conduct code.

Scope of exemption for rule proposal:

Is fully exempt.

May 22, 2025
John O'Rourke
Rules Coordinator

RDS-6224.2

AMENDATORY SECTION (Amending WSR 25-02-032, filed 12/19/24, effective 1/19/25)

WAC 132Q-10-600 (~~((Sex discrimination Supplemental student conduct code and procedures--))~~Order of precedence. This supplemental (~~((student conduct code and))~~) procedure applies to allegations of (~~((sex discrimination for incidents occurring on or after August 1, 2024,))~~) sexual harassment subject to Title IX jurisdiction pursuant to regulations promulgated by the United States Department of Education. See 34 C.F.R. Part 106. To the extent these supplemental hearing procedures conflict with (~~((the Community Colleges of Spokane's))~~) Spokane Colleges standard disciplinary procedures, WAC 132Q-10-101 through 132Q-10-503, these supplemental procedures shall take precedence. Spokane Colleges may, at its discretion, contract with an administrative law judge or other person to act as presiding officer and assign such presiding officer to exercise any or all of the duties in lieu of the student conduct administrative panel and panel chair.

AMENDATORY SECTION (Amending WSR 25-02-032, filed 12/19/24, effective 1/19/25)

WAC 132Q-10-601 (~~((Sex discrimination))~~) Prohibited conduct (~~(and definitions)~~) under Title IX. Pursuant to RCW 28B.50.140(13) and Title IX of the Education Amendments Act of 1972, 20 U.S.C. (~~((Sec.))~~) § 1681, (~~((the Community Colleges of))~~) Spokane Colleges may impose disciplinary sanctions against a student who commits, attempts to commit, or aids, abets, incites, encourages, or assists another person to commit, an act(s) of "~~((sex discrimination))~~ sexual harassment."

For purposes of this supplemental procedure, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following (~~((definitions apply))~~):

(1) (~~((("Complainant" means the following individuals who are alleged to have been subjected to conduct that would constitute sex discrimination:~~

~~(a) A student or employee; or~~

~~(b) A person other than a student or employee who was participating or attempting to participate in the college's education program or activity at the time of the alleged discrimination.~~

~~(2) "Pregnancy or related conditions" means:~~

~~(a) Pregnancy, childbirth, termination of pregnancy, or lactation;~~

~~(b) Medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or~~

~~(c) Recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.~~

~~(3) "Program" or "programs and activities" means all operations of the college.~~

~~(4) "Relevant" means related to the allegations of sex discrimination under investigation. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decision maker in determining whether the alleged sex discrimination occurred.~~

~~(5) "Remedies" means measures provided to a complainant or other person whose equal access to the college's educational programs and activities has been limited or denied by sex discrimination. These measures are intended to restore or preserve that person's access to educational programs and activities after a determination that sex discrimination has occurred.~~

~~(6) "Respondent" is a student who is alleged to have violated the student conduct code.~~

~~(7) "Sex discrimination" includes sex-based harassment, and may occur when a respondent causes more than de minimis (insignificant) harm to an individual by treating them different from a similarly situated individual on the basis of: Sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity. Conduct that prevents an individual from participating in an education program or activity consistent with the person's gender identity subjects a person to more than de minimis harm on the basis of sex.~~

~~(a) Sex-based harassment. "Sex-based harassment" is a form of sex discrimination and means sexual harassment or other harassment on the basis of sex, including the following conduct:~~

~~(i)) Quid pro quo harassment. A ((student,)) Spokane Colleges employee ((, agent, or other person authorized by the college to pro-~~

~~vide an aid, benefit, or service under the college's education program or activity explicitly or impliedly)) conditioning the provision of ((such)) an aid, benefit, or service of the Spokane Colleges on ((a person's)) an individual's participation in unwelcome sexual conduct.~~

~~((ii)) (2) Hostile environment. Unwelcome ((sex-based)) conduct ((that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the recipient's education program or activity (i.e., creates a hostile environment)). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:~~

~~(A) The degree to which the conduct affected the complainant's ability to access the college's education program or activity;~~

~~(B) The type, frequency, and duration of the conduct;~~

~~(C) The parties' ages, roles within the college's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;~~

~~(D) The location of the conduct and the context in which the conduct occurred; and~~

~~(E) Other sex-based harassment in the college's education program or activity.~~

~~((iii)) determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Spokane Colleges educational programs or activities.~~

~~(3) Sexual ((violence)) assault. (("Sexual violence")) Sexual assault includes ((nonconsensual sexual intercourse, nonconsensual sexual contact, domestic violence, incest, statutory rape, domestic violence, dating violence, and stalking.~~

~~((A)) the following conduct:~~

~~((a) Nonconsensual sexual intercourse ((is)). Any actual or attempted sexual intercourse (anal, oral, or vaginal), however slight, with any object or body part, by a person upon another person, that is without consent and/or by force. Sexual intercourse includes anal or vaginal penetration by a penis, tongue, finger, or object, or oral copulation by mouth to genital contact or genital to mouth contact.~~

~~((B)) ((b) Nonconsensual sexual contact ((fondling) is)). Any actual or attempted sexual touching, however slight, with any body part or object, by a person upon another person that is without consent and/or by force. Sexual touching includes any bodily contact with the breasts, groin, mouth, or other bodily orifice of another individual, or any other bodily contact in a sexual manner.~~

~~((C)) ((c) Incest ((is)). Sexual intercourse or sexual contact with a person known to be related to them, either legitimately or illegitimately, as an ancestor, descendant, brother, or sister of either wholly or half related. Descendant includes stepchildren and adopted children under the age of 18.~~

~~((D) Statutory rape (rape of a child) is nonforcible sexual intercourse with a person who is under the statutory age of consent))~~
~~((d) Statutory rape. Nonforcible sexual intercourse between someone who is 18 years of age or older and someone who is under the age of 16.~~

~~((E)) ((4) Domestic violence ((is)). Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, coercive control, damage or destruction of personal property, stalking, or any other conduct prohibited under RCW 10.99.020, committed by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated~~

with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the state of Washington, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the state of Washington, RCW 26.55.010.

~~((F))~~ (5) Dating violence ~~((is))~~. Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person:

(a) Who is or has been in a social relationship of a romantic or intimate nature with the victim; and

(b) Where the existence of such a relationship shall be determined based on a consideration of the following factors:

~~((I))~~ (i) The length of the relationship;

~~((II))~~ (ii) The type of relationship; and

~~((III))~~ (iii) The frequency of interaction between the persons involved in the relationship.

~~((G))~~ (6) Stalking ~~((means))~~. Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for ~~((the person's))~~ their safety or the safety of others, or ~~((to))~~ suffer substantial emotional distress.

~~((b) "Consent." For purposes of this code, "consent" means knowing, voluntary and clear permission by word or action, to engage in mutually agreed upon sexual activity.~~

~~(i) Each party has the responsibility to make certain that the other has consented before engaging in the activity.~~

~~(ii) For consent to be valid, there must be at the time of the act of sexual intercourse or sexual contact actual words or conduct indicating freely given agreement to have sexual intercourse or sexual contact.~~

~~(iii) A person cannot consent if they are unable to understand what is happening or are disoriented, helpless, asleep, or unconscious for any reason, including due to alcohol or other drugs. An individual who engages in sexual activity when the individual knows, or should know, that the other person is physically or mentally incapacitated has engaged in nonconsensual conduct.~~

~~(iv) Intoxication is not a defense against allegations that an individual has engaged in nonconsensual sexual conduct.~~

~~(c) "Title IX retaliation" means intimidation, threats, coercion, or discrimination against any person by a student, for the purpose of interfering with any right or privilege secured by Title IX, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in a sex discrimination investigation, proceeding, or hearing under this part, including during an informal resolution process, during a Title IX investigation, or during any disciplinary proceeding involving allegations of sex discrimination.~~

~~(8) "Student employee" means an individual who is both a student and an employee of the college. When a complainant or respondent is a student employee, the college must make a fact-specific inquiry to determine whether the individual's primary relationship with the college is to receive an education and whether any alleged student conduct code violation including, but not limited to, sex-based harassment, occurred while the individual was performing employment-related work.~~

~~(9) "Student group" is a student organization, athletic team, or living group including, but not limited to, student clubs and organizations, members of a class or student cohort, student performance groups, and student living groups.~~

~~(10) "Supportive measures" means reasonably available, individualized and appropriate, nonpunitive and nondisciplinary measures offered by the college to the complainant or respondent without unreasonably burdening either party, and without fee or charge for purposes of:~~

~~(a) Restoring or preserving a party's access to the college's educational program or activity, including measures that are designed to protect the safety of the parties or the college's educational environment; or providing support during the college's investigation and disciplinary procedures, or during any informal resolution process; or~~

~~(b) Supportive measures may include, but are not limited to: Counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of campus; restriction on contact applied to one or more parties; a leave of absence; change in class or work schedules, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.~~

~~(11) "Title IX coordinator" is the administrator responsible for processing complaints of sex discrimination, including sex-based harassment, overseeing investigations and informal resolution processes, and coordinating supportive measures, in accordance with college policy.)~~

AMENDATORY SECTION (Amending WSR 25-02-032, filed 12/19/24, effective 1/19/25)

WAC 132Q-10-602 ((Sex discrimination)) Title IX jurisdiction.

(1) This supplemental procedure applies only if the alleged misconduct ((meets the definition of "sex discrimination" as that term is defined in WAC 132Q-10-601 and occurs:

(1) On college premises;

(2) At or in connection with college programs or activities; or

(3) Off college premises, if in the judgment of the college, the conduct has an adverse impact on the college community, the pursuit of its objectives, or the ability of a student or staff to participate in the college's programs and activities));

(a) Occurred in the United States;

(b) Occurred during a Spokane Colleges educational program or activity; and

(c) Meets the definition of sexual harassment as that term is defined in this supplemental procedure.

(2) For purposes of this supplemental procedure, an "educational program or activity" is defined as locations, events, or circumstances over which the Spokane Colleges exercised substantial control over both the respondent and the context in which the alleged sexual harassment occurred. This definition includes any building owned or controlled by a student organization that is officially recognized by the Spokane Colleges.

(3) Proceedings under this supplemental procedure must be dismissed if the decision maker determines that one or all of the requirements of subsection (1)(a) through (c) of this section have not been met. Dismissal under this supplemental procedure does not prohibit the Spokane Colleges from pursuing other disciplinary action based on allegations that the respondent violated other provisions of the

Spokane Colleges student conduct code, WAC 132Q-10-101 through 132Q-10-503.

(4) If the student conduct officer determines the facts in the investigation report are not sufficient to support Title IX jurisdiction and/or pursuit of a Title IX violation, the student conduct officer will issue a notice of dismissal in whole or part to both parties explaining why some or all of the Title IX claims have been dismissed.

AMENDATORY SECTION (Amending WSR 25-02-032, filed 12/19/24, effective 1/19/25)

WAC 132Q-10-603 (~~(Sex discrimination Dismissal and)~~) Initiation of discipline. (~~(1) Any member of the college community may file a complaint against a student or student group for conduct which may constitute sex discrimination.~~

~~(2) The college's Title IX coordinator or designee shall review, process, and, if applicable, investigate complaints or other reports of sex discrimination, including sex-based harassment. The disciplinary process for allegations of sex discrimination, including sex-based harassment, against a student shall be addressed through the student conduct code.~~

~~(3) Both the respondent and the complainant in cases involving allegations of sex discrimination shall be provided the same procedural rights to participate in student discipline matters, including the right to participate in the disciplinary process and to appeal any disciplinary decision.~~

~~(4) When interim suspension or other restriction proceedings are conducted under WAC 132Q-10-320, the complainant shall be notified that an interim suspension has been imposed on the same day that the interim suspension notice is served on the respondent. The college will also provide the complainant with timely notice of any subsequent changes to the interim suspension order.~~

~~(5) The student conduct officer shall review the investigation report provided by the Title IX coordinator, and determine whether, by a preponderance of the evidence, there was a violation of the student conduct code; and if so, what disciplinary sanction(s) and/or remedies will be recommended. The student conduct officer shall, within five business days of receiving the investigation report, serve respondent, complainant, and the Title IX coordinator with a written recommendation, setting forth the facts and conclusions supporting their recommendation. The time for serving a written recommendation may be extended by the student conduct officer for good cause.~~

~~(a) The complainant and respondent may either accept the student conduct officer's recommended disciplinary sanction(s) or request a hearing before a student conduct administrative panel.~~

~~(b) The complainant and respondent shall have 21 calendar days from the date of the written recommendation to request a hearing before a student conduct administrative panel.~~

~~(c) The request for a hearing may be verbal or written, but must be clearly communicated to the student conduct officer.~~

~~(d) The student conduct officer shall promptly notify the other party of the request.~~

~~(e) The student conduct officer may recommend dismissal of the complaint if:~~

~~(i) The college is unable to identify respondent after taking reasonable steps to do so;~~

~~(ii) Respondent is not participating in the college's educational programs or activities;~~

~~(iii) The complainant has voluntarily withdrawn any or all of the allegations in the complaint, and the Title IX coordinator has declined to initiate their own complaint. In cases involving allegations of sex-based harassment, the complainant must withdraw their complaint in writing;~~

~~(iv) The college determines that, even if proven, the conduct alleged by the complainant would not constitute sex discrimination; or~~

~~(v) The conduct alleged by the complainant falls outside the college's disciplinary jurisdiction.~~

~~(f) If no request for a full hearing is provided to the student conduct officer, the student conduct officer's written recommendation shall be final and implemented immediately following the expiration of 21 calendar days from the service of the written recommendation.~~

~~(g) Upon receipt of the student conduct officer's written recommendation, the Title IX coordinator or their designee shall review all supportive measures and, within five business days, provide written direction to the complainant and respondent as to any supportive measures that will be implemented, continued, modified, or terminated. If either party is dissatisfied with the supportive measures, the party may seek review in accordance with the college's Title IX investigation procedure.~~

~~(h) If the respondent is found responsible for engaging in sex discrimination, the Title IX coordinator shall also take prompt steps to coordinate and implement any necessary remedies to ensure that sex discrimination does not recur and that complainant has equal access to the college's programs and activities.))~~ (1) Upon receiving a Title IX investigation report from the Title IX coordinator, the student conduct officer will independently review the report to determine whether there are sufficient grounds to pursue a disciplinary action against the respondent for engaging in prohibited conduct under Title IX.

(2) If the student conduct officer determines that there are sufficient grounds to proceed under these supplemental procedures, the student conduct officer will initiate a Title IX disciplinary proceeding by filing a written disciplinary notice with the chair of the student conduct administrative panel and serving the notice on the respondent and the complainant, and their respective advisors. The notice must:

(a) Set forth the basis for Title IX jurisdiction;

(b) Identify the alleged Title IX violation(s);

(c) Set forth the facts underlying the allegation(s);

(d) Identify the range of possible sanctions that may be imposed if the respondent is found responsible for the alleged violation(s);

(e) Explain that the parties are entitled to be accompanied by their chosen advisors during the hearing and that:

(i) The advisors will be responsible for questioning all witnesses on the party's behalf;

(ii) An advisor may be an attorney; and

(iii) Spokane Colleges will appoint an advisor of the college's choosing at no cost to the party, if the party fails to do so.

(f) Explain that if a party fails to appear at the hearing, a decision of responsibility may be made in their absence.

AMENDATORY SECTION (Amending WSR 25-02-032, filed 12/19/24, effective 1/19/25)

WAC 132Q-10-604 (~~(Sex discrimination)~~) Prehearing procedure.

~~((1) For cases involving allegations of sex discrimination, including sex-based harassment, members of the student conduct administrative panel must receive training on serving impartially, avoiding prejudgment of facts at issue, conflicts of interest, and bias. The chair must also receive training on the student conduct process for sex discrimination cases, as well as the meaning and application of the term "relevant," in relations to questions and evidence, and the types of evidence that are impermissible, regardless of relevance in accordance with 34 C.F.R. §§ 106.45 and 106.46.~~

~~(2) In sex discrimination cases, the college may, in its sole and exclusive discretion, contract with an administrative law judge or other qualified person to act as the presiding officer, authorized to exercise any or all duties of the student conduct administrative panel and/or committee chair.~~

~~(3) In cases involving allegations of sex discrimination, the complainant has a right to participate equally in any part of the disciplinary process, including appeals. Respondent and complainant both have the following rights:~~

~~(a) Notice. The college must provide a notice that includes all information required in WAC 132Q-10-315, and a statement that the parties are entitled to an equal opportunity to access relevant and permissible evidence, or a description of the evidence upon request.~~

~~(b) Advisors. The complainant and respondent are both entitled to have an advisor present, who may be an attorney retained at the party's expense.~~

~~(c) Extensions of time. The chair may, upon written request of any party and a showing of good cause, extend the time for disclosure of witness and exhibit lists, accessing and reviewing evidence, or the hearing date, in accordance with the procedures set forth in subsection (4) (b) of this section.~~

~~(d) Evidence. In advance of the hearing, the student conduct officer shall provide reasonable assistance to the respondent and complainant in accessing and reviewing the investigative report and relevant and not otherwise impermissible evidence that is within the college's control.~~

~~(e) Confidentiality. The college shall take reasonable steps to prevent the unauthorized disclosure of information obtained by a party solely through the disciplinary process, which may include, but are not limited to, directives by the student conduct officer or chair pertaining to the dissemination, disclosure, or access to evidence outside the context of the disciplinary hearing.~~

~~(4) In cases involving allegations of sex-based harassment, the following additional procedures apply:~~

~~(a) Notice. In addition to all information required by WAC 132Q-10-315, the prehearing notice must also inform the parties that:~~

~~(i) The respondent is presumed not responsible for the alleged sex-based harassment;~~

~~(ii) The parties will have an opportunity to present relevant and not otherwise impermissible evidence to a trained, impartial decision maker;~~

~~(iii) They may have an advisor of their choice, who may be an attorney, to assist them during the hearing;~~

~~(iv) They are entitled to an equal opportunity to access relevant and not otherwise impermissible evidence in advance of the hearing; and~~

~~(v) The student conduct code prohibits knowingly making false statements or knowingly submitting false information during a student conduct proceeding.~~

~~(b) Extensions of time. The chair may, upon written request of any party and a showing of good cause, extend the time for disclosure of witness and exhibit lists, accessing and reviewing evidence, or the hearing date. The party requesting an extension must do so no later than 48 hours before any date specified in the notice of hearing or by the chair in any prehearing conference. The written request must be served simultaneously by email to all parties and the chair. Any party may respond and object to the request for an extension of time no later than 24 hours after service of the request for an extension. The chair will serve a written decision upon all parties, to include the reasons for granting or denying any request. The chair's decision shall be final. In exceptional circumstances, for good cause shown, the chair may, in their sole discretion, grant extensions of time that are made less than 48 hours before any deadline.~~

~~(c) Advisors. The college shall provide an advisor to the respondent and any complainant, if the respondent or complainant have not otherwise identified an advisor to assist during the hearing.~~

~~(d) Evidence. In advance of the hearing, the student conduct officer shall provide reasonable assistance to the respondent and complainant in accessing and reviewing the investigative report and relevant and not otherwise impermissible evidence that is within the college's control.~~

~~(e) Confidentiality. The college shall take reasonable steps to prevent the unauthorized disclosure of information obtained by a party solely through the disciplinary process, which may include, but is not limited to, directives by the student conduct officer or chair issuing directives pertaining to the dissemination, disclosure, or access to evidence outside the context of the disciplinary hearing.~~

~~(f) Separate locations. The chair may, or upon the request of any party, must conduct the hearing with the parties physically present in separate locations, with technology enabling the committee and parties to simultaneously see and hear the party or the witness while that person is speaking.~~

~~(g) Withdrawal of complaint. If a complainant wants to voluntarily withdraw a complaint, they must provide notice to the college in writing before a case can be dismissed.))~~ (1) Upon receiving the disciplinary notice, the chair of the student conduct administrative panel will send a hearing notice to all parties, in compliance with WAC 1320-10-315. In no event will the hearing date be set less than 10 days after the Title IX coordinator provided the final investigation report to the parties.

(2) A party may choose to have an attorney serve as their advisor at the party's own expense. This right will be waived unless, at least five days before the hearing, the attorney files a notice of appearance with the panel chair with copies to all parties and the student conduct officer.

(3) In preparation for the hearing, the parties will have equal access to all evidence gathered by the investigator during the investigation, regardless of whether Spokane Colleges intends to offer the evidence at the hearing.

AMENDATORY SECTION (Amending WSR 25-02-032, filed 12/19/24, effective 1/19/25)

WAC 132Q-10-606 ((Sex discrimination Presentation of)) Evi-
dence. ((In cases involving allegations of sex-based harassment, the complainant and respondent may not directly question one another or other witnesses. In such circumstances, the chair will determine whether questions will be submitted to the chair, who will then ask questions of the parties and witnesses, or allow questions to be asked directly of any party or witnesses by a party's attorney or advisor. The committee chair may revise this process if, in the chair's determination, the questioning by any party, attorney, or advisor, becomes contentious or harassing.

(1) Prior to any question being posed to a party or witness, the chair must determine whether the question is relevant and not otherwise impermissible; and must explain any decision to exclude a question that is deemed not relevant, or is otherwise impermissible. The chair will retain for the record copies of any written questions provided by any party.

(2) The chair must not permit questions that are unclear or harassing; but shall give the party an opportunity to clarify or revise such a question.

(3) The chair shall exclude and the committee shall not consider legally privileged information unless the individual holding the privilege has waived the privilege. Privileged information includes, but is not limited to, information protected by the following:

- (a) Spousal/domestic partner privilege;
- (b) Attorney-client communications and attorney work product privilege;
- (c) Clergy privileges;
- (d) Medical or mental health providers and counselor privileges;
- (e) Sexual assault and domestic violence advocate privileges; and
- (f) Other legal privileges set forth in RCW 5.60.060 or federal law.

(4) The chair shall exclude and the committee shall not consider questions or evidence that relate to the complainant's sexual interests or prior sexual conduct, unless such question or evidence is offered to prove someone other than the respondent committed the alleged conduct, or is evidence of specific instances of prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

(5) The committee may choose to place less or no weight upon statements by a party or witness who refuses to respond to questions deemed relevant and not impermissible. The committee must not draw an inference about whether sex-based harassment occurred based solely on a party's or witness's refusal to respond to such questions.)) The introduction and consideration of evidence during the hearing is subject to the following procedures and restrictions:

(1) Relevance: The panel chair shall review all questions for relevance and shall explain on the record their reasons for excluding any question based on lack of relevance.

(2) Relevance means that information elicited by the question makes facts in dispute more or less likely to be true.

(3) Questions or evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant and must be excluded, unless such question or evidence:

(a) Is asked or offered to prove someone other than the respondent committed the alleged misconduct; or

(b) Concerns specific incidents of prior sexual behavior between the complainant and the respondent, which are asked or offered on the issue of consent.

(4) Complainant and respondent may not ask questions directly of one another. Questions may be asked through a party's advisor or by the chair, after the chair determines the question is relevant and not privileged or otherwise impermissible. The chair has discretion to follow this procedure for other witnesses, as well.

(5) No negative inference: The committee may not make an inference regarding responsibility solely on a witness's or party's absence from the hearing or refusal to answer questions.

(6) Privileged evidence: The committee shall not consider legally privileged information unless the holder has effectively waived the privilege. Privileged information includes, but is not limited to, information protected by the following:

(a) Spousal/domestic partner privilege;

(b) Attorney-client and attorney work product privileges;

(c) Privileges applicable to members of the clergy and priests;

(d) Privileges applicable to medical providers, mental health therapists, and counselors;

(e) Privileges applicable to sexual assault and domestic violence advocates; and

(f) Other legal privileges identified in RCW 5.60.060.

AMENDATORY SECTION (Amending WSR 25-02-032, filed 12/19/24, effective 1/19/25)

WAC 132Q-10-607 ((~~Sex discrimination~~)) Initial order. ((+1))

~~The student conduct administrative panel will comply with WAC 132Q-10-330.~~

~~(2) In cases involving sex-based harassment, the initial decision shall be served on all parties simultaneously, as well as the Title IX coordinator.)) In addition to complying with WAC 132Q-10-333, the student conduct administrative panel will be responsible for conferring and drafting an initial order that:~~

~~(1) Identifies the allegations of sexual harassment;~~

~~(2) Describes the procedural steps taken from receipt of the formal complaint through the determination, including any notifications to parties, interviews with witnesses and parties, site visits, methods used to gather evidence, and hearings held;~~

~~(3) Makes findings of fact supporting the determination;~~

~~(4) Reaches conclusions applying the conduct code to the facts;~~

~~(5) Contains a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility;~~

~~(6) Describes any disciplinary sanctions or conditions imposed against the respondent, if the committee determines the respondent violated the conduct code;~~

(7) Determines whether remedies designed to restore or preserve complainant's equal access to the Spokane Colleges education programs or activities will be provided by Spokane Colleges; and

(8) Describes the process for appealing initial orders from Spokane Community College to Spokane Falls Community College's vice president of student affairs or initial orders from Spokane Falls Community College to Spokane Community College's vice president of student services.

(9) The panel chair will serve the initial order on the parties simultaneously.

AMENDATORY SECTION (Amending WSR 25-02-032, filed 12/19/24, effective 1/19/25)

WAC 132Q-10-608 ((Sex discrimination)) Appeals. ~~((1) Any party, including a complainant in sex-based harassment cases, may appeal the committee's decision to the president by filing a written appeal with the appropriate vice president's office (appeal authority) within 21 calendar days of service of the committee's decision. Failure to file a timely appeal constitutes a waiver of the right and the decision shall be deemed final. For appeals coming from Spokane Community College, the vice president of student affairs at Spokane Falls Community College will process the appeal as the appeal authority. For appeals coming from Spokane Falls Community College, the vice president of student services at Spokane Community College will process the appeal as the appeal authority.~~

~~(2) The written appeal must identify the specific findings of fact and/or conclusions of law in the decision that are challenged and must contain argument why the appeal should be granted. Appeals may be based upon, but are not limited to:~~

~~(a) Procedural irregularity that would change the outcome;~~

~~(b) New evidence that would change the outcome and that was not reasonably available when the initial decision was made; and~~

~~(c) The investigator, decision maker, or Title IX coordinator had a conflict of interest or bias for or against a respondent or complainant individually or respondents or complainants generally.~~

~~(3) Upon receiving a timely appeal, the appeal authority will promptly serve a copy of the appeal on all nonappealing parties, who will have 10 business days from the date of service to submit a written response addressing the issues raised in the appeal to the president or a designee, and serve it on all parties. Failure to file a timely response constitutes a waiver of the right to participate in the appeal.~~

~~(4) If necessary to aid review, the appeal authority may ask for additional briefing from the parties on issues raised on appeal. The appeal authority's review shall be restricted to the hearing record made before the student conduct administrative panel and will normally be limited to a review of those issues and arguments raised in the appeal.~~

~~(5) The appeal authority shall serve a written decision on all parties and their attorneys, if any, within 20 calendar days after receipt of the appeal. This decision shall be final and subject to judicial review pursuant to chapter 34.05 RCW, Part V.~~

~~(6) In cases involving allegations of sex-based harassment, the appeal decision must be served simultaneously on the complainant, respondent, and Title IX coordinator.~~

~~(7) The appeal authority shall not engage in an ex parte communication with any of the parties regarding an appeal.))~~ (1) All parties, including the student conduct officer in their capacity as a representative of the college, have the right to appeal from the determination of responsibility and/or from a dismissal, in whole or part, of a formal complaint during the investigative or hearing process. Appeals must be in writing and filed with the appropriate vice president's office within 21 days of service of the initial order or notice of dismissal. Appeals must identify the specific findings of fact and/or conclusions in the initial order or notice of dismissal that the appealing party is challenging and must contain argument as to why the appeal should be granted. Failure to file a timely appeal constitutes a waiver of the right to appeal and the initial order or notice of dismissal shall be deemed final.

(2) For appeals coming from Spokane Community College, the vice president of student affairs at Spokane Falls Community College will process the appeal. For appeals coming from Spokane Falls Community College, the vice president of student services at Spokane Community College will process the appeal.

(3) Upon receiving a timely appeal, the appropriately identified vice president's office will serve a copy of the appeal on all parties, who will have 10 days from the date of service to submit written responses to the appropriate vice president's office addressing issues raised in the appeal. Failure to file a timely response constitutes a waiver of the right to participate in the appeal. Upon receipt of written responses, the appropriate vice president shall serve copies of the responses to the other parties.

(4) Parties receiving a copy of the responses shall have five days in which to submit a written reply addressing issues raised in the responses to the appropriate vice president's office.

(5) The appropriate vice president or their delegate, based on their review of parties' submission and the hearing or investigative record, will determine whether the grounds for appeal have merit, provide the rationale for this conclusion, and state whether a dismissal is affirmed or denied, or if the disciplinary sanctions and conditions imposed in the initial order are affirmed, vacated, or amended, and if amended, set forth the new disciplinary sanctions and conditions.

(6) The appropriate vice president of student affairs/services shall serve the final decision on the parties simultaneously.

(7) All administrative decisions reached through this process may be judicially appealed pursuant to applicable provisions of chapter 34.05 RCW including, but not limited to, the timelines set forth in RCW 34.05.542.

NEW SECTION

WAC 132Q-10-609 Rights of parties. (1) Spokane Colleges student conduct procedures, WAC 132Q-10-101 through 132Q-10-503, and this supplemental procedure shall apply equally to all parties.

(2) Spokane Colleges bears the burden of offering and presenting sufficient testimony and evidence to establish that the respondent is

responsible for a Title IX violation by a preponderance of the evidence.

(3) The respondent will be presumed not responsible until such time as the disciplinary process has been finally resolved.

(4) During the hearing, each party shall be represented by an advisor. The parties are entitled to an advisor of their own choosing, and the advisor may be an attorney. If a party does not choose an advisor, then the Title IX coordinator will appoint an advisor of the college's choosing on the party's behalf at no expense to the party.

ACTION: APPROVAL OF CONSENT AGENDA

BACKGROUND

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

AGENDA ITEMS

- a. Board Minutes Approval - 06/17/2025
- b. Budget and Expenditures - Linda McDermott
- c. Head Start - Bobbi Woodral
- d. Admin Procedures - Nichole Hanna & Jaclyn Jacot

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 Todd Woodard
Board of Trustees
July 22, 2025

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 17, 2025 meeting, as presented.

Prepared by: Breanne Riley
Executive Assistant to the Chancellor
July 22, 2025

Minutes of the Board of Trustees Meeting
Washington State Community College District 17
Regular Meeting
June 17, 2025
8:30am
Spokane Falls Community College
In Person and Zoom Option

Present: Trustee Todd Woodard, Trustee Anna Franklin, Trustee Glenn Johnson. Also present: Chancellor Kevin Brockbank, President Jenni Martin, President Kimberlee Messina, Chief of Staff and Strategy Lori Hunt, Chief Human Resources Officer Fred Davis, Chief General Services Officer Nichole Hanna, Chief Financial Officer Linda McDermott, Vice President of Learning Bonnie Glantz, Vice President of Instruction Jaclyn Jacot, Vice President of Student Affairs Patrick McEachern, Vice President of Student Services Patrick Tanner, Vice President of Workforce Development Julie Parks, District Director of Head Start/ECEAP Bobbi Woodral, SFCC Dean Ashley DeMoville, SFCC Faculty Tanja Huffman, SCC Faculty Christina MitmaMomono, AHE President Beverly Daily, AHE Vice President Jason Eggerman, WFSE Representative Ward Kaplan, SCC ASG President Taneisha SFCC ASG President Lexii Locke, SCC ASG President Taneisha Takyuka, Attorney General Carrie Culver, Executive Assistant to the President of SFCC Megan Gibson (recording secretary).

Excused:

Trustee Steve Yoshihara, CIAEAO Melanie Rose

SFCC Celebrating Student Success

Ashley DeMoville introduced SFCC faculty member Tanja Huffman and her role within the Interior Design program at SFCC. Tanja Huffman reviewed the history of the Interior Design program at SFCC as well as the changes through the years. Tanja Huffman then gave the names of program alumni that are making an impact in the industry – which included local business owners and employees at various designing firms. It was reviewed that the new direction of the program was designed to keep the program relevant and to provide marketable skills. The NKBA Connection award winners were shared with the Board of Trustees. Tanja Huffman then explained the connection with WSU as well as the strong community involvement with students in the program. Anna Franklin asked if there was a wait list for students to enter the program and if other business classes were integrated into the program. Todd Woodard stated that he enjoyed the presentation and would like to invite a guest to SFCC to speak to the program students.

Call to Order

The Board of Trustees of Washington State Community College District 17 held a regular meeting on Tuesday, June 17, 2025. Anna Franklin called the meeting to order at 9:00 am. 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 Glenn Johnson.

PUBLIC COMMENT

There was no public comment.

Exceptional Faculty Awards and Saling Awards

Heather Beebe-Stevens presented the nominees for approval of the Exceptional Faculty awards. The motion to approve was so moved by Glenn Johnson, seconded by Anna Franklin, and approved unanimously by the Board. Heather Beebe-Stevens then presented the recipients of the Saling awards, to which no action was needed for approval.

Emergency Rulemaking Extension

Patrick McEachern asked the Board of Trustees to extend the emergency Title IX language that was approved in March and that the public hearing will be held in July. The motion was so moved by Glenn Johnson, seconded by Todd Woodard, and approved unanimously by the Board.

EWU Lease Agreement at Colville Center

Nichole Hanna reviewed the lease agreement between EWU and the SCC Colville Center. The motion to approve was so moved by Glenn Johnson, seconded by Anna Franklin, and approved unanimously by the Board.

Fiscal Year 2025-2026 Operating Budget

Linda McDermott presented the Operating Budget for 2025-2026 fiscal year. Linda McDermott provided a presentation overview as well as the budget planning approach that is aligned with the mission, vision, and values of Spokane Colleges. The 2025-27 state funding for higher education and the FY 26 budget planning priority and guidelines were presented to the Board. FY 26 planning assumptions, state funded annualized FTE, and Head Start annualized FTE were then reviewed. Anna Franklin asked about enrollment, recruitment, and utilizing faculty resources between campuses to support an unplanned increase in enrollment. Discussion ensued. Glenn Johnson asked about employee benefit contribution being raised and notifying employees regularly about the amount that Spokane Colleges contributes to each employee. Fred Davis discussed benefits as a tool for recruiting. The motion to approve was so moved by Todd Woodard, seconded by Glenn Johnson, and approved unanimously by the Board.

CONSENT AGENDA

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

- a. Board Minutes - Minutes of the May 20, 2025, Regular Meeting
- b. Capital Projects Status & Approvals – Nichole Hanna
- c. Budget and Expenditures – Linda McDermott
- d. Head Start Updates – Bobbi Woodral
- e. Data Certification – Bobbi Woodral

The motion to approve the consent agenda was so moved by Todd Woodard, seconded by Glenn Johnson, and approved unanimously by the Board.

BREAK

Anna Franklin reconvened the meeting at 10:07 am.

Chancellor's Report

Dr. Brockbank discussed the upcoming graduation ceremonies and how the work at Spokane Colleges impacts the students and families in the community. Kevin Brockbank thanked all staff across the institution for their work in the last year. The federal and state budget was then reviewed as well as the changes within leadership at Spokane Colleges.

President's Report

Jenni Martin, President of SCC reviewed the SCC graduation commencement ceremonies and that it is a fun time of year. Jenni Martin then thanked Beverly Daily for her time serving as AHE President and for her leadership with the union. Jenni Martin gave her congratulations and thanks to Kimberlee Messina in her upcoming transition. There are strong enrollment trends for SCC and the SCC student orientation is moving back to campus where students are able to be enrolled automatically once they apply. Trustee Franklin asked if there was a way to advertise the instant enrollment more broadly.

Kimberlee Messina, President of SFCC

Patrick McEachern gave a brief explanation of the SFCC orientation, in-person registration, and enrollment. "Sasquatch Beginnings" is a way to streamline registration and credit was given to McCall Fadeley for her organizational work. Kimberlee Messina thanked the Board of Trustees and Kevin Brockbank for supporting her transition. Kevin Brockbank thanked Kimberlee Messina for her transformative work at SFCC.

AHE Report

Beverly Daily thanked Linda McDermott for her work on the budget and the transparency that has been brought to the district budget. Beverly Daily then thanked the Board of Trustees and the President's for their work and dedication with AHE. Jason Eggerman will be the incoming AHE President and he has been working hard to learn about district as a whole. Beverly Daily then thanked Kimberlee Messina for her work on the SFCC campus and that she is truly appreciative to have worked with her.

The Board of Trustees acknowledge Beverly Daily's service and her dedication to AHE and Spokane Colleges.

WFSE/Classified Staff Report

Ward Kaplan shared that classified staff has been ending the year strong, on a positive note, and in appreciation of the budget and contracts.

Katie Satake, shared that Ryan Taylor wanted to give praise to the SCC Medical Assisting program and that the students are earning high praise in their clinical externships. Amy Anderson presented at the International Communications Conference in Denver where her presentation was about her research in assertive communication and conflict resolution. Katie Satake then reported that Christina MitmaMomono had shared highlights about student ran clubs at SCC.

Alison Cooley, reported that tri-chairs Jenny Hubbard (Governance), Carolin Gipple (DEGA), and Alison Cooley (Budget) along with Hailey Keller are working with Joi Lynn Blake to create a recurring classified workshop series at SFCC. Joi Lynn Blake has helped to connect with individuals from institutions in California who participate in the Caring Campus program that helps support professional development for classified staff. SFCC is planning to kick off their series this summer with a "Classi-Con" workshop/event modeled after Comicon.

Student Government Report

Taneisha Takyuka, SCC ASG President, reported that ASG opened a grant with funds from IWS that gave \$2,000 to each area awarded in order to improve spaces and student areas across campus.

Lexii Locke, SFCC ASG President, reported on the upcoming changes at the SFCC food pantry and the collaboration with Second Harvest. Nine out of the thirteen ASG positions have been filled and the new ASG executives will begin training in the fall. Vision For Success should be receiving an answer regarding the letter of intent that was sent to ECMC within the next week. Lexii Locke shared that a Bluetooth speaker with the SFCC logo was given to all graduates as a graduation gift and the surplus will

be sold to faculty and staff.

Board Report

There was no Board report.

Executive Session

The Board will convene in executive session under RCW 42.30.110(1) and the executive session to evaluate the qualifications of an applicant for public employment.

Executive session will last for approximately 40 minutes and is anticipated to end at 11:35 am.

It was announced that executive session will be extended for 10 minutes and is anticipated to end at 11:45am.

Adjournment

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

CONSENT AGENDA REPORT

Fiscal Year 2024-25 Financial Reports:

State Allocation and Tuition Operating Budget Status Report and All-Funds Revenue and Expenditures as of June 30, 2025 – First Close

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 June 30, 2025 – First Close. The reports reflect 2024-2025 fiscal year activity, through the 12th State Allocation from the State Board for Community and Technical Colleges. Additional allocations received since April total 76,014. The total operating budget as of June 30 - First Close is \$132,406,912.

Tuition revenue collections: Fiscal year tuition revenue of \$26,768,542 reflects a positive budget-to-actual variance of \$2,589,599. This is an increase of \$228,049 since the last report. Tuition revenue collections reflect consistent enrollment levels above budget targets for the academic year.

Operating budget expenditures: Actual expenditures year-to-date total \$123,904,306 (94% of budget). All operating units are in the final stages of balancing total spending to approved operating allocations. Final spending totals may result in local budget adjustments prior to final fiscal year close.

All-Funds Summary Report of Revenues and Expenditures: Total revenue from all sources was \$307,464,423 offset by total expenditures of \$302,677,211. Net Activity (total revenue minus total expenditures from all sources) as of June 30, 2025 – First Close, was \$4,787,212. The decrease in revenue for the month of \$0.8 million and the increase in expenditures of \$9.8 million reflects the normal timing of the revenue/expense cycle during an academic term. Year-end operating results will be reported once final year-end revenue and expenditure accruals are complete.

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 2025.06 – 2025-07-15
2. Revenue & Expenditures 2024-07-01 through 2025-06-30 – 2025-07-15
3. Allocation #12 Operating Budget 2025.06.13

Prepared by: Dr. Linda McDermott, CPA
Chief Financial Officer
July 22, 2025



State Allocation and Tuition Operating Budget Report

for Fiscal Year 2024 - 2025

Tuition revenue and GL expenditures through June 30, 2025 - First Close

State Allocation #12

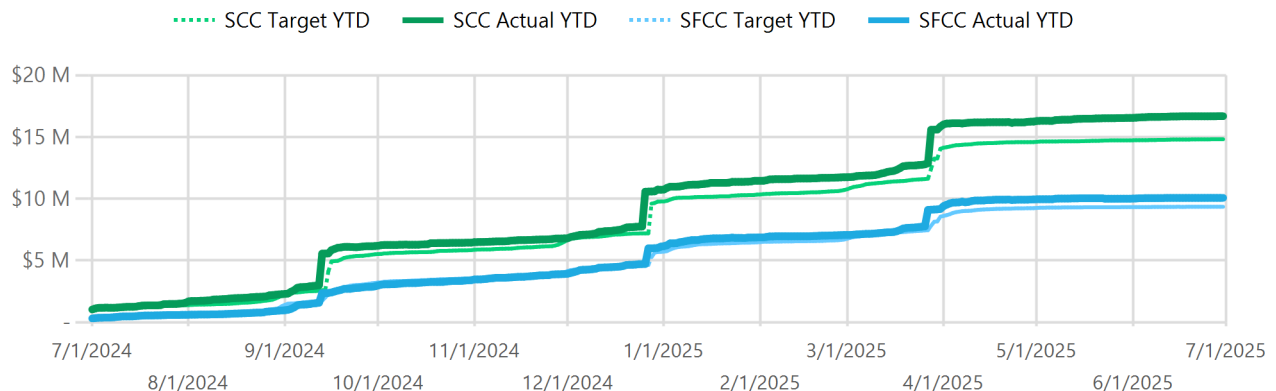
	SCC	SFCC	Central Admin	DMC	District Total
Total State Allocation	\$48,810,137	\$24,116,556	\$18,122,789	\$368,625	\$91,418,107
Tuition Revenue Estimate	\$6,733,109	\$4,991,649	\$3,731,994	\$8,722,191	\$24,178,943
Operating Support, One-time Distribution of FY24 Tuition Revenue over Budget, and Unspent DMC	\$2,055,504	\$6,593,092	\$6,728,286	\$1,432,981	\$16,809,863
Total State Allocation & Tuition Operating Budget	\$57,598,750	\$35,701,297	\$28,583,069	\$10,523,797	\$132,406,913

Allocation and Tuition Expenditures

	Budget	Year-to-Date Expenditures	Percent Expended to Budget	Percent of Total Expenditures
SCC	\$57,598,750	\$58,933,849	102%	48%
SFCC	\$35,701,297	\$32,323,426	91%	26%
Central Administration	\$28,583,069	\$24,641,860	86%	20%
Administration (HR, CEO, CCO, CFO, CIAEAO)		\$6,823,820		5.5%
IT, Facilities, Security, Provost		\$17,818,040		14%
District Managed Costs	\$10,523,797	\$8,005,171	76%	6.5%
Total	\$132,406,913	\$123,904,306	94%	

Tuition Operating Fee Revenue

	Fiscal Year Budget	Actual Year-to-Date	Target Year-to-Date	Over/(Short) Target YTD	Percent Over/(Short)
SCC	\$14,822,244	\$16,690,768	\$14,822,244	\$1,868,524	12.6%
SFCC	\$9,356,699	\$10,077,774	\$9,356,699	\$721,075	7.7%
District Total	\$24,178,943	\$26,768,542	\$24,178,943	\$2,589,599	10.7%





Revenue & Expenditures

7/1/2024 through 6/30/2025

Revenue	July	August	September	October	November	December	January	February	March	April	May	June	Total
Tuition and Student Fees													
Tuition	\$8,098,132	\$2,193,829	\$209,446	(\$4,098)	\$7,030,692	\$1,539,428	(\$166,920)	\$5,590,386	\$2,764,638	(\$454,297)	(\$101,023)	(\$27,075)	\$26,673,138
Tuition AR	(\$5,914,076)	(\$1,148,753)	\$5,650,589	\$770,728	(\$6,182,140)	\$4,618,973	\$1,628,953	(\$5,097,499)	\$3,449,493	\$1,625,235	\$466,376	\$227,782	\$95,660
S&A Fee	\$364,393	\$367,868	\$59,579	(\$25,454)	\$1,148,255	\$279,178	(\$22,508)	\$859,931	\$515,960	(\$42,494)	\$92,279	\$1,183,621	\$4,780,608
Student Fees	\$4,871,364	\$995,829	(\$23,401)	\$105,580	\$57,055	\$609,842	\$297,123	\$2,200,885	\$1,095,493	\$85,394	\$355,298	\$3,005,463	\$13,655,925
Grants & Contracts													
Head Start & ECEAP	\$4,213,974	\$1,892,703	\$1,586,966	\$2,711,977	\$1,017,381	\$3,839,474	\$1,281,926	\$3,454,459	\$2,569,861	\$1,898,531	\$2,256,638	\$2,391,173	\$29,115,062
Running Start	\$3,331,993	\$573,047		\$308,531				\$29,610	\$4,915,547	\$70,857		\$4,819,621	\$14,049,205
Perkins	\$35,706	\$33,414	\$60,764	\$72,792	\$49,959	\$74,995	\$87,023	\$118,937	\$234,748	\$146,210	\$177,558	\$506,367	\$1,598,473
WorkFirst	\$104,526	\$31,679	\$180,977	\$82,210	\$72,592	\$143,325	\$126,629	\$76,049	\$82,559	\$93,753	(\$60,003)	\$104,839	\$1,039,135
BFET	-		\$125,387	\$45,304			\$524,771	(\$174,432)		\$378,372			\$899,403
Corrections	\$178,577	(\$57,282)	\$380,478	\$239,820	\$134,297	\$269,355	\$194,291	\$156,799	\$231,887	\$235,247	\$463	\$446,969	\$2,410,903
Grant Indirect	\$242,475	\$296,960	\$200,853	\$224,077	\$259,778	\$218,056	\$250,801	\$1,535	\$731,778	\$302,858	\$246,927	\$813,519	\$3,789,616
Other Grants & Contracts	\$157,340	\$1,532,092	\$840,058	\$2,363,764	\$1,136,853	\$237,665	\$155,780	\$1,564,146	\$5,417,446	\$530,435	\$813,976	\$5,394,086	\$20,143,640
Financial Aid													
PELL	\$1,750,239		(\$1,171)	\$5,156,582		\$2,005,651	\$7,283,065	\$1,390,607	(\$2,005,651)	\$5,999,713	\$2,018,591	\$840,521	\$24,438,147
Work Study	\$9,318	\$20,482			\$30,000	\$108,849	\$50,000	\$362,584			\$80,000	\$120,074	\$781,307
Other Federal Financial Aid	\$90,000		(\$2,515)	\$6,900		\$292,657	\$666		\$9,116			\$208,310	\$605,133
Other State Financial Aid	\$415,283	\$142,125	\$509,334	\$6,251,821	\$25,566	\$1,041,277	\$6,456,447	\$1,613,534	\$1,270,132	\$300,981	\$6,104,801	\$90,922	\$24,222,223
Direct Loan	\$950,000	\$150,000	(\$2,131)	\$3,305,525		(\$2,554,525)	\$4,461,671	\$1,090,365	\$4,226,626	\$3,911,392	(\$12,510)	\$3,019,629	\$18,546,043
Other Revenue													
State Allocation	\$4,560,556	\$6,493,241	\$5,336,898	\$5,151,379	\$10,599,703	\$8,606,800	\$7,998,661	\$8,349,024	\$8,302,119	\$8,981,721	\$8,543,496	\$11,872,838	\$94,796,436
Capital Projects	(\$4,580,479)		\$1,986,871	\$643,524	\$3,012,639	\$2,865,438	\$800,399	\$1,251,503	\$406,149	\$1,597,009	\$931,062	\$376,594	\$9,290,709
Auxiliary	\$438,577	\$733,494	\$302,481	\$142,189	\$616,713	\$475,461	\$458,775	\$1,000,121	\$463,108	\$567,935	\$784,952	\$550,675	\$6,534,482
Other Revenue	\$2,883,072	(\$415,669)	\$35,194	\$206,302	\$382,010	(\$367,359)	\$59,193	\$287,396	\$709,992	\$9,135	\$2,628,845	\$7,640,759	\$14,058,872
Accounts Receivable	\$10,088,846	\$674,754	\$12,947,129	(\$10,602,465)	(\$823,737)	\$3,549,793	\$2,470,091	(\$7,055,170)	(\$295,351)	(\$4,364)	\$2,041,894	(\$17,051,118)	(\$4,059,696)
Total Collected Revenue	\$32,289,815	\$14,509,813	\$30,383,787	\$17,156,990	\$18,567,615	\$27,854,333	\$34,396,838	\$17,070,772	\$35,095,648	\$26,233,623	\$27,369,621	\$26,535,569	\$307,464,423



Revenue & Expenditures

7/1/2024 through 6/30/2025

Expenditures to Date	July	August	September	October	November	December	January	February	March	April	May	June	Total
Tuition and Student Fees													
S&A Fee	\$7,039	\$62,271	\$121,196	\$211,133	\$156,229	\$152,058	\$141,635	\$143,881	\$211,911	\$294,089	\$135,752	\$318,481	\$1,955,674
Student Fees	\$431,024	\$336,865	\$384,368	\$590,311	\$445,043	\$190,744	\$405,064	\$376,896	\$438,264	\$480,483	\$403,791	\$643,671	\$5,126,524
Building & Innovation Fee	-	\$236,712	\$132,088	\$1,038,123	\$91,803	\$114,467	\$1,068,198	\$221,375	\$55,908	\$1,071,765	\$166,906	\$36,695	\$4,234,038
Grants & Contracts													
Head Start & ECEAP	\$1,306,315	\$1,576,765	\$2,147,311	\$2,783,748	\$2,207,412	\$2,287,272	\$2,558,076	\$2,408,100	\$1,743,661	\$2,459,743	\$2,138,763	\$1,418,751	\$25,035,917
Running Start	\$3,905,039	\$4	\$4,338		\$305,258				\$4,753,870	\$83	\$59	\$4,822,539	\$13,791,191
Perkins	\$39,583	\$43,540	\$59,096	\$62,501	\$71,193	\$47,922	\$104,230	\$118,012	\$237,589	\$146,901	\$241,482	\$474,500	\$1,646,549
WorkFirst	\$104,774	\$72,600	\$388,527	\$81,105	\$100,324	\$115,494	\$129,016	\$76,423	\$81,895	\$94,376	\$561	\$66,630	\$1,311,726
BFET	\$124,484	\$53,445	\$248,830	\$199,125	\$45,005	\$197,149	\$192,243	\$46,396	\$199,455	\$179,706	\$43,351	\$81,577	\$1,610,767
Corrections	(\$45,190)	\$196,037	\$203,309	\$192,958	\$202,987	\$174,647	\$191,235	\$380,545	\$277,770	\$189,364	\$157,270	\$289,948	\$2,410,881
Other Grants & Contracts	\$32,407	\$163,647	\$161,139	\$374,750	\$229,942	\$618,515	(\$33,569)	\$320,613	\$1,502,093	\$373,553	\$1,289,379	\$1,011,254	\$6,043,721
Financial Aid													
PELL	\$1,907,113	(\$26)	\$6,425,875	\$602,721	(\$1,415,457)	\$8,899,245	\$1,266,775	\$101,759	\$4,466,272	\$1,490,592	\$2,075,139	(\$8,156)	\$25,811,850
Work Study	\$42,944	\$33,159	\$40,557	\$108,466	\$92,518	\$89,076	\$128,375	\$137,284	\$114,828	\$138,582	\$169,655	\$93,787	\$1,189,230
Other Federal Financial Aid	\$178,850	\$14,235	\$187,481	(\$573)	(\$243,704)	\$383,340	\$18,291	(\$800)	\$138,760	\$29,125	\$28,970	\$100	\$734,075
Other State Financial Aid	\$1,688,201	\$25,193	\$6,174,321	\$816,623	(\$655,061)	\$7,039,676	\$1,347,882	\$201,688	\$6,966,787	\$1,316,246	\$132,658	\$97,062	\$25,151,276
Direct Loan	\$1,324,386	\$32,712	\$3,528,633	\$1,147,769	(\$1,323,463)	\$1,719,053	\$1,017,785	\$814,430	\$8,328,775	\$994,180	\$1,363,917	(\$14,759)	\$18,933,419
Other Expenditures													
Salary & Benefits	\$8,596,283	\$8,728,398	\$6,218,222	\$10,300,943	\$10,450,385	\$10,011,271	\$10,389,677	\$10,140,149	\$11,478,832	\$10,856,650	\$10,694,316	\$15,583,689	\$123,448,817
Capital Projects	(\$85,844)	\$154,462	\$422,674	\$2,739,640	\$2,344,171	\$1,919,843	\$3,290,531	\$1,810,625	\$1,777,002	\$1,684,765	\$957,297	\$5,039,167	\$22,054,332
Rent & Utilities	\$298,019	\$404,781	\$404,398	\$590,585	\$537,909	\$591,017	\$478,222	\$496,449	\$605,136	\$330,447	\$682,086	\$516,688	\$5,935,736
Travel	\$33,182	\$14,053	\$16,529	\$28,923	\$46,709	\$23,880	\$34,056	\$37,511	\$59,327	\$45,137	\$31,061	\$106,845	\$477,212
Goods, Equipment, and Supplies	\$82,582	\$175,060	\$110,946	\$220,225	\$303,874	\$88,026	\$197,730	\$147,084	\$219,265	\$300,370	\$155,693	\$639,282	\$2,640,138
Auxiliary	\$59,130	\$235,743	\$147,377	\$214,195	\$260,232	\$302,234	\$316,100	\$136,819	\$274,290	\$119,741	\$266,101	\$357,538	\$2,689,501
Other Expenses / Services	\$778,283	\$837,537	\$1,001,042	\$800,884	\$1,051,634	\$850,761	\$427,712	\$673,733	\$1,290,070	\$703,945	\$1,311,936	\$717,103	\$10,444,637
Total Expenditures	\$20,808,604	\$13,397,192	\$28,528,255	\$23,104,151	\$15,304,943	\$35,815,691	\$23,669,264	\$18,788,971	\$45,221,760	\$23,299,841	\$22,446,144	\$32,292,393	\$302,677,211
Net Activity	\$11,481,211	\$1,112,620	\$1,855,533	(\$5,947,161)	\$3,262,672	(\$7,961,359)	\$10,727,574	(\$1,718,200)	(\$10,126,112)	\$2,933,782	\$4,923,477	(\$5,756,824)	\$4,787,212

6/16/2025

		Allocation		SCC	SFCC	Central Admin (a)	District Managed		Costs	Total			
1	District Enrollment Allocation Base (DEAB)	60,346,633											
2	DEAB	\$	42,842,481	\$	20,696,714	\$	12,275,294	\$	9,814,519	\$	55,954	\$	42,842,481
3	OFM ADJ FUND SWAP (WEIA) FY25 ONLY		2,650,216		-				2,650,216		-		2,650,216
4	Weighted Enrollments		5,401,146		4,904,311		496,835				-		5,401,146
5	Performance Based Funding (SAI)		4,876,790		2,820,866		2,055,924				-		4,876,790
6	Minimum Operating Allocation (MOA)		4,576,000		2,331,654		1,138,345		1,106,001		-		4,576,000
7	ADJUSTED ALLOCATION - SUBTOTAL		60,346,633		30,753,545		15,966,398		13,570,736		55,954		60,346,633
8	SAFE HARBOR (EARMARKS AND PROVISOS)												
9	Compensation/Fund Split Support		2,360,335		1,085,754		637,290		637,290		-		2,360,335
10	Safe Harbor Wage Increases		10,599,359		4,584,297		2,819,312		3,195,750		-		10,599,359
11	Foundational Support		796,509		366,394		215,057		215,057		-		796,509
12	Health Insurance		1,787,561		822,278		482,641		482,641		-		1,787,561
13	Pension		(617,347)		(283,980)		(166,684)		(166,684)		-		(617,347)
14	M&O, Leases, and Assessment		-		-		-		-		-		-
15	Aerospace Enrollments - High Demand		438,085		438,085		-		-		-		438,085
16	College Affordability Program		1,997,555		1,239,875		621,778		135,903		-		1,997,555
17	Guided Pathways		3,586,270		2,171,606		1,108,233				306,431		3,586,270
18	Worker Retraining		1,767,938		1,520,157		247,781		-		-		1,767,938
19	Equity and Access - SB5194		625,771		312,886		312,886		-		-		625,771
20	Diversity Bill - SB5227		192,941		90,231		44,376		52,094		6,240		192,941
21	Career Launch Enrollments		240,000		240,000		-		-		-		240,000
22	Aerospace Apprenticeships		80,000		80,000		-		-		-		80,000
23	Disability Accommodations		118,850		85,383		33,467		-		-		118,850
24	Opportunity Grants (ELTA)		579,131		290,156		288,975		-		-		579,131
25	Opportunity Grants (GFS)		97,643		68,232		29,411		-		-		97,643
26	Gold Star Families		38,362		20,416		17,946		-		-		38,362
27	Students of Color		42,757		28,490		14,267		-		-		42,757
28	Nurse Educators		960,189		960,189		-		-		-		960,189
29	Nursing Enrollment Increase		138,528		138,528		-		-		-		138,528
30	High Demand		1,450,502		982,053		468,449		-		-		1,450,502
31	Homeless Student Expansion		230,000		115,000		115,000		-		-		230,000
32	Financial Aid Outreach		160,000		80,000		80,000		-		-		160,000
33	Cybersecurity Enrollments		360,000		180,000		180,000		-		-		360,000
34	Refugee Education		706,400		706,400		-		-		-		706,400
35	MESA Community College Programs		157,000		-		157,000		-		-		157,000
36	Student Needs SHB1559		130,058		65,029		65,029		-		-		130,058
37	SIM Lab Equipment		77,000		77,000		-		-		-		77,000
38	Truck/School Bus Driver Training		232,651		232,651		-		-		-		232,651
39	Student Assistance Grants (WEIA)		179,500		172,000		7,500		-		-		179,500
40	DEI Support- One Time Funding		356,676		178,338		178,338		-		-		356,676
41	Workforce Development Projects		-		-		-		-		-		-
42	Health Workforce Opp Grants		272,128		161,123		111,005		-		-		272,128
43	Nursing Supply SB 5582		250,000		250,000		-		-		-		250,000
44	Nurse Education Enrollment Increases (WEIA)		162,000		162,000		-		-		-		162,000
45	Apprenticeship & Higher Educ ESSB 5764 (GF-State)		55,925		55,925		-		-		-		55,925
46	Apprenticeship & Higher Educ ESSB 5764 (WEIA)		90,200		90,200		-		-		-		90,200
47	Early Achievers Grant Supports		26,050		-		26,050		-		-		26,050
48	Incarcerated Students Grants SSB5953		136,500		136,500		-		-		-		136,500
49	Higher Ed Opioid Prevention 25HB 2112		24,234		12,117		12,117		-		-		24,234
50	Manufacturing Apprenticeship RSI		48,000		48,000		-		-		-		48,000
51	Guided Pathways (WEIA)		6,000		1,000		5,000		-		-		6,000
52	Students Experiencing Homelessness HB1166 Expansion		25,000		-		25,000		-		-		25,000
53	Climate Curriculum Development		19,000		19,000		-		-		-		19,000
54	Worker Retraining Earmark (Base and Variable combined)		86,212		73,280		12,932		-		-		86,212
55	Sub Total Safe Harbor		31,071,473		18,056,592		8,150,157		4,552,053		312,671		31,071,473
56	Total State Operating Allocation		91,418,106		48,810,137		24,116,556		18,122,789		368,625		91,418,106
57	Tuition Revenue Forecast		24,178,943		14,822,244		9,356,699		-		-		24,178,943
58	Central Administration Tuition		-		(3,222,477)		(1,739,127)		4,961,604		-		-
59	District Managed Costs		-		(4,866,658)		(2,625,923)		(1,229,610)		8,722,191		-
60	Total Tuition Forecast Budget Allocation		24,178,943		6,733,109		4,991,649		3,731,994		8,722,191		24,178,943
61	Total State Allocation & Tuition		115,597,049		55,543,245		29,108,205		21,854,783		9,090,816		115,597,049
	One-time Distribution of FY24 Tuition Revenue over Budget & Unspent												
62	DMC		3,187,082		1,806,700		476,315		-		904,067		2,283,015
62a	Operating Support FY25 (b)		10,622,781		103,444		6,173,376		4,345,961		-		10,622,781
62b	Strategic Investments		3,000,000		282,968		-		2,717,032		-		3,000,000
62c	Operating Revenue Transfer from Other Sources		-		(137,608)		(56,599)		(334,707)		528,914		-
62d	Total One-Time and Operating Support		16,809,863		2,055,504		6,593,092		6,728,286		1,432,981		16,809,863
62e	Total State Allocation, Tuition, and Operating Support Budget Authority	\$	132,406,912	\$	57,598,748	\$	35,701,298	\$	28,583,069	\$	10,523,795	\$	132,406,912
63	Unit Allocation & Tuition %				44%		27%		22%		8%		
(a)	Central Administration: Chancellor, Business Office, Human Resources, Public Information/Marketing Offices, , Facilities, Compliance, IT												
(b)	Operating support revenue such as Running Start fees, indirect cost recoveries, etc.												
	Allocations undistributed by SBCTC												

CONSENT AGENDA ITEMS: HEAD START UPDATES

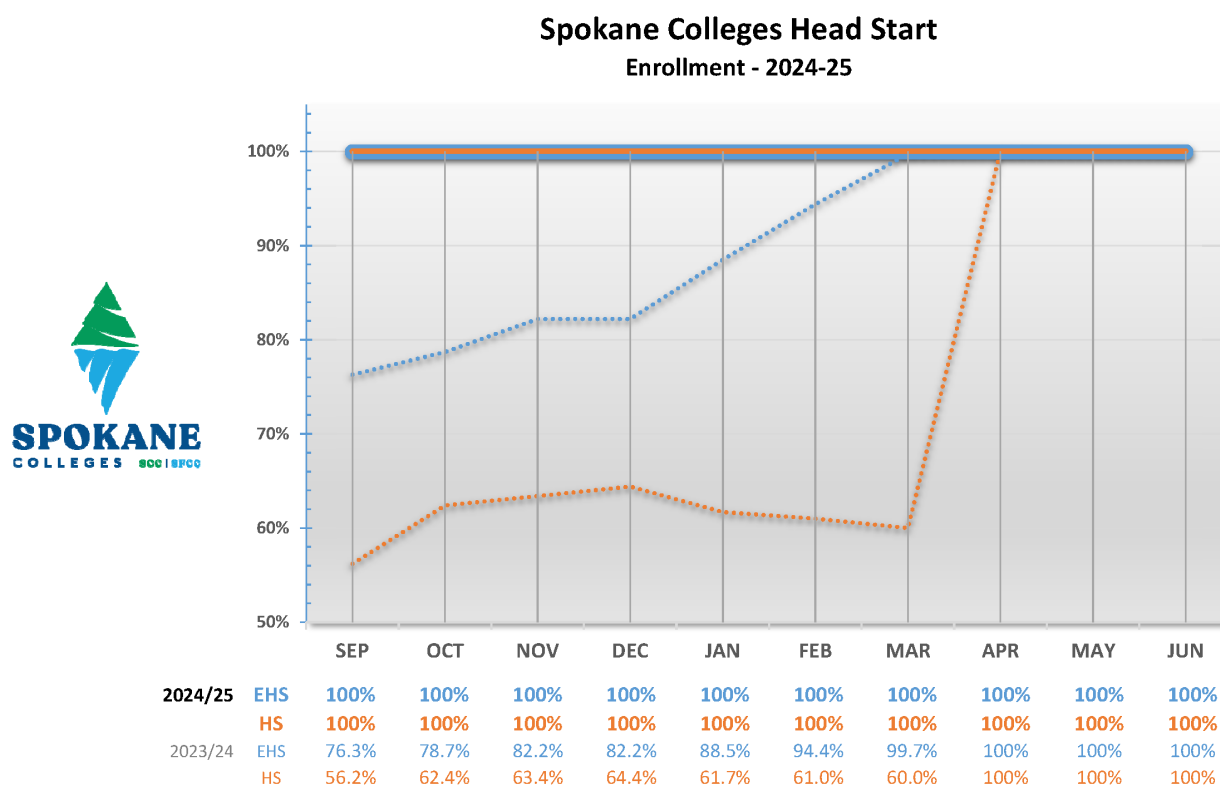
Submitted by: Bobbi Woodral
District Director Head Start/EHS/ECEAP
July 22, 2025

STATUS REPORT SPOKANE COLLEGES HEAD START & ECEAP

MAY 2025

ENROLLMENT OVERVIEW

During the 2024–25 program year, our program maintained full enrollment at 100% for every month, including the spring months of May and June 2025. A visual representation of this sustained enrollment is included in the accompanying graph.



Several of our classrooms operate on a part-year schedule aligned with the academic calendar of our local school district. As a result, services are reduced at those sites during the summer months. Recognizing this seasonal gap, we evaluated parent needs for summer 2025 and conducted site-specific surveys to assess continued demand for services. Based on these findings, it became clear that additional support was necessary at both campus-based locations. In response, we extended summer services to include 15 preschool slots at Spokane Community College (SCC) and eight toddler slots at Spokane Falls Community College (SFCC). This strategic expansion ensured that student parents at both colleges had access to consistent early learning and care while continuing their education over the summer.

POLICY COUNCIL

The Head Start/Early Head Start Policy Council held their annual celebration of appreciation on June 10 at the Northeast Community Center. This special evening honored the dedication and contributions of parent representatives from each site, as well as the Policy Council Executive Committee.

We extend our sincere thanks to Chancellor Kevin Brockbank, who attended as the Board of Trustees liaison. His presence, message of encouragement, and role in presenting Certificates of Appreciation and attendance awards added great meaning to the event.

One of the most powerful parts of the evening was celebrating the growth, confidence, and leadership our parent representatives develop through their service. Policy Council offers parents a vital opportunity to have a voice in decisions that impact their children, schools, and communities. Many representatives leave their term not only with increased knowledge, but with a stronger sense of advocacy, empowerment, and purpose.

We are deeply grateful to every parent who served this year. Their time, insight, and commitment help shape a stronger program for all families.

CHILD DEVELOPMENT OUTCOMES: FALL TO SPRING 2024–2025

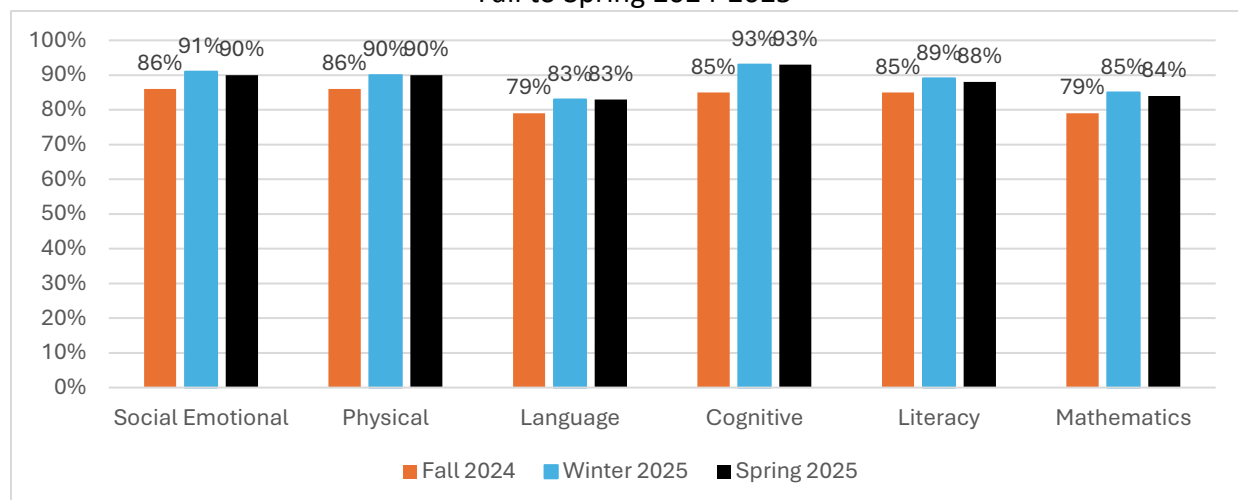
Our program continues to utilize Teaching Strategies GOLD/SmartTeach to assess and monitor developmental progress for children enrolled in Early Head Start and Head Start Preschool. This report summarizes growth from Fall to Spring and highlights trends across key developmental domains, as illustrated in the outcome comparison graphs provided.

Early Head Start (Infants and Toddlers)

Children birth to three years old demonstrated consistent and stable growth across developmental domains from Fall to Spring. While the outcomes may not reflect dramatic increases, this is typical for this age group due to the rapid and highly individualized nature of early development. Infants and toddlers often progress in brief, intensive bursts, with developmental milestones appearing at different times for each child.

This stability in growth reflects the impact of responsive caregiving and rich, nurturing environments that support exploration, secure relationships, and early learning. Our program remains committed to individualized planning and caregiving practices that meet each child where they are and foster steady, meaningful development across all areas.

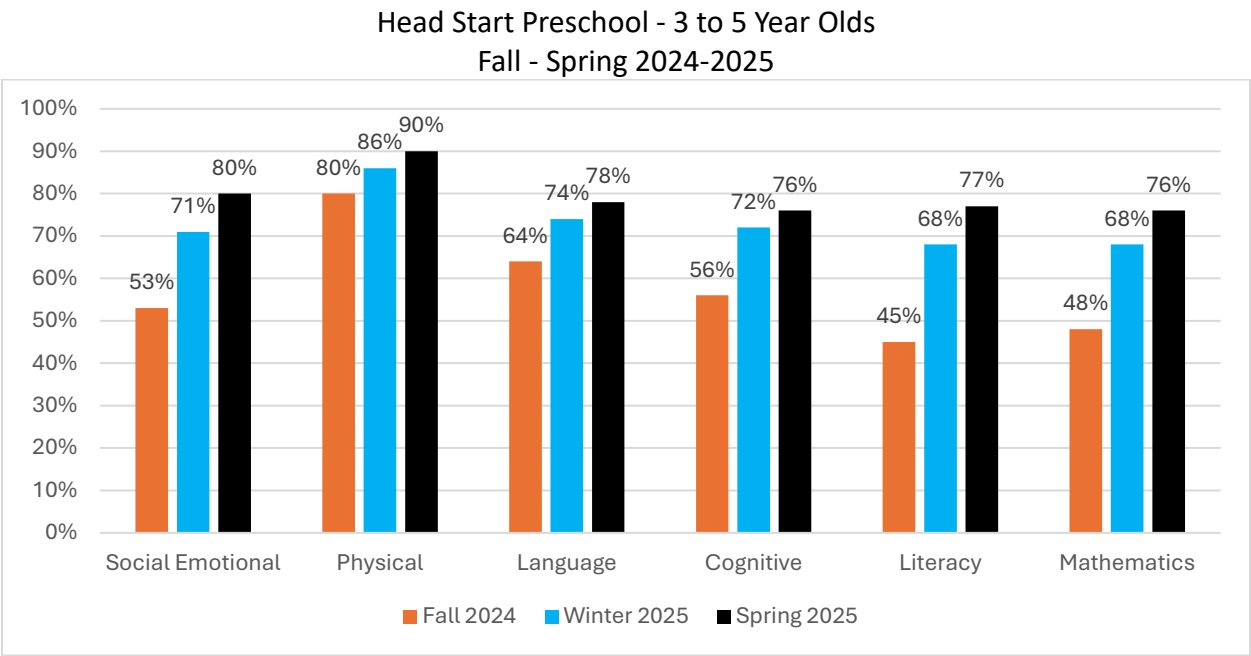
Early Head Start - Infants and Toddlers
Fall to Spring 2024-2025



Head Start Preschool (3- to 5-Year-Olds)

Children enrolled in Head Start Preschool made measurable progress in all six Teaching Strategies GOLD/SmartTeach domains. Growth in cognitive development, mathematics, and literacy was especially prominent, reinforcing the impact of intentional instruction, curriculum fidelity, and classroom practices that foster school readiness.

Language development showed consistent improvement and remains a key focus as we encourage expressive language, vocabulary building, and peer communication. In social-emotional development, gains reflect the successful use of Conscious Discipline and trauma-informed practices that help children regulate emotions and build healthy relationships.

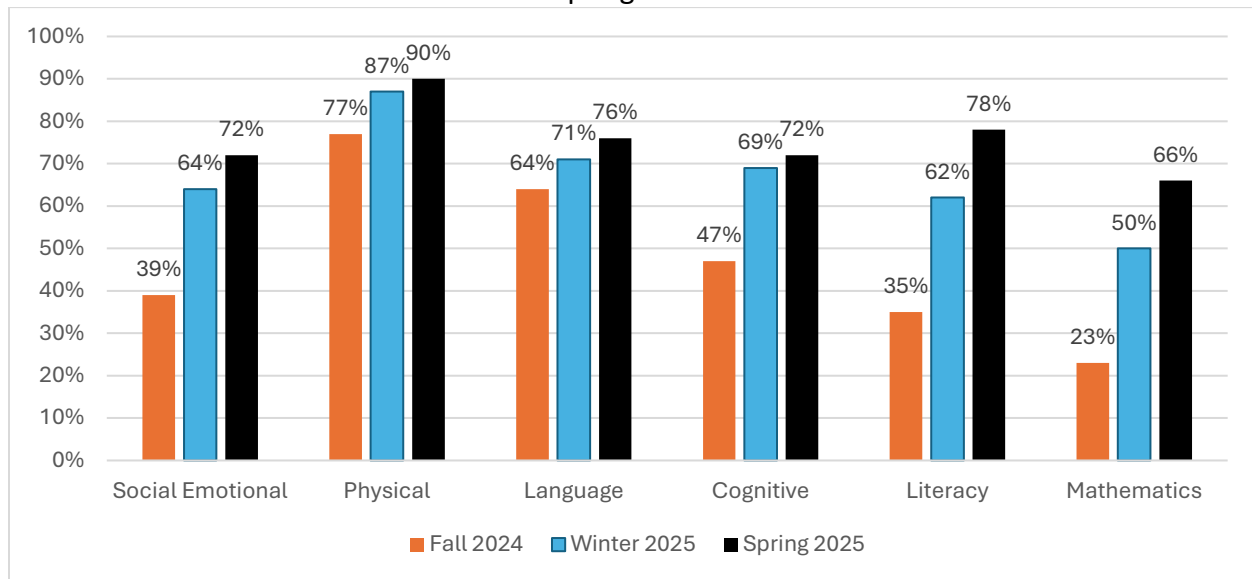


Preschool Children Entering Kindergarten in Fall 2025

The final outcomes chart focuses on the cohort of preschool children transitioning to kindergarten in the upcoming school year. These children exhibited growth across domains, with significant increases in the percentage meeting or exceeding widely held expectations by Spring 2025. These results affirm our commitment to preparing children for school success.

However, the data also highlights important areas for growth and learning, providing valuable guidance to strengthen our practices. This reinforces the importance of continuing our mission to provide high-quality, comprehensive early learning experiences that support each child and family. Our commitment to individualized support, strong family partnerships, and effective teaching practices remains essential as we prepare children for successful transitions to kindergarten.

Head Start Children Entering Kindergarten in Fall '25 Fall - Spring 2024-2025



Widely Held Expectations

Widely held expectations are research based, nationally recognized benchmarks that define typical development by age. They provide educators with clear insight into where children are thriving and where focused support is needed to promote further growth and school readiness.

Overall Program Performance

From Fall to Spring, outcome data shows a strong and consistent trend of developmental growth for both Early Head Start and Head Start Preschool children. These results reflect the effectiveness of our integrated approach, including high-quality curriculum, reflective teaching practices, and strong partnerships with families and communities.

As we prepare for a new program year, our continued focus will be on supporting every child's pathway to school readiness. We will deepen efforts in providing learning-rich environments, expand cognitive skill-building opportunities, and strengthen connections between school and home. Spring outcomes illustrate that our children are not only growing, they are thriving and confidently moving forward in their learning journey.

ECEAP 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 24-25
BUDGET REPORT MAY 2025**

May 31, 2025

HEAD START HS25 - Grant Period 9/01/2024 Thru 8/31/2025							EARLY HEAD START EHS25 - Grant Period 9/01/2024 Thru 8/31/2025						
	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	4,309,119	0	3,343,098	966,021	78%	75%		4,546,085	0	3,426,350	1,119,735	75%	75%
Fringe Benefits	2,080,168	0	1,424,059	656,109	68%	75%		2,061,956	0	1,430,288	631,668	69%	75%
Travel	0	0	0	0	0%	75%		0	0	0	0	0%	75%
Equipment	0	0	0	0	0%	75%		0	0	0	0	0%	75%
Supplies	179,845	0	110,478	69,367	61%	75%		190,222	41,854	126,609	63,613	67%	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	662,601	0	413,798	248,803	62%	75%		511,357	2,999	368,583	142,774	72%	75%
Indirect	612,305	0	453,228	159,077	74%	75%		643,703	0	459,217	184,486	71%	75%
Unobligated/To Be Reassigned	0	0	0		0%	75%		0	0	0	0	0%	75%
FEDERAL FUNDING TOTAL	\$7,844,038	\$0	\$5,744,662	2,099,377	73%	75%		\$7,953,323	\$44,853	\$5,811,048	2,142,275	73%	75%
OTHER FUNDING													
SCC/SFCC Student Gov't Funds	61,839	0	61,839	0	100%	75%		79,161	0	79,161	0	100%	75%
Child Care Fees	1,290,126	0	845,825	444,301	66%	75%		2,400,263	0	1,645,607	754,656	69%	75%
OTHER FUNDING TOTAL	\$1,351,965	\$0	\$907,664	\$444,301	67%	75%		\$2,479,424	\$0	\$1,724,767	754,657	70%	75%
TOTAL FUNDING	\$9,196,003	\$0	\$6,652,326	2,543,678	72%	75%		\$10,432,747	\$44,853	\$7,535,815	2,896,932	72%	75%
Training & Tech Assistance Funds	\$76,563		\$56,588	19,975	74%	75%		\$145,055		\$65,042	80,013	45%	75%
Non-Federal Share HS/EHS	\$4,017,033		\$ 3,043,173	973,860	76%	75%		**Head Start and Early Head Start Non-Federal Share is Combined**					

Initials

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

May 31, 2025

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

Policy Council Treasurer _____

CCS HS/EHS Board Liaison _____

**HEAD START FY 24-25
MONTHLY EXPENDITURES REPORT MAY 2025**

	September	October	November	December	January	February	March	April	May	June	July	August	YTD Total
FEDERAL FUNDING													
Personnel	\$ 419,280.85	\$ 441,872.66	\$ 346,296.59	\$ 319,516.92	\$ 395,330.01	\$ 441,633.21	\$ 253,402.78	\$ 354,503.13	\$ 371,261.79	\$ -	\$ -	\$ -	\$ 3,343,097.94
Fringe Benefits	\$ 182,922.00	\$ 189,802.97	\$ 146,301.07	\$ 132,760.99	\$ 168,951.85	\$ 199,180.81	\$ 86,135.80	\$ 156,810.37	\$ 161,193.37	\$ -	\$ -	\$ -	\$ 1,424,059.23
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies	\$ 4,889.71	\$ 21,268.70	\$ 18,599.95	\$ 14,002.66	\$ 7,032.67	\$ 6,939.15	\$ 13,582.54	\$ 14,189.72	\$ 9,973.35	\$ -	\$ -	\$ -	\$ 110,478.45
Contractual	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities/Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 67,581.41	\$ 36,737.18	\$ 37,079.82	\$ 43,226.24	\$ 42,546.16	\$ 40,856.71	\$ 62,803.98	\$ 41,697.31	\$ 41,268.99	\$ -	\$ -	\$ -	\$ 413,797.80
Indirect	\$ 50,368.54	\$ 53,901.23	\$ 52,134.89	\$ 49,590.95	\$ 54,678.82	\$ -	\$ 52,134.89	\$ 60,514.17	\$ 79,904.60	\$ -	\$ -	\$ -	\$ 453,228.09
Unobligated/To Be Reassigned	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
FEDERAL FUNDING TOTAL	\$ 725,042.51	\$ 743,582.74	\$ 600,412.32	\$ 559,097.76	\$ 668,539.51	\$ 688,609.88	\$ 468,059.99	\$ 627,714.70	\$ 663,602.10	\$ -	\$ -	\$ -	\$ 5,744,661.51
OTHER FUNDING													
SCC/SFCC Student Gov't Funds	\$ -	\$ -	\$ 20,624.00	\$ -	\$ 17,600.00	\$ -	\$ -	\$ -	\$ 7,556.80	\$ -	\$ -	\$ -	\$ 45,780.80
Child Care Fees	\$ 6,735.58	\$ 3,193.40	\$ 111,053.85	\$ 139,558.93	\$ 42,680.17	\$ -	\$ 336,961.31	\$ 120,144.10	\$ -	\$ -	\$ -	\$ -	\$ 760,327.34
OTHER FUNDING TOTAL	\$ 6,735.58	\$ 3,193.40	\$ 131,677.85	\$ 139,558.93	\$ 60,280.17	\$ -	\$ 336,961.31	\$ 120,144.10	\$ 7,556.80	\$ -	\$ -	\$ -	\$ 806,108.14
TOTAL FUNDING	\$ 731,778.09	\$ 746,776.14	\$ 732,090.17	\$ 698,656.69	\$ 728,819.68	\$ 688,609.88	\$ 805,021.30	\$ 747,858.80	\$ 671,158.90	\$ -	\$ -	\$ -	\$ 6,550,769.65
Training/Tech Assistance Funds													
	\$ 6,319.28	\$ 3,043.98	\$ 10,077.58	\$ 6,595.83	\$ 12,908.13	\$ 2,499.67	\$ 4,553.36	\$ 6,318.13	\$ 4,271.56	\$ -	\$ -	\$ -	\$ 56,587.52
Non-Federal Share HS/EHS													
	\$ 219,060.28	\$ 281,665.85	\$ 357,298.09	\$ 285,028.43	\$ 324,727.51	\$ 354,216.57	\$ 311,521.59	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,133,518.32

*Due to a timing issue in the Business Office, the month of February was closed before Child Care Fees and Indirect could be applied; the month of March includes February's indirect and Child Care Fees for both months.

*Due to a timing issue in the Business Office, both Spring and Summer Quarter's Student Government Fees were transferred in May.

*Due to a system issue in the Business Office, March's indirect will be reflected in April

**EARLY HEAD START FY 24-25
MONTHLY EXPENDITURES REPORT MAY 2025**

	September	October	November	December	January	February	March	April	May	June	July	August	YTD Total
FEDERAL FUNDING													
Personnel	\$ 472,855.17	\$ 496,627.95	\$ 326,836.97	\$ 319,556.01	\$ 452,310.80	\$ 521,707.27	\$ 159,025.12	\$ 368,646.13	\$ 308,784.85	\$ -	\$ -	\$ -	\$ 3,426,350.27
Fringe Benefits	\$ 214,426.82	\$ 221,569.87	\$ 135,098.22	\$ 139,507.52	\$ 201,560.61	\$ 229,970.96	\$ 34,089.24	\$ 139,628.96	\$ 114,436.11	\$ -	\$ -	\$ -	\$ 1,430,288.31
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies	\$ 5,868.92	\$ 14,872.81	\$ 17,232.31	\$ 12,278.85	\$ 13,742.92	\$ 11,969.84	\$ 19,606.24	\$ 14,931.86	\$ 16,105.46	\$ -	\$ -	\$ -	\$ 126,609.21
Contractual	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities/Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 67,837.32	\$ 32,700.54	\$ 32,760.93	\$ 35,931.75	\$ 38,001.65	\$ 37,910.56	\$ 50,276.30	\$ 39,485.96	\$ 37,941.15	\$ -	\$ -	\$ -	\$ 372,846.16
Indirect	\$ 53,641.89	\$ 53,641.88	\$ 53,641.89	\$ 53,641.89	\$ 53,641.88	\$ -	\$ 53,641.89	\$ 62,263.37	\$ 75,102.00	\$ -	\$ -	\$ -	\$ 459,216.69
Unobligated/To Be Reassigned	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
FEDERAL FUNDING TOTAL	\$ 814,630.12	\$ 819,413.05	\$ 565,570.32	\$ 560,916.02	\$ 759,257.86	\$ 801,558.63	\$ 316,638.79	\$ 624,956.28	\$ 552,369.57	\$ -	\$ -	\$ -	\$ 5,815,310.64
OTHER FUNDING													
SCC/SFCC Student Gov't Funds	\$ -	\$ -	\$ 26,134.00	\$ -	\$ 21,760.01	\$ -	\$ -	\$ -	\$ 31,268.00	\$ -	\$ -	\$ -	\$ 79,162.01
Child Care Fees	\$ 22,645.39	\$ 5,339.01	\$ 222,802.85	\$ 227,380.60	\$ 79,431.18	\$ -	\$ 569,046.62	\$ 214,922.73	\$ 304,038.15	\$ -	\$ -	\$ -	\$ 1,645,606.53
OTHER FUNDING TOTAL	\$ 22,645.39	\$ 5,339.01	\$ 248,936.85	\$ 227,380.60	\$ 101,191.19	\$ -	\$ 569,046.62	\$ 214,922.73	\$ 335,306.15	\$ -	\$ -	\$ -	\$ 1,724,768.54
TOTAL FUNDING	\$ 837,275.51	\$ 824,752.06	\$ 814,507.17	\$ 788,296.62	\$ 860,449.05	\$ 801,558.63	\$ 885,685.41	\$ 839,879.01	\$ 887,675.72	\$ -	\$ -	\$ -	\$ 7,540,079.18
Training/Tech Assistance Funds	\$ 7,872.52	\$ 3,537.12	\$ 6,632.34	\$ 6,068.96	\$ 18,764.75	\$ 2,557.10	\$ 5,422.93	\$ 8,940.94	\$ 5,245.63	\$ -	\$ -	\$ -	\$ 65,042.29

Non-Federal Share HS/EHS **Head Start and Early Head Start Non-Federal Share is Combined and displayed on the Head Start Monthly Expenditures Report**

*Due to a timing issue in the Business Office, the month of February was closed before Child Care Fees and Indirect could be applied; the month of March includes February's indirect and Child Care Fees for both months.

*Due to a timing issue in the Business Office, both Spring and Summer Quarter's Student Government Fees were transferred in May.

*Due to a system issue in the Business Office, March's indirect will be reflected in April

USDA CACFP Meal Service Report - May 2025

Number of Reimbursable Meals		Actual HS/EHS Reimbursement		
8,132	Breakfast	\$19,272.84	Total Attendance	10,554
0	AM Snacks	\$0.00	Average Number of school days	20.71
10,173	Lunch	\$45,066.39	Average daily attendance	510.90
8,607	PM Snacks	\$10,414.47		
0	Supper	\$0.00		
0	Evening Snacks	\$0.00		
26,912	Total	\$74,753.700	Cash-In-Lieu	Total
			\$3,051.90	\$77,805.60
	Monthly Food Operating costs		\$90,531.01	
	May Farm to School Grant reimbursement		\$0.00	



SPOKANE COLLEGES HEAD START & ECEAP

SELF-ASSESSMENT REPORT



2024-2025

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Introduction

Each year, Spokane Colleges' Early Childhood Education and Assistance Program (ECEAP) conducts a comprehensive self-assessment in alignment with ECEAP Performance Standard PAO-36. This process is essential to evaluating contract compliance and the overall effectiveness of services delivered to children and families. The assessment incorporates feedback from families, community partners, subcontracted staff, Spokane Colleges personnel, and Policy Council members. The results are presented to the governing bodies, including the Board of Trustees, to support informed oversight and drive continuous program improvement.

This report summarizes the findings and outcomes of the 2024-2025 program year self-assessment and outlines five overarching goal areas:

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

Executive Summary

The 2025 ECEAP Self-Assessment, conducted from September 2024 through May 2025, reflects Spokane Colleges' ongoing commitment to high-quality early childhood education. Input was gathered from families, staff, subcontractors, and Policy Council members across 14 community-based and school district sites and one direct service location. Key findings include:

- **Enrollment** peaked at 88%, though staffing shortages limited full participation across sites.
- A new **Special Education Partnership Program (SEPP)** with Spokane Public Schools improved referral communication and family engagement.
- Staff demonstrated strong commitment to **equity** through inclusive practices, materials, and community representation.
- **Teacher and Family Support Staff onboarding** remains an area for improvement, with requests for clearer training, curriculum guidance, and role expectations.
- **Developmental screening completion** reached 78%; improving this will be a focus for 2025–2026.
- **Curriculum fidelity implementation** progressed, supported by new tools and peer collaboration.

Spokane Colleges ECEAP remains focused on strengthening recruitment, equity in practice, staff training, and policy revisions to align with evolving program needs and community feedback.

Evaluation Approach

Spokane Colleges ECEAP developed its 2024-2025 survey based on the previous year's self-assessment questions to gather both quantitative and qualitative feedback from subcontractors. The survey assessed key areas including onboarding, health and wellness, family engagement, recruitment and enrollment, and equity. Open-ended sections allowed for candid responses, while regular reminders supported strong participation.

Survey results were triangulated with ongoing desktop and on-site monitoring data to identify areas of strength and opportunities for growth. The findings directly informed program adjustments aimed at enhancing consistency, effectiveness, and equity across all service locations.

Key Findings by Domain

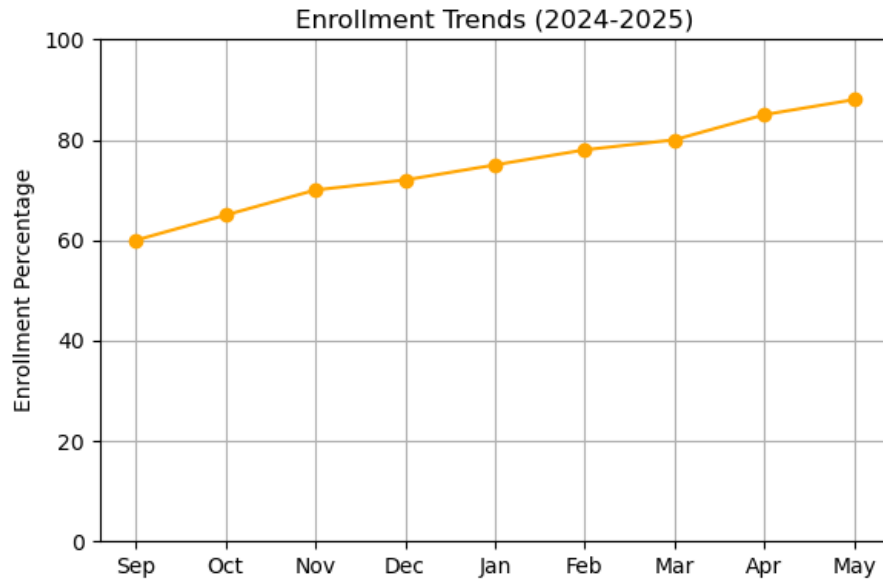
Recruitment, Eligibility, and Enrollment (REE)

Efforts this year focused on preparing for a full enrollment initiative in the 2025-2026 program year. Sites were briefed early on about expectations related to enrollment deadlines and Department of Children, Youth, and Families (DCYF) updates. Subcontractor feedback emphasized the need for enhanced recruitment support through:

- Increased word-of-mouth outreach
- Community presence and visibility
- Creative and collaborative recruitment strategies

The new Special Education Partnership Program (SEPP) at six community-based sites improved communication with families and eased stress related to referral wait times. Feedback from families and staff indicated overall satisfaction with the process and support received.

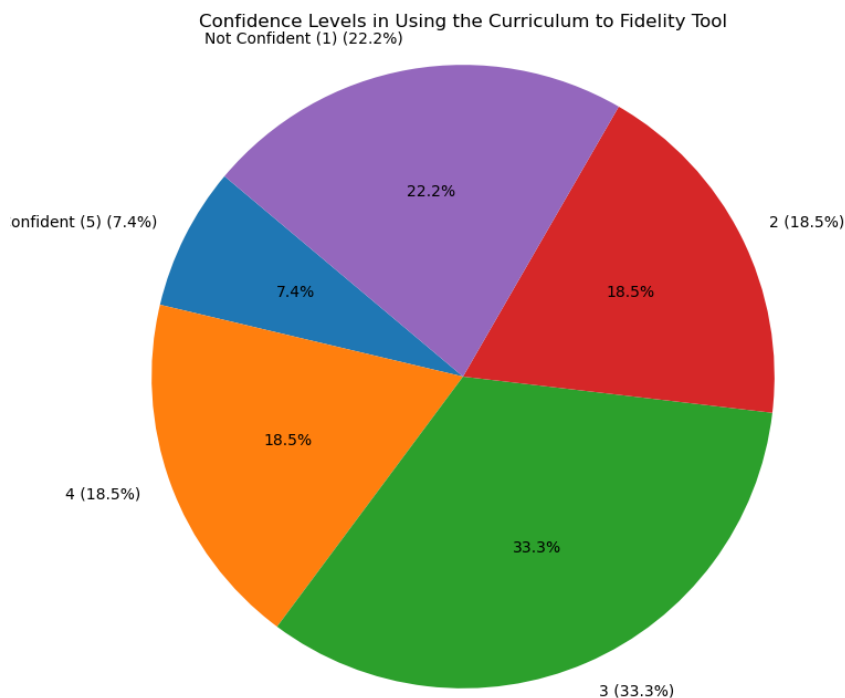
Enrollment data showed a program-wide peak of 88% in May 2025. Persistent waitlists at most sites reflected high community demand, although staffing shortages remained a barrier to reaching full enrollment. Recruitment will continue to be a priority in the upcoming program year.



Education and Curriculum Implementation

Curriculum fidelity was a core focus, especially with the rollout of the "Curriculum to Fidelity" tool supporting the implementation of Creative Curriculum. Survey responses highlighted:

- A need for better understanding of the curriculum, especially among assistant teachers
- Requests for clear frameworks adaptable to diverse classroom needs
- Increased interest in hands-on training and professional development
- Support for peer mentoring and collaborative planning



New teacher onboarding also received attention, as high turnover required frequent training. Respondents indicated a need for:

- Consistent and timely onboarding
- Continued training on Conscious Discipline
- Support aligning documentation with developmental objectives

Health, Nutrition, and Safety (HNS)

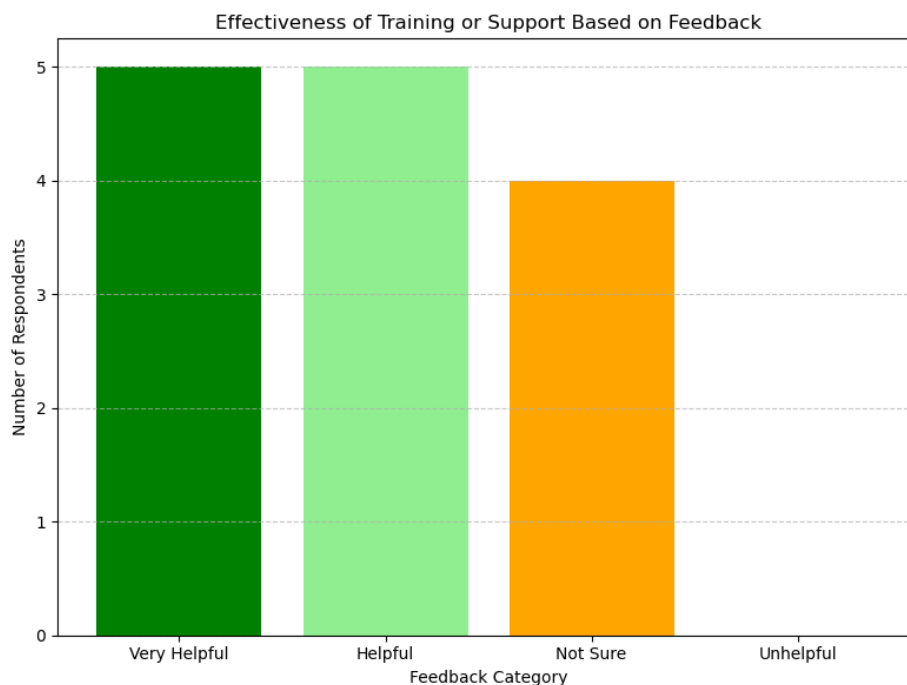
ECEAP sites aimed to achieve a 95% completion rate for health screenings. By year-end, significant progress was made in completing hearing, vision, well-child, and dental screenings. However, the overall completion rate for developmental screenings was 78%, marking it as a key focus area for the upcoming year.

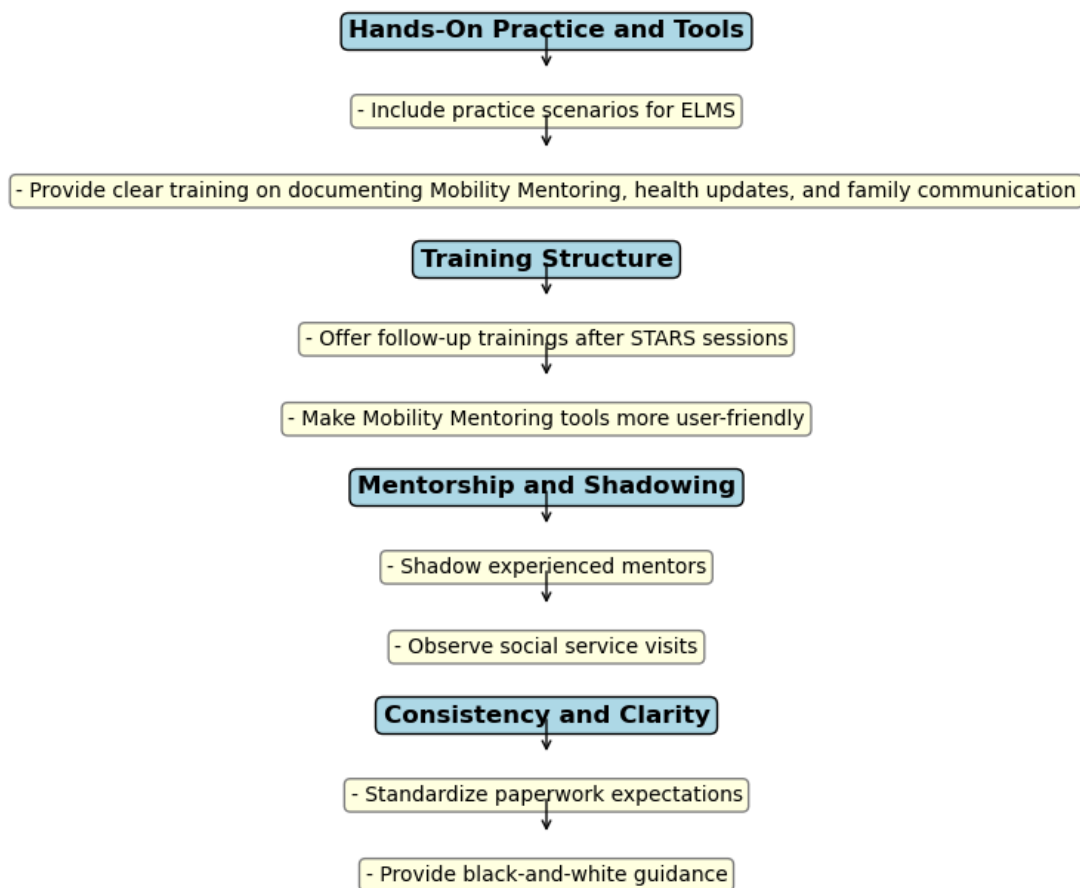
The SEPP collaboration enhanced the referral process to Spokane Public Schools. Although implementation showed improvements, adjustments are still needed to streamline community-based referrals and ensure timely services for children.

Family Engagement and Partnerships (FEP)

Monthly Family Support Staff check-ins were well received, with most respondents reporting improved understanding of roles and expectations. However, some staff were unsure of their usefulness, signaling the need to refine meeting structure and follow-up support.

Onboarding feedback from Family Support Staff identified several areas for improvement, including clearer role expectations, structured training timelines, and actionable onboarding tools.





Program Administration and Oversight (PAO)

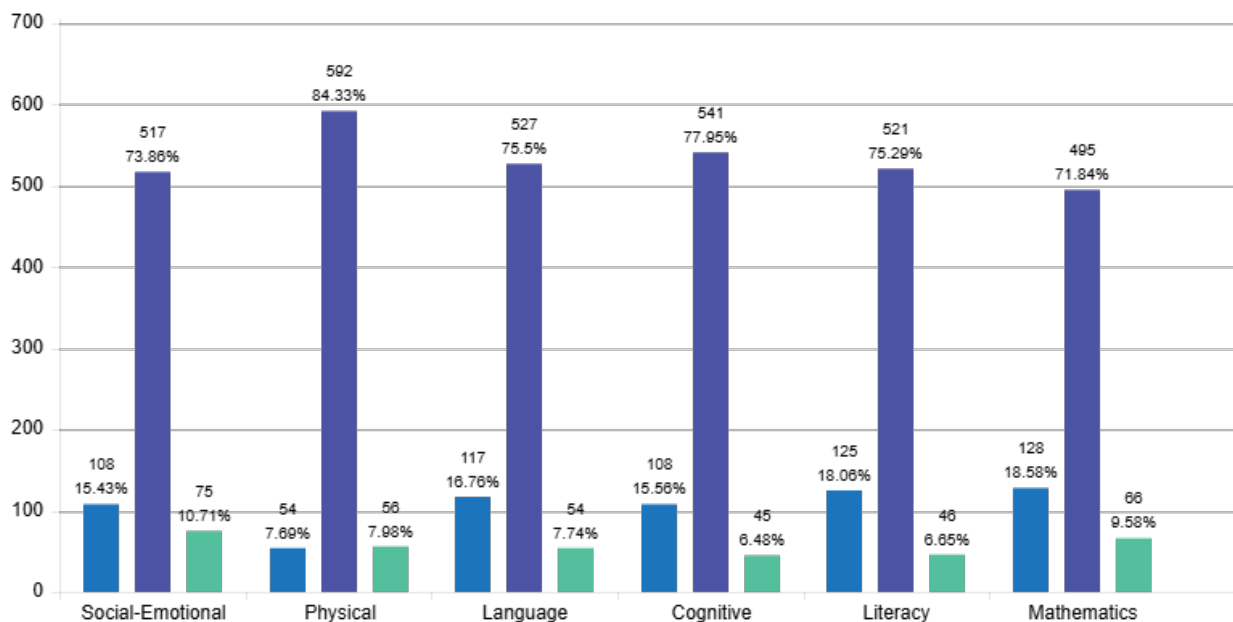
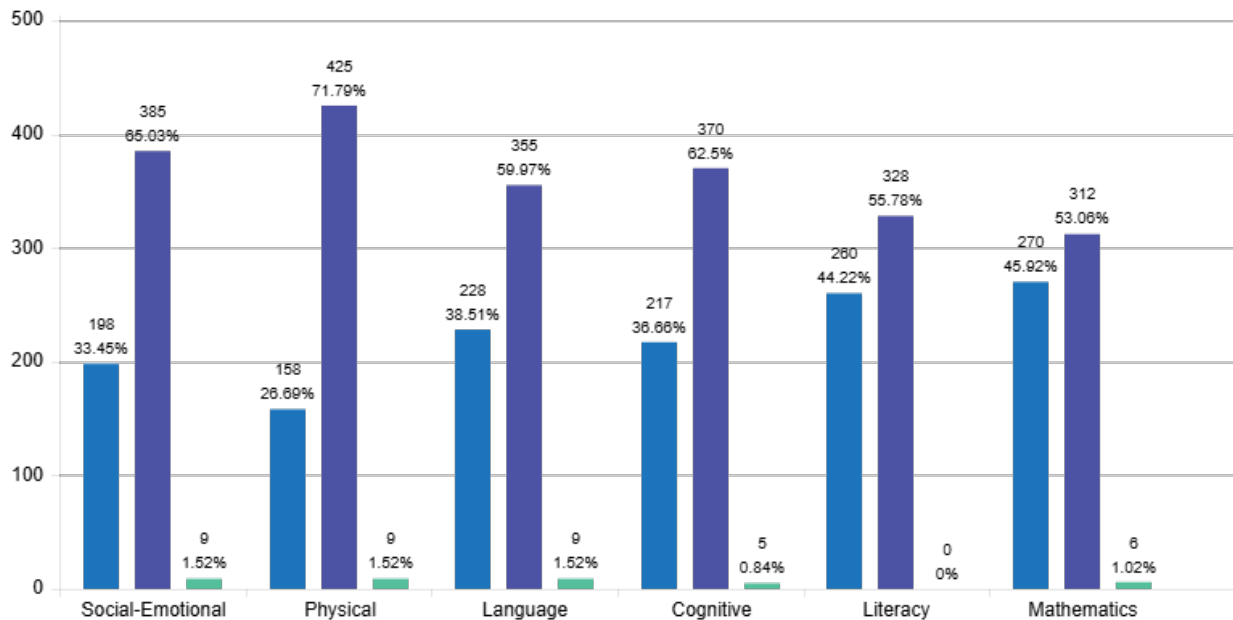
The ECEAP office continued to prioritize building internal culture and collaboration. Rooted in equity and informed by Liberatory Design principles, staff worked to embed equity in all operations. Survey responses highlighted:

- Inclusive materials and classroom visuals
- Representation of diverse racial, linguistic, and cultural identities
- Access to interpreters
- Curriculum adaptation for cultural responsiveness
- Equitable policy changes and procedures

Staff compliance with background checks improved through consistent monitoring and individualized technical assistance. Monitoring of staff qualifications was conducted monthly. Staff received support to update MERIT profiles, submit transcripts, and meet annual training requirements.

Teaching Strategies GOLD® Data

Assessment data from Fall 2024 to Spring 2025 showed consistent growth across all developmental domains. However, the ECEAP team identified the quality and timeliness of data entry as an area needing continued focus.



Policy Council Engagement

Policy Council met all performance standard requirements in 2024-2025. Moving forward, Spokane Colleges ECEAP will focus on increasing both parent and staff engagement in council activities.

Summary of Major Findings

- Enrollment peaked at 88% in May 2025; full enrollment remains a goal.
 - SEPP collaboration strengthened referral pathways and reduced family stress.
 - Staff exhibited a strong commitment to equity through inclusive practices and materials.
 - Teachers and Family Support Staff requested clearer onboarding and more training.
 - Health screenings improved; developmental screening compliance remains an area for growth.
 - Curriculum fidelity implementation and support will continue as a priority.
 - Background check and staff qualification compliance was successfully maintained.
 - Increased engagement in Policy Council is a targeted improvement area.
-

Goals for 2025-2026

Recruitment, Eligibility, and Enrollment

- Develop individualized recruitment plans with subcontractors tailored to local needs and priorities.

Education

- Collaborate with sites to implement individualized curriculum fidelity plans.
- Increase developmental screening completion and documentation to at least 95%.

Health, Nutrition, and Safety

- Strengthen SEPP referral coordination between subcontractors and Spokane Public Schools.

Family Engagement and Partnerships

- Refine onboarding for Family Support Staff and expand training opportunities.
- Increase parent and staff participation in Policy Council.

Program Administration and Oversight

- Continue culture-building initiatives through professional development and communication.
 - Revise and develop policies based on staff feedback and self-assessment data.
-

Appendix: Participation Overview

Who Participated:

24 Teachers

12 Family Support Staff

9 Directors/Administrators

5 Parent Representatives

Subcontracted Sites:

Cheney School District

Northeast Youth Center

Deer Park School District

Salish School of Spokane

East Valley School District

Spokane Child Development Center

GLOW Children Early Learning Center

Trinity Educare

Liberty Park Community Development Center

YMCA

Lilac City Early Learning Center

West Valley School District

Parkview Early Learning Center

Direct Service Site:

Spokane Falls Early Learning Center

Timeline:

September 2024 to May 2025

Methods Utilized:

Surveys and Focus Groups

Parent-Teacher Conferences

Continuous Quality Improvement Processes

Teaching Strategies GOLD® Assessment Data

On-site and Desktop Monitoring

Family Support Staff Connection Meetings

ELMS Data Collection

Monitoring of Qualifications and Background

Health and Developmental Screenings

Checks

Prepared by: Patti Cornelius, ECEAP Director, Spokane Colleges ECEAP Office

Date: June 30, 2025

CONSENT AGENDA ITEMS: ADMIN PROCEDURES

Submitted by: Nichole Hanna, Chief General Services Officer
Jaclyn Jacot, SCC Vice President of Instruction
July 22, 2025

CCS Administrative Procedure

4.30.01 - B Apprenticeship Credit for Related Supplemental Instruction (RSI)

Implementing Board Policy [4.30.01](#)

**Contact: SCC Vice President of Instruction, 533-7075
SFCC Vice President of Instruction, 533-3538**

1.0 Purpose

All courses offered through Spokane Community College (SCC) and Spokane Falls Community College (SFCC) meet state and federal standards for the assignment of course credits. To comply with the requirements of [RCW 28B.124.030](#), credits for related supplemental instruction, this procedure establishes the process to recognize and award academic credit for related supplemental instruction (RSI) provided through registered apprenticeship programs. The procedure establishes processes to grant academic credit for students enrolled in registered apprenticeship programs and supports degree pathways for apprentices while maintaining the rigorous industry and regulatory standards already established for state-registered apprenticeship programs.

2.0 Limitations and Requirements

- 2.1 Registered apprenticeship programs must meet apprenticeship program standards established in [RCW 49.04.050](#) and have an active training agreement with SCC or SFCC.
- 2.2 Eligible students must be enrolled in an approved apprenticeship program that has an active apprenticeship training agreement with SCC or SFCC.
- 2.3 “College” as used in this procedure refers to Spokane Community College (SCC) and Spokane Falls Community College (SFCC).
- 2.4 Students may earn credit for related supplemental instruction (RSI) that is
 - 2.4.1 Delivered through a Washington State Apprenticeship and Training Council (WSATC) registered program
 - 2.4.2 Supervised by qualified instructors
 - 2.4.3 Documented in official college RSI records
 - 2.4.4 Aligned with College curriculum standards
- 2.5 College recognizes the industry-reviewed and regulated nature of RSI curricula and will not duplicate the evaluation processes previously conducted by WSATC or national accrediting bodies.

3.0 Timelines for evaluation and implementation of credit equivalency

- 3.1 Credit equivalencies will be established by the 2028-29 academic year for apprenticeship programs registered on or before July 1, 2022.
- 3.2 Credit equivalencies will be established within six years of program registration for programs registered after July 1, 2022.

4.0 Credit Evaluation Process

- 4.1 Apprenticeship programs will follow College Curriculum Committee policies and procedures to present RSI for credit approval.
- 4.2 The College Curriculum Committee will serve as the faculty body for reviewing and approving RSI for academic credit.

- 4.3 Faculty from both apprenticeship and related instructional departments (if applicable) will participate in credit alignment and curriculum consultation, using existing processes including the ripple effect.
- 4.4 Awarding of credit awards will prioritize applicability to existing College degrees and certificates, including the Multi-Occupational Trades (MOT) degree.

5.0 Collaboration

- 5.1 College will coordinate with the State Board for Community & Technical Colleges (SBCTC), WSATC, and apprenticeship administrators to implement efficient credit transcription systems.
- 5.2 Apprenticeship coordinators will support integration of RSI credit into student academic records in accordance with NWCCU standards.
- 5.3 College will offer advising to help apprentices understand how RSI credit applies toward their academic and career goals.
- 5.4 This procedure affirms College's commitment to supporting apprentices in educational advancement while upholding the integrity of apprenticeship instruction.

6.0 Related Information

- 6.1 Senate Bill 5764 (2022) [E2SSB 5764](#) Final Bill Report. College credit for related supplemental instruction.
- 6.2 [RCW 28B.124.030](#) Credits for related supplemental instruction
- 6.3 [Washington State Apprenticeship and Training Council \(WSATC\)](#)
- 6.4 College Curriculum Committee Policy and Procedures
- 6.5 [Spokane Community College Multi-Occupational Trades \(MOT\) Degree Pathway](#)

CCS Administrative Procedure

2.30.05-AD Wildfire Smoke Response Plan

Implementing Board Policy [2.30.05](#)

Contact: Environmental Health & Safety, (509) 533-8686 & (509) 533-8850

1.0 Wildfire Smoke Response Plan

~~Community Colleges of Spokane (CCS)~~ [Spokane Colleges](#) is committed to the health and safety of its employees, and in maintaining a safe and efficient workplace that complies with all local, state and federal safety and health regulations, programmatic standards, and with any special safety concerns identified at the unit level. The purpose of this plan is to provide guidance on state regulations regarding Wildfire Smoke and to meet the Washington Administrative Codes (WAC) [296-820-805](#) through [296-820-860](#).

2.0 Scope

This plan establishes guidelines to protect the health and safety of individuals during periods of wildfire smoke exposure. The plan applies to all ~~CCS~~ [Spokane Colleges](#) employees, faculty, and staff who work outdoors where it is reasonably anticipated that personnel may be exposed to wildfire smoke, with the exception of the following:

- 2.1 They are in enclosed buildings or structures in which the department ensures that windows, doors, bays, and other exterior openings are kept closed, except when it is necessary to briefly open doors to enter and exit.
- 2.2 They are in enclosed vehicles in which the air is filtered by a properly maintained cabin air filter and the department ensures that windows, doors, and other openings are kept closed except when it is necessary to briefly open doors to enter or exit.

3.0 Definitions

3.1 Air Quality Index (AQI): A unitless index used by the U.S. Environmental Protection Agency (EPA) to communicate air quality for several pollutants, including PM_{2.5}. References to the AQI used throughout this plan means the “NowCast AQI for PM_{2.5}.”

3.2 Current PM_{2.5}: The concentration of PM_{2.5} for the most current hour available, calculated using an hourly average of PM_{2.5} data.

Note: The NowCast AQI as provided by the Washington State Department of Ecology, local clean air agency, or U.S. EPA is also acceptable to approximate current PM_{2.5}.

[3.3](#) Emergency response: Rescue, evacuation, utilities, communications, transportation, and medical operations; when such operations are directly aiding firefighting; protecting public health and safety; or actively protecting, restoring, or maintaining the safe and reliable operation of critical infrastructure at risk.

~~3.33.4~~ High-efficiency particulate air (HEPA) filter: A filter capable of trapping and retaining at least 99.97 percent of all monodispersed particles of 0.3 micrometers mean aerodynamic diameter or larger.

~~3.43.5~~ NowCast: The method used by the EPA and the Washington State Department of Ecology to approximate the air quality for the most current hour available by using a calculation that involves multiple hours of past data. The NowCast uses longer averages during periods of stable air quality and shorter averages when air quality is changing rapidly, such as during a wildfire. The NowCast is generally updated every hour.

~~3.53.6~~ PM_{2.5}: Solid particles and liquid droplets suspended in air, known as particulate matter, with an aerodynamic diameter of 2.5 micrometers or smaller. Measured in micrograms per cubic meter (µg/m³).

3.7 Wildfire smoke: PM_{2.5} which includes emissions from planned and unplanned fires in wildlands, wildland urban interface, agricultural operations, or adjacent developed areas. Wildfire smoke contains a complex mixture of gases and particulates. Fine particulates such as PM_{2.5} are the primary pollutant of public and occupational health concern in wildfire smoke.

3.8 Wildlands: Sparsely populated geographical areas covered primarily by grass, brush, trees, crops, or combination thereof.

~~3.61.1 Wildfire smoke: PM_{2.5} which includes emissions from planned and unplanned fires in wildlands, wildland urban interface, agricultural operations, or adjacent developed areas. Wildfire smoke contains a complex mixture of gases and particulates. Fine particulates such as PM_{2.5} are the primary pollutant of public and occupational health concern in wildfire smoke.~~

4.0 Health Effects and Adverse Symptoms of Wildfire Smoke

4.1 Although there are many hazardous chemicals in wildfire smoke, the main harmful pollutant for people who are not close to the fire is "particulate matter", the tiny particles suspended in the air.

These tiny particles can reach the deepest parts of the lungs and can be absorbed into the body. EPA has determined that particulate matter may cause or worsen cardiovascular disease, respiratory disease, cancer, and can harm the nervous system.

Exposure to particulate matter in wildfire smoke can cause a wide range of symptoms including (but not limited to) coughing, trouble breathing normally, stinging eyes, scratchy throat, runny nose, irritated sinuses, wheezing and shortness of breath, chest pain, headaches, asthma attack, nausea or vomiting, tiredness, fast heartbeat, and more.

4.2 Sensitive groups are people who are more at risk of experiencing the adverse health effects of wildfire smoke. These sensitive groups can include:

- Outdoor workers.
- Smokers.
- Workers under 18 or over 65 years old.
- People with respiratory infections, like colds. Conditions can include pneumonia, acute bronchitis, bronchiolitis, colds, flu, or those recovering from COVID-19.
- People with certain medical conditions like lung diseases, heart or circulatory problems, diabetes, pregnancy, and other conditions.

For more details about sensitive groups, please refer to [WAC 296-820-850 \(1\)\(f\)](#).

5.0 Reporting Wildfire Smoke Exposure Incidents

5.1 Wildfire smoke is a serious work-related hazard for exposed outdoor employees. If you are exposed to wildfire smoke and being experiencing the symptoms, notify your supervisor immediately and complete the [online Accident Report form](#).

5.2 According to [WAC 296-820-850 \(2\)](#), [CCS-Spokane Colleges](#) departments -will not retaliate against their employees for:

- Reporting symptoms,
- Seeking medical attention,
- Following medical advice they have been given,
- Or for filing a workers' compensation claim.

6.0 Methods of determining PM_{2.5} or AQI levels

- 6.1 ~~CCS-Spokane Colleges~~ departments must determine the current PM_{2.5} or equivalent AQI level for worksites covered by WAC 296-820-805 through 296-820-860 periodically as needed. Supervisors will be responsible for frequently checking and communicating the findings to their employees. The departments may use any of the following methods to determine these levels:

- 6.1.1 Check PM_{2.5} forecasts and the current PM_{2.5} from any of the following:

- [Washington State Department of Ecology website](#);
- [Air Quality WA mobile app](#);
- [Washington smoke information website](#);
- [U.S. EPA Fire and Smoke Map](#);
- [U.S. EPA AirNow website](#);
- [U.S. EPA AirNow mobile app](#);
- [U.S. Forest Service AirFire website](#); or
- [Local clean air agency website](#).

- 6.2 The following table indicates the NowCast AQI values that may be used from the Washington State Department of Ecology, local clean air agency, or EPA to comply with this section:

CURRENT PM _{2.5}	NOWCAST AIR QUALITY INDEX FOR PM _{2.5} (AQI)
20.5 µg/m ³	72 69
35.5 µg/m ³	101
250.5 µg/m ³	351 94
500.4 µg/m ³	849 500
555 µg/m ³	Beyond the AQI 957

Notes:

- The current PM_{2.5} is updated hourly.
- Employers are not responsible for tracking employee exposures outside of working hours.

7.0 Exposure Controls

- 7.1 Where the current PM_{2.5} is 20.5 µg/m³ (AQI ~~72~~69) or more, the ~~CCS-Spokane Colleges~~ departments are encouraged to implement exposure controls.
- 7.2 Where the current PM_{2.5} is 35.5 µg/m³ (AQI 101) or more, the ~~CCS-Spokane Colleges~~ departments must implement effective exposure controls outlined below whenever feasible.
- 7.3 Such controls include, but are not limited to:
- Providing enclosed buildings, structures, or vehicles where the air is adequately filtered.
 - Providing portable HEPA filters in enclosed areas. Contact Facilities (509-533-8630) for other alternatives.
 - Relocating work to a location with a lower ambient air concentration of PM_{2.5}.
 - Changing work schedules to a time with a lower ambient air concentration of PM_{2.5}.
 - Avoiding or reducing work that creates additional exposures to dust, fumes, or smoke.
 - Reducing work intensity.
 - Providing additional rest periods.
- 7.4 The below table summarizes the key requirements:

CURRENT PM2.5	AQI	REQUIREMENTS AT CURRENT PM2.5 LEVEL
0.0-20.4 µg/m ³	0- 71 ¹⁶⁸	• Prepare a written wildfire smoke response plan. • Provide wildfire smoke training to employees. • Watch the PM2.5 conditions and forecasts. • Prepare a two-way communication system. • Make provisions for prompt medical attention and permit such medical attention without retaliation.
20.5-35.4 µg/m ³	74-100 ⁶⁹⁻¹⁰⁰	All of the above and: • Notify employees of PM2.5 conditions. • Ensure only trained employees work outdoors. • Consider implementing exposure controls. • Consider providing voluntary use respirators.
35.5-250.4 µg/m ³	101- 350 ⁵⁰⁰	All of the above and: • Implement exposure controls. • Make N95 respirators available for voluntary use.
250.5-500.3 µg/m ³	350-848 ⁵⁰¹⁻⁸⁴⁹	All of the above and: • Ensure workers experiencing symptoms requiring immediate medical attention be moved to a location that ensures sufficient clean air. • Directly distribute N95 respirators to employees for voluntary use.
500.4-554.9 µg/m ³	500-beyond the AQI ⁸⁴⁹⁻⁹⁵⁶	All of the above and: • Implement a complete required use respiratory protection program, including fit-testing, medical evaluations, requiring employees to be clean-shaven, and requiring the use of particulate respirators.
555 µg/m ³ or more	Beyond the AQI ^{957 or more}	All of the above and: • Require respirators with an assigned protection factor (APF) of 25 or more. N95 Respirators are not sufficient at this level of smoke.

8.0 Respirator usage

The [CCS-Spokane Colleges](#) departments should provide respirators for their personnel and, depending on the level of wildfire smoke pollution (see the table in section 7 of this plan), either encourage or require them to wear a respirator if outdoor work must continue during a wildfire smoke event. When wearing a respirator, the following items must be considered.

- 8.1 It is important to wear a respirator when there is a risk of exposure to elevated levels of wildfire smoke to limit, reduce, or eliminate potential symptoms.
- 8.2 Employees who are required to wear respirators, including N95 masks, must do the following:
 - 8.2.1 Receive initial Respiratory Protection training and annually thereafter.
 - 8.2.2 Complete a respirator medical evaluation before they begin using their respirator.
 - 8.2.3 Complete an initial fit testing for their respirators and annually thereafter.
- 8.3 Using a respirator that does not fit correctly may pose potential problems:
 - 8.3.1 Improper seal around the face, causing PM_{2.5} to be inhaled through the mouth and nose.

- 8.3.2 Too tight of a fit, causing pain to the users head/face.
- 8.4 Using a respirator without proper medical evaluation may pose potential problems:
 - 8.4.1 No consideration for pre-existing health conditions that might affect the user while wearing a respirator or checks to make sure the respirator won't cause any harm to the user.
- 8.5 To properly put on a respirator, make sure you are doing the following:
 - 8.5.1 Tighten properly selected cartridges to the facemask.
 - 8.5.2 Fasten straps over your head and tighten them until the facemask is kept firmly touching your face.
 - 8.5.3 Perform "seal check" by first placing hands on the cartridges, restricting the airflow in, and breathing in, double checking the respirator makes a tight seal. Then cover the exhale, restricting airflow out, also checking for a tight seal.
- 8.6 Employees are required to clean and maintain their own respirator:
 - 8.6.1 Respirators are to be cleaned and disinfected frequently to prevent harm to the employee.
 - 8.6.2 Monitor respirators for damage; replace if needed.
 - 8.6.3 Store in a secure environment that protects from damage, extreme temperatures, sunlight, excessive moisture, dust, contamination, and damaging chemicals.

For more information on Respirator Usage, please refer to CCS Administrative Procedure [2.30.05-K Respiratory Protection Program](#)

9.0 Training

The [CCS Spokane Colleges](#) departments with outdoor employees must provide initial and annual training on wildfire smoke safety to their staff. This requirement can be fulfilled by completing the online [HSI Wildfire Smoke Safety](#) training, which covers the risks associated with wildfire smoke exposure, signs and symptoms of smoke-related illness, and strategies to reduce exposure. If your employees do not have access to the HSI training system or you are looking for other training options, please contact the EH&S office at (509) 533-8686 or (509) 533-8850.

10.0 Resources

- 10.1 [CCS Spokane Colleges Wildfire Smoke](#)
- 10.2 [CCS Administrative Procedure 2.30.05-K Respiratory Protection Program WAC 296-820, Wildfire Smoke](#)
- 10.3 [WA L&I Wildfire Smoke Training and Resources](#)
- 10.4 [Spokane Regional Clean Air Agency: Preparing for wildfire smoke](#)
- 10.5 [WA State Department of Ecology: Wildfire Smoke Information](#)
- 10.6 [CDC: Wildfires and Your Safety](#)
- 10.7 [EPA: Wildland Fires and Smoke](#)

Originated: August 2024; **Revised:** June 2025

Revised: June 2025

Cabinet: September 2024

CCS Administrative Procedure

2.30.05-AD Wildfire Smoke Response Plan

Implementing Board Policy [2.30.05](#)

Contact: Environmental Health & Safety, (509) 533-8686 & (509) 533-8850

1.0 Wildfire Smoke Response Plan

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This plan establishes guidelines to protect the health and safety of individuals during periods of wildfire smoke exposure. The plan applies to all Spokane Colleges employees, faculty, and staff who work outdoors where it is reasonably anticipated that personnel may be exposed to wildfire smoke, with the exception of the following:

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- 3.5 NowCast: The method used by the EPA and the Washington State Department of Ecology to approximate the air quality for the most current hour available by using a calculation that involves multiple hours of past data. The NowCast uses longer averages during periods of stable air quality and shorter averages when air quality is changing rapidly, such as during a wildfire. The NowCast is generally updated every hour.
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- 4.1 Although there are many hazardous chemicals in wildfire smoke, the main harmful pollutant for people who are not close to the fire is "particulate matter", the tiny particles suspended in the air.
- These tiny particles can reach the deepest parts of the lungs and can be absorbed into the body. EPA has determined that particulate matter may cause or worsen cardiovascular disease, respiratory disease, cancer, and can harm the nervous system.
- Exposure to particulate matter in wildfire smoke can cause a wide range of symptoms including (but not limited to) coughing, trouble breathing normally, stinging eyes, scratchy throat, runny nose, irritated sinuses, wheezing and shortness of breath, chest pain, headaches, asthma attack, nausea or vomiting, tiredness, fast heartbeat, and more.
- 4.2 Sensitive groups are people who are more at risk of experiencing the adverse health effects of wildfire smoke. These sensitive groups can include:
- Outdoor workers.
 - Smokers.
 - Workers under 18 or over 65 years old.
 - People with respiratory infections, like colds. Conditions can include pneumonia, acute bronchitis, bronchiolitis, colds, flu, or those recovering from COVID-19.
 - People with certain medical conditions like lung diseases, heart or circulatory problems, diabetes, pregnancy, and other conditions.
- For more details about sensitive groups, please refer to [WAC 296-820-850 \(1\)\(f\)](#).

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6.2 The following table indicates the NowCast AQI values that may be used from the Washington State Department of Ecology, local clean air agency, or EPA to comply with this section:

CURRENT PM _{2.5}	NOWCAST AIR QUALITY INDEX FOR PM _{2.5} (AQI)
20.5 µg/m ³	72
35.5 µg/m ³	101
250.5 µg/m ³	351
500.4 µg/m ³	849
555 µg/m ³	957

Notes:

- The current PM_{2.5} is updated hourly.
- Employers are not responsible for tracking employee exposures outside of working hours.

7.0 Exposure Controls

7.1 Where the current PM_{2.5} is 20.5 µg/m³ (AQI 72) or more, the Spokane Colleges departments are encouraged to implement exposure controls.

7.2 Where the current PM_{2.5} is 35.5 µg/m³ (AQI 101) or more, the Spokane Colleges departments must implement effective exposure controls outlined below whenever feasible.

7.3 Such controls include, but are not limited to:

- Providing enclosed buildings, structures, or vehicles where the air is adequately filtered.
- Providing portable HEPA filters in enclosed areas. Contact Facilities (509-533-8630) for other alternatives.
- Relocating work to a location with a lower ambient air concentration of PM_{2.5}.
- Changing work schedules to a time with a lower ambient air concentration of PM_{2.5}.
- Avoiding or reducing work that creates additional exposures to dust, fumes, or smoke.
- Reducing work intensity.
- Providing additional rest periods.

7.4 The below table summarizes the key requirements:

CURRENT PM _{2.5}	AQI	REQUIREMENTS AT CURRENT PM _{2.5} LEVEL
0.0-20.4 µg/m ³	0-71	• Prepare a written wildfire smoke response plan. • Provide wildfire smoke training to employees. • Watch the PM_{2.5} conditions and forecasts. • Prepare a two-way communication system.

		• Make provisions for prompt medical attention and permit such medical attention without retaliation.
20.5-35.4 µg/m ³	72-100	All of the above and: • Notify employees of PM_{2.5} conditions. • Ensure only trained employees work outdoors. • Consider implementing exposure controls. • Consider providing voluntary use respirators.
35.5-250.4 µg/m ³	101-350	All of the above and: • Implement exposure controls. • Make N95 respirators available for voluntary use.
250.5-500.3 µg/m ³	351-848	All of the above and: • Ensure workers experiencing symptoms requiring immediate medical attention be moved to a location that ensures sufficient clean air. • Directly distribute N95 respirators to employees for voluntary use.
500.4-554.9 µg/m ³	849-956	All of the above and: • Implement a complete required use respiratory protection program, including fit-testing, medical evaluations, requiring employees to be clean-shaven, and requiring the use of particulate respirators.
555 µg/m ³ or more	957 or more	All of the above and: • Require respirators with an assigned protection factor (APF) of 25 or more. N95 Respirators are not sufficient at this level of smoke.

8.0 Respirator usage

The Spokane Colleges departments should provide respirators for their personnel and, depending on the level of wildfire smoke pollution (see the table in section 7 of this plan), either encourage or require them to wear a respirator if outdoor work must continue during a wildfire smoke event. When wearing a respirator, the following items must be considered.

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- 8.3 Using a respirator that does not fit correctly may pose potential problems:
 - 8.3.1 Improper seal around the face, causing PM_{2.5} to be inhaled through the mouth and nose.
 - 8.3.2 Too tight of a fit, causing pain to the user's head/face.
- 8.4 Using a respirator without proper medical evaluation may pose potential problems:
 - 8.4.1 No consideration for pre-existing health conditions that might affect the user while wearing a respirator or checks to make sure the respirator won't cause any harm to the user.
- 8.5 To properly put on a respirator, make sure you are doing the following:

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- 10.6 [CDC: Wildfires and Your Safety](#)
- 10.7 [EPA: Wildland Fires and Smoke](#)

DISCUSSION/ACTION: APPROVAL OF PROPOSAL TO RENOVATE SPOKANE COMMUNITY COLLEGE BUILDING 1

Background

Spokane Community College is seeking approval to renovate Building 1 to improve service delivery, maximize facility use, and increase operational efficiencies. The centerpiece of this effort is the consolidation of various student-centered services into a unified, accessible “one-stop shop” located at the center of campus in Building 1.

The purpose of the renovation project is to:

- **Centralize Student Services** – Services currently dispersed across campus will be relocated to Building 1 and consolidated into a “one-stop shop” to improve the student experience and create a universal space designed for all students and staff.
- **Create Operational Efficiencies** – Improve operational staff efficiency and collaboration.
- **Optimize Facility Utilization** - Vacant and underutilized spaces on campus will be transformed to meet critical operational and student support needs, promoting long-term sustainability and improved student services.
- **Enhance the Campus Entry** – Establish Building 1 as the main entry to campus for improved visibility and a new sense of arrival to the campus.

Project Budget and Funding

The proposed budget for the project is \$25 million. Funding is requested through \$10 million in existing local sources from SCC and approval for Spokane Colleges/Spokane Community College to request a \$15 million certificate of participation (COP) in the FY 26 SBCTC Supplemental Capital Budget.

Estimated financial scenario for a \$15 million COP:

Amount Financed	\$15,000,000
Term	20 years
Payments	Semi-annual
Estimated interest rate	4.43
Estimated annual debt service	\$1.1 - \$1.3 million
Estimated total payments (interest + principal)	\$22.6 million (\$7.6 million interest)
Dedicated funding source for repayment	SCC Local Operating Funds

The project financial plan is summarized as follows:

1. Certification of Participation (COP) financing contract not to exceed \$15,000,000 in the Spokane Colleges (Spokane Community College) 2026 SBCTC Supplemental Capital Budget request.
2. Designation of up to \$1.3 million annually of local operating funds from Spokane Community College for the payment of principal and interest on the COP financing contract. The designation will remain in place for the entire term of the financing contract or upon completion of the required minimum financing term.

3. Designation of \$10 million in SCC local funds for the renovation project.

Recommendation

It is recommended that the Board of Trustees of Washington State Community College District 17 authorize the SCC Building 1 Renovation Project and total project costs of \$25 million. Total spending on the project is authorized by \$10 million in SCC college operating resources and approval of a \$15 million Certificate of Participation (COP) for Spokane Community College in the FY26 SBCTC Supplemental Capital Budget Request. SCC is authorized to dedicate local funding to meet the terms and conditions of the long-term COP financing contract.

Presented by: Dr. Jenni Martin
President Spokane Community College
July 22, 2025

SPOKANE COLLEGES
BOARD OF TRUSTEES PROPOSAL

Date: July 22, 2025

Subject: Request for Board Approval to Pursue Certificate of Participation (COP) Funding
for Spokane Community College (SCC) Renovation Project

Recommendation

It is recommended that the Board of Trustees authorize Spokane Colleges to pursue a Certificate of Participation (COP) in the amount of **\$15 million** as part of the **2026 Capital Supplemental Budget** request to support a **\$25 million renovation project** at the **Spokane Community College (SCC) campus**.

Background and Justification

Spokane Community College is initiating a \$25 million renovation project to improve service delivery, maximize facility use, and increase operational efficiencies. The centerpiece of this effort is the consolidation of various student-centered services into a unified, accessible “one-stop shop” located in **Building 1**.

This investment will:

- **Centralize Student Services** – Services currently dispersed across campus will be relocated to Building 1, improving the student experience and accessibility.
- **Eliminate External Lease Costs** –
 - The **Business Office** will be relocated from leased space at Riverpoint to newly available space on the SCC campus, eliminating an ongoing lease expense.
 - The **Office of Campus Security** will move into a renovated, better-situated location on campus, replacing leased space with college-owned facilities.
- **Optimize Facility Utilization** – Vacant and underutilized spaces on campus will be transformed to meet critical operational and student support needs, promoting long-term sustainability.

The project will be funded through a combination of **\$10 million in local funding** and **\$15 million in COP funds**, pending legislative approval.

Financial Plan

- **Total Project Cost:** \$25,000,000
- **Local Funding Contribution:** \$10,000,000



- **Proposed COP Funding:** \$15,000,000 (submitted through the 2026 Capital Supplemental Budget)

Recommended COP Repayment Terms

To ensure responsible long-term financing of the COP, the following repayment structure is recommended:

- **Term:** 20 years
- **Payment Type:** Level annual payments
- **Estimated Interest Rate:** 4.43% (dependent on market conditions at issuance)
- **Estimated Annual Debt Service:** Approximately **\$1.1 million per year** at a projected 4.43% interest rate
- **Total Estimated Repayment Obligation:** Approximately **\$22.6 million**, including principal (\$15 million) and interest (\$7.6 million)
- **Funding Source:**
 - Annual payments will be made from **local operating funds**
 - Offset by **cost savings from eliminated leases** and anticipated **operational efficiencies**
- **Prepayment Option:** Recommended inclusion of terms that allow **prepayment without penalty after 10 years**, providing flexibility for early payoff if surplus funds or alternative funding sources become available.

Recommendation

It is recommended that the Board of Trustees of Washington State Community College District 17 approve the SCC Building 1 Renovation Project, and planning for the renovation project. The authorized cost of the project is \$25 million. Dedicated local funding, including a long-term financing contract, is approved as follows:

1. Request for a Certification of Participation (COP) financing contract not to exceed \$15,000,000 in the Spokane Colleges 2026 Capital Supplemental Budget request.
2. Designation of up to \$1.3 million annually from Spokane Colleges local operating funds for the payment of principal and interest on the COP financing contract. The designation will remain in place for the entire term of the financing contract or upon completion of the required minimum financing term.
3. Designation of \$10 million in SCC local funds for the renovation project.



ATTEST:

Dr. Kevin Brockbank, Chancellor

Todd Woodard, Chair

Date Approved _____

Executive Summary Bullets

- > Consolidate Student Services into a “one-stop shop”
 - > Improve student experience, wayfinding and privacy
 - > Create a universal space designed for all students and staff
- > Improve operational staff efficiency and collaboration
- > Enhance the new campus entry
- > Optimize the use of existing facilities
- > Elevate safety through centralized and accessible security

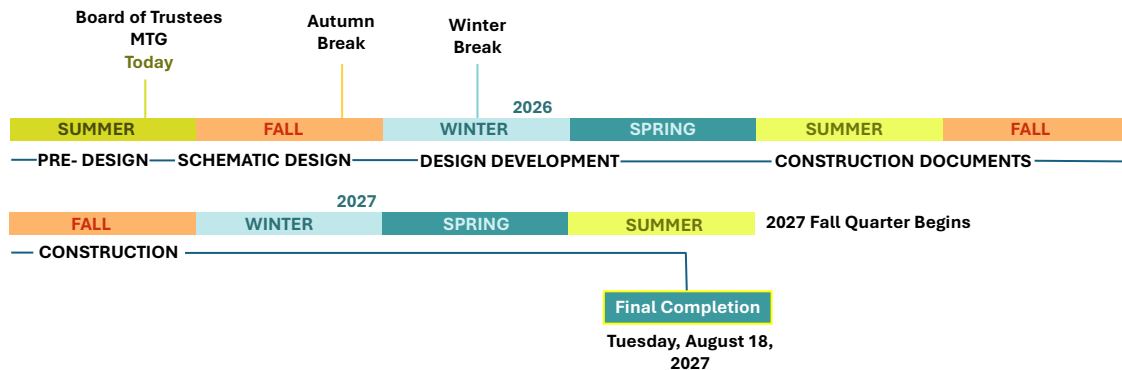


NAC



1

Schedule



2

Security

Main

Outreach

Workforce

Admissions & Registration

BFC

Cashiers

Financial Aid

- > **Siloed Programs**
- > **Lack of Student & Staff Efficiency**
- > **No Sense of Arrival**
- > **Fragmented User Experience**
- > **Disconnected**
- > **No Wayfinding**
- > **Lack of Privacy**

3

The Canvas

→ N

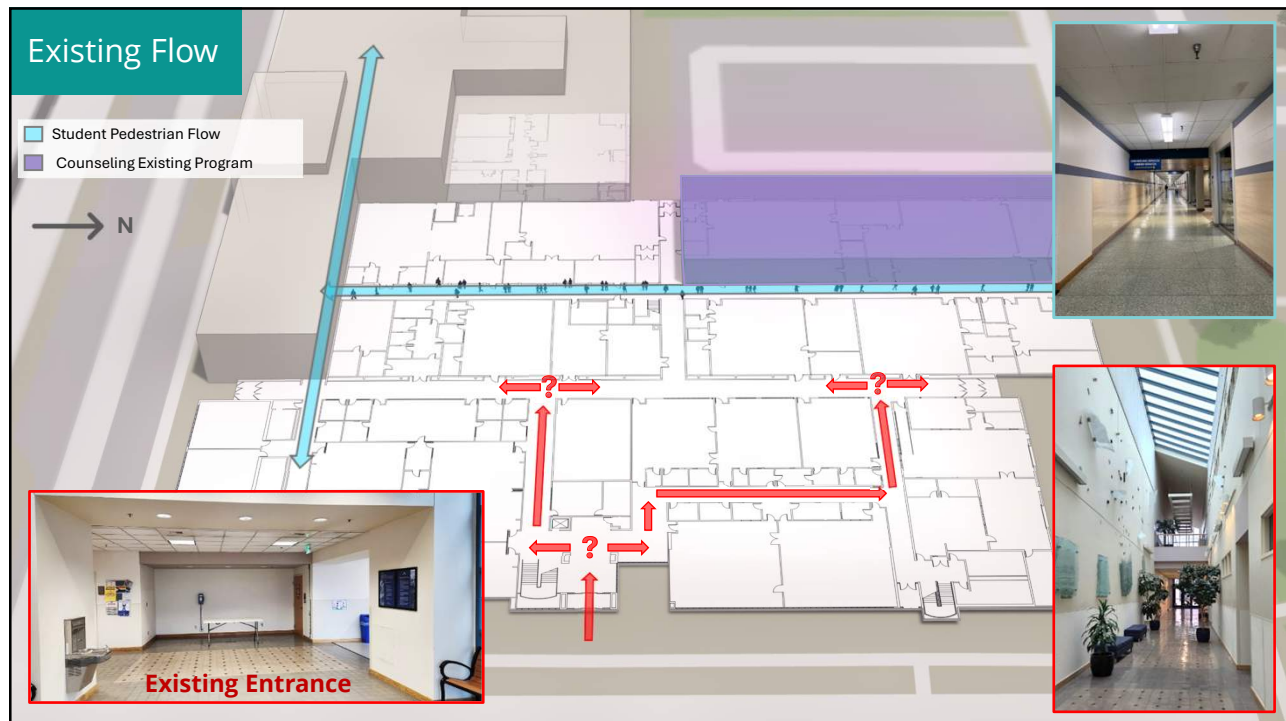
Main Building From E-Mission

Campus Edge

4



5



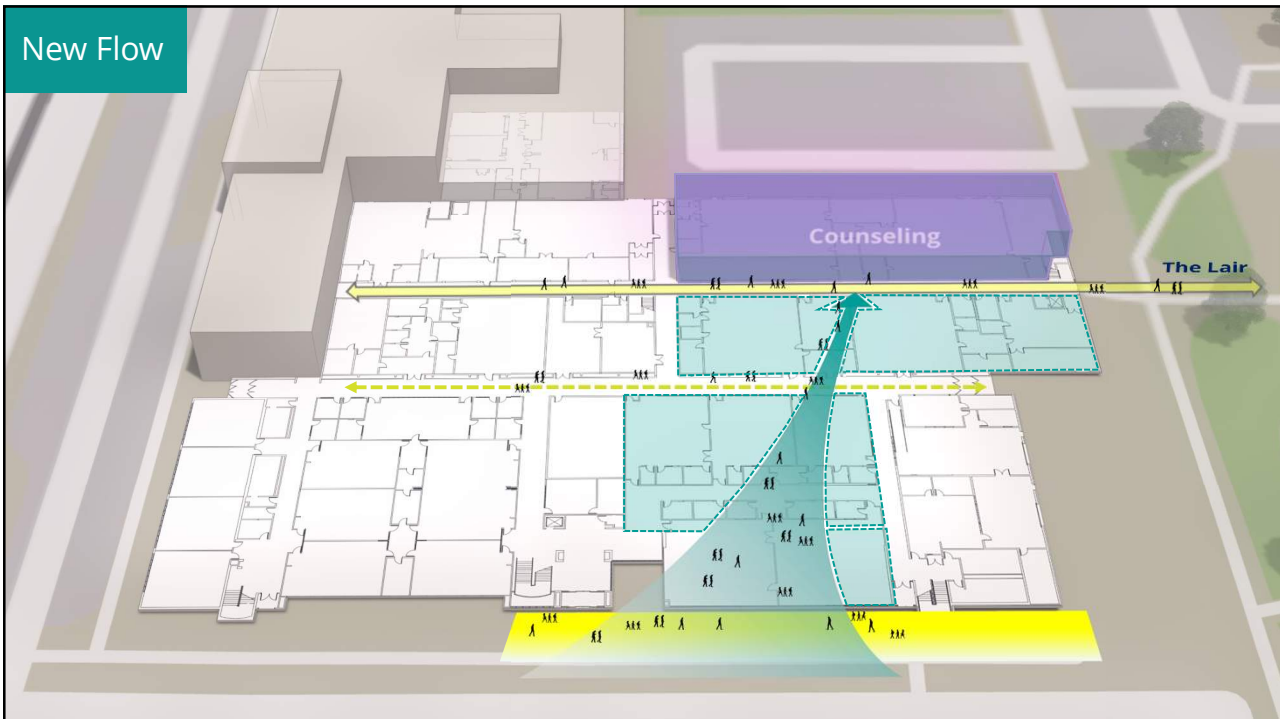
6

Accessibility and Deferred Maintenance



7

New Flow



8

Defining Goals

SPACE

- Privacy**
> Improved acoustics and visual privacy for supporting student needs
- Adjacency**
> Improved interdepartmental connection and collaboration through enhanced adjacencies
- Varied & Flexible**
> A variety of flexible student hangout spaces encouraging students to be on campus

FEEL

- Universal**
> A space that is responsive and designed for all
- Welcoming**
> Create a welcoming and comfortable environment
- Safe**
> A space that prioritizes safety of students and staff

EXPERIENCE

- Efficiency & Effectiveness**
> Improved efficiency and effectiveness for students seeking help and staff supporting student needs.
- Flow**
> Improved circulation flow creating a more intuitive wayfinding experience
- Visual Transparency**
> Increased campus visibility and transparency of services for students and staff

9

New Conditions



NEW CONDITIONS

- > Enhanced Campus Entrance and Visibility
- > Consolidated Services
- > Cohesive Spaces
- > Increased Inter-departmental Collaboration
- > Improved Wayfinding and Circulation
- > Welcoming Environment and Student Hangout

10

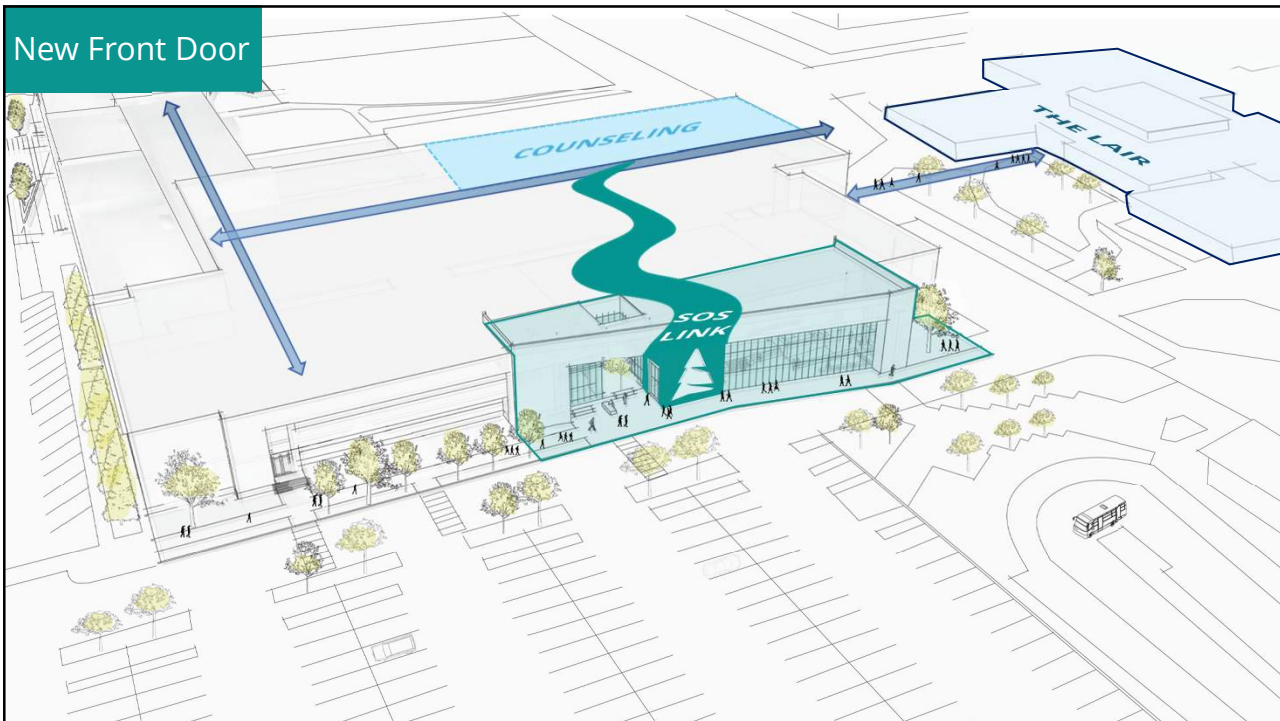
The Journey

Designing with the users in mind to serve a wide range of groups—ensuring a welcoming and accessible environment for all.



11

New Front Door



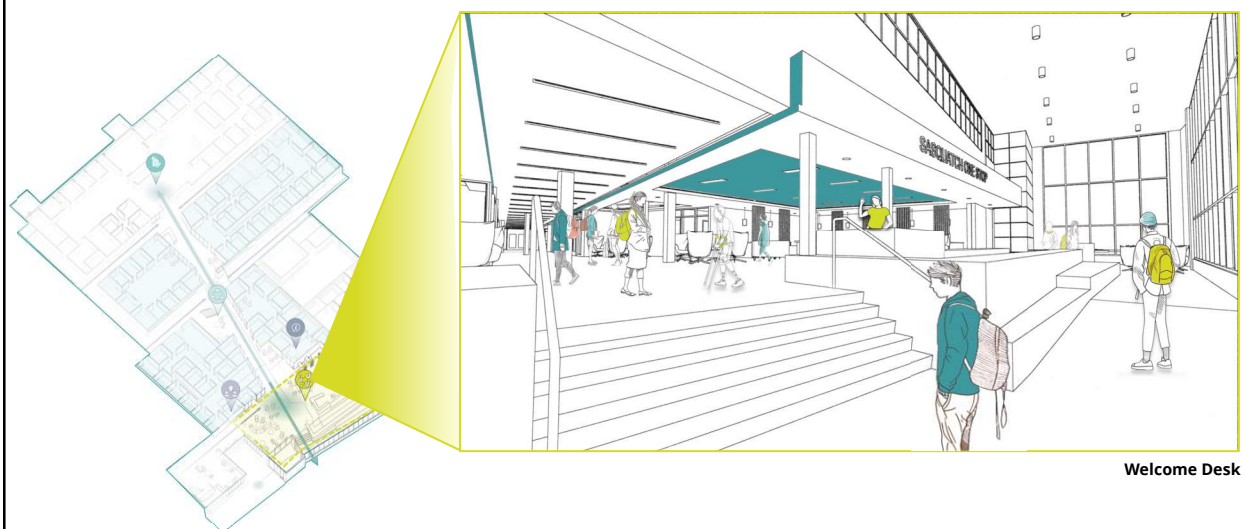
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Arrival Journey



13

Omar's Journey



Welcome Desk

14

Omar's Journey



15

Remi's Journey



16

Floor Plans



Level 1 - Before



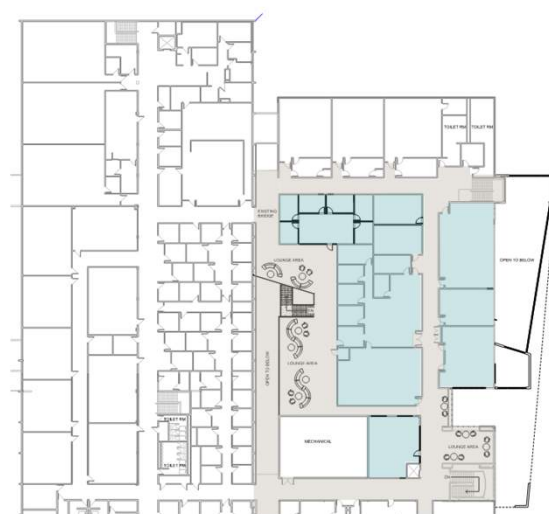
Level 1 - After

17

Floor Plans



Level 2 - Before



Level 2 - After

18

Purpose of the Renovation Project

- Centralize Student Services
- Create Operational Efficiencies
- Optimize Facility Utilization
- Enhance the Campus Entry



Project Budget & Funding

The proposed budget for the project is \$25 million. Funding is requested through \$10 million in existing local sources from SCC and approval for Spokane Colleges/Spokane Community College to request a \$15 million certificate of participation (COP) in the FY 26 SBCTC Supplemental Capital Budget.

				Allocated	Expended	Balance
A.	ACQUISITION			\$ -	\$ -	\$ -
B.	CONSULTANT SERVICES			\$ 3,034,813.46	\$ 98,143.65	\$ 2,936,669.81
C.	CONSTRUCTION			\$ 19,561,630.00	\$ -	\$ 19,561,630.00
D.	EQUIPMENT			\$ 1,616,715.54	\$ -	\$ 1,616,715.54
E.	ARTWORK			\$ -	\$ -	\$ -
F.	AGENCY PROJECT ADMINISTRATION			\$ 686,241.00	\$ 10,380.00	\$ 675,861.00
G.	OTHER PROJECT RELATED COSTS			\$ 100,600.00	\$ 464.50	\$ 100,135.50
UNALLOCATED RESERVES				\$ -	\$ -	\$ -
TOTAL PROJECT				\$ 25,000,000.00	\$ 108,988.15	\$ 24,891,011.85

FUNDING SOURCES:		PS#	Description	Allocated	Expended	Balance
SCC Local Funds						
A.	R754	10783	7171-146-181-20000-20012	\$ 200,000.00	\$ 108,988.15	\$ 91,011.85
B.	SXXX	XXXXX	SCC Local Funding - Future	\$ 9,800,000.00	\$ -	\$ 9,800,000.00
C.	SXXX	XXXXX	COP Funding - Future	\$ 15,000,000.00		
				\$ 25,000,000.00	\$ 108,988.15	\$ 24,891,011.85
Budget (Over) / Under				\$ -		0.44%

Project Budget & Funding

Estimated financial scenario for a \$15 million COP:

Amount Financed	\$15,000,000
Term	20 years
Payments	Semi-annual
Estimated interest rate	4.43
Estimated annual debt service	\$1.1 - \$1.3 million
Estimated total payments (interest + principal)	\$22.6 million (\$7.6 million interest)
Dedicated funding source for repayment	SCC Local Operating Funds

The project financial plan is summarized as follows:

1. Certification of Participation (COP) financing contract not to exceed \$15,000,000 in the Spokane Colleges (Spokane Community College) 2026 SBCTC Supplemental Capital Budget request.
2. Designation of up to \$1.3 million annually of local operating funds from Spokane Community College for the payment of principal and interest on the COP financing contract. The designation will remain in place for the entire term of the financing contract or upon completion of the required minimum financing term.
3. Designation of \$10 million in SCC local funds for the renovation project.

Recommendation

The Board of Trustees of Washington State Community College District 17 (Spokane Colleges) authorizes the SCC Building 1 Renovation Project and total project costs of \$25 million. Funding for the project is authorized through \$10 million in SCC operating resources and the request for a \$15 million Certificate of Participation (COP) by Spokane Colleges/Spokane Community College in the FY26 SBCTC Supplemental Capital Budget Request. SCC is further authorized to designate local funding to meet the terms and conditions of the long-term COP financing contract.



**ACTION: APPROVAL OF 2026 BOARD OF TRUSTEES MEETING
SCHEDULE**

Presented by: Dr. Kevin Brockbank
Chancellor, Spokane Colleges
July 22, 2024

**BOARD OF TRUSTEES
WASHINGTON COMMUNITY COLLEGE DISTRICT 17
2026 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 20, 2026 (SFCC Campus) **WORK SESSION**

February 17, 2026 (SCC Campus)

March 17, 2026 (SFCC Campus)

April 21, 2026 (SCC Campus) **WORK SESSION**

May 19, 2026 (SFCC Campus)

June 16, 2026 (SCC Campus)

July 21, 2026 (SFCC Campus) **WORK SESSION**

August 2026 No meeting

September 8, 2026 (SCC Campus)

October 20, 2026 **To be held at the Pullman campus**

November 17, 2026 (SCC Campus)

December 15, 2026 (SFCC 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 20, 2026 meeting will be held at the SFCC Pullman campus at 8:30 a.m.

* 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 2026		
Date	Location	Presenter
January	SFCC	Work Session
February	SCC	SCC
March	SFCC	SFCC
April	SCC	Work Session
May	SFCC	SFCC
June	SCC	SCC
July	SFCC	Work Session
August	N/A	N/A
September	SCC	SCC
October	Pullman	SFCC
November	SCC	SCC
December	SFCC	SFCC

**DISCUSSION: Fiscal Year 2025-26
Operating Budget Update**

Background

The Board approved the Fiscal Year 2025-26 Operating Budget in June based on the preliminary allocation of state funds received from the State Board for Community and Technical Colleges (SBCTC), and initial local revenue assumptions. These funding sources were approved to support operating budget spending plans of \$134,134,056 for the fiscal year beginning July 1, 2025.

The SBCTC recently updated the state allocation distributions which resulted in a reduction in state resources of \$1,288,636. State Allocation #1 reflects total state resources of \$90,589,117. Local fund revenue estimates have also been updated to offset the reduction in the state allocation. The adjustment in local revenue is primarily driven by revised enrollment targets for SCC and SFCC and the use of one-time tuition revenue carryforward from FY 2024-25. These adjustments change the composition of revenue sources but do not change total resources available in the operating budget.

This budget information update is provided for the Board's review. A more detailed update will be provided in the fall to reflect any additional allocations received from the SBCTC and any additional adjustments to local revenue and expenditure estimates.

Attachments:

1. FY26 BOT Budget July 2025
2. Allocation #1 Operating Budget 2025.06.30 Board Format

Prepared by: Dr. Linda McDermott, CPA
Chief Financial Officer

Presented by: Dr. Linda McDermott, CPA
Chief Financial Officer
July 22, 2025



FY 2026 Budget Update

Board of Trustees Work Session

July 22, 2025

Presentation Overview

- State & Local Resource Allocation Update
 - Revised Revenue Assumptions
 - Enrollment Target Update
 - State funded students
 - Running Start students
 - Next Steps
- 

FY 26 Revised Planning Assumptions - Revenue

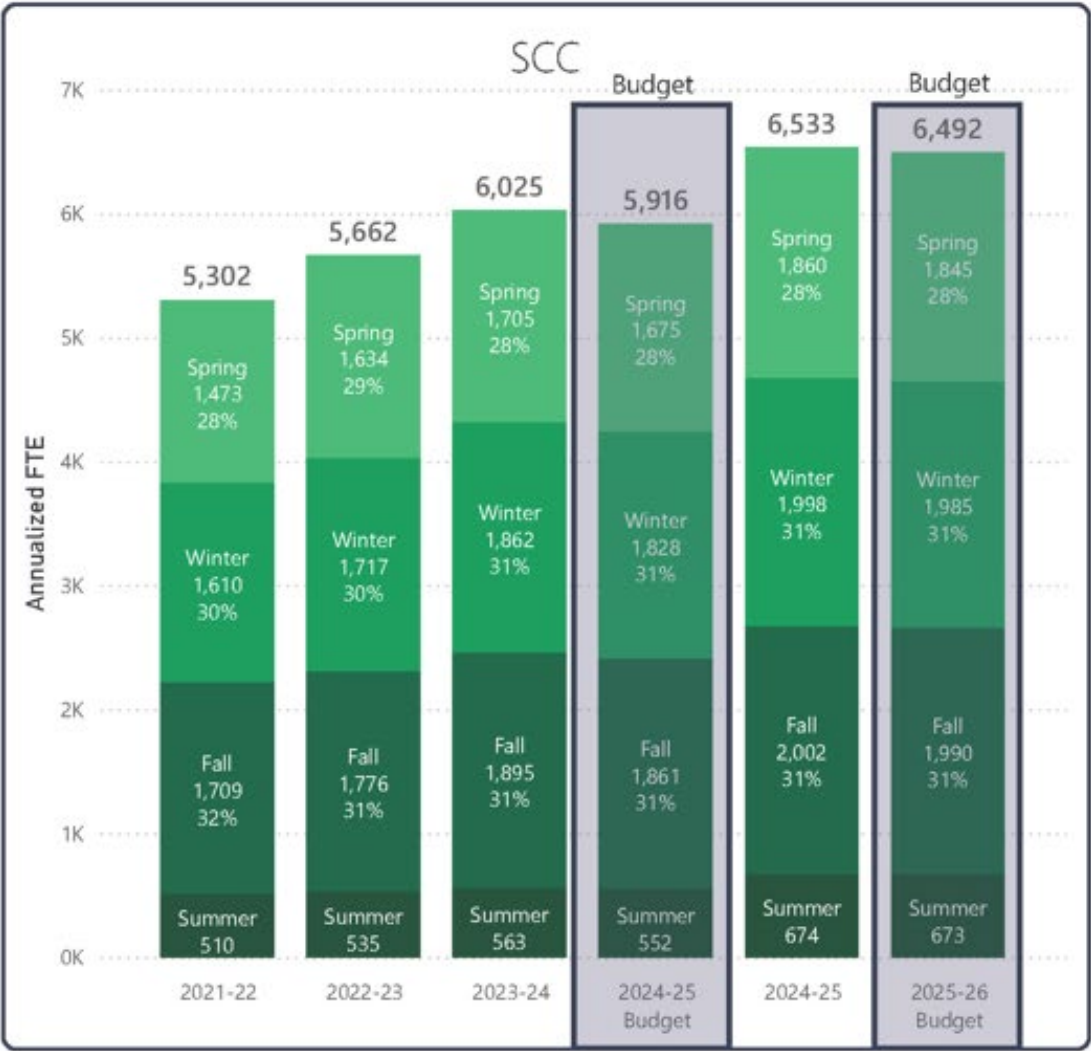
- State Operating Allocation – \$1,288,636 decrease from preliminary allocation

Title	Amount	Explanation
District Enrollment Allocation Base (DEAB)	-7,155,623	Guided pathways, Nurse educators and High Demand moved back to proviso and Safe Harbor
Weighted Enrollments	-862,193	Allocation update from preliminary
Performance Based Funding	-780	Allocation update from preliminary
Safe Harbor Line Item	+2,620,846	Nurse educators and High Demand from DEAB
Earmarks / Provisos	+4,109,114	Earmark updates based on 25-27 State Budget
Total State Adjustments	-1,288,636	Total adjustments from preliminary allocation

- Local Revenue Assumptions – +1,288,636
 - Tuition (operating fees) – Increase tuition estimate based on enrollment carryforward
 - One-time use of FY24-25 positive tuition revenue variance and Institutional Shared Cost expenditure savings
 - Operating support – adjusted to maintain overall budget level

State Funded Annualized FTE

Combined State Funded Enrollment Budget: 9,363 annualized FTE



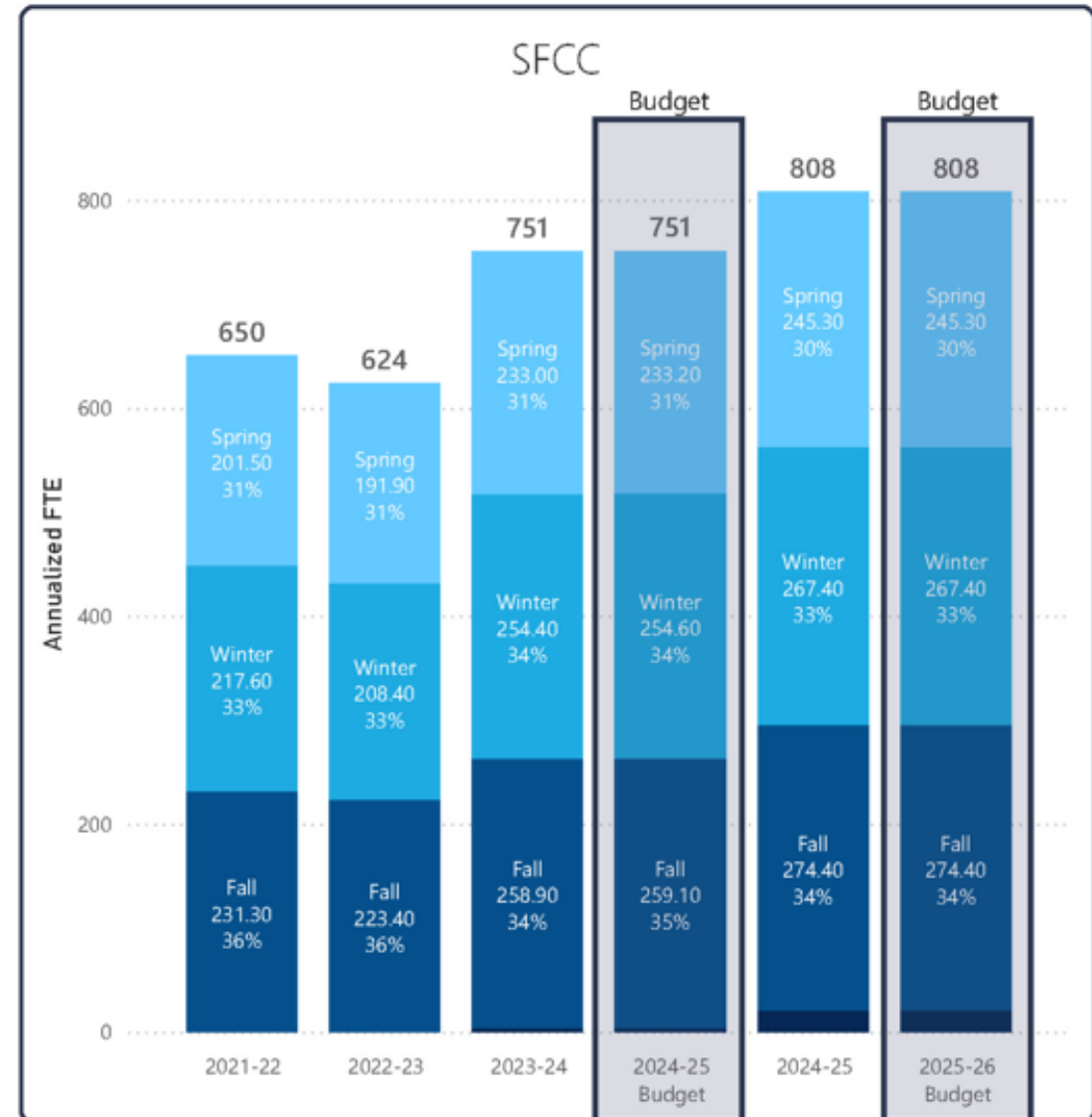
FY26 Budget Resident FTE: 6,470
FY26 Budget International FTE: 22.5



FY26 Budget Resident FTE: 2,857
FY26 Budget International FTE: 13.5

Running Start Annualized FTE

Combined Forecast Running Start Enrollment: 1,574 annualized FTE



Sources of Revenue - Revised

	FY 2025 Budget	FY 2026	FY 2026	FY 2026	
	Allocation #6	Preliminary Adopted Budget	Increase / (Decrease) from Preliminary Allocation	Allocation #1	Increase / (Decrease) from FY 2025
Forecast Sources of Revenue					
State Allocation ^[1]					
DEAB	45,278,697	55,959,931	(7,155,623)	48,804,308	3,525,611
Provisos moved to DEAB in FY 26	8,803,635	-			(8,803,635)
Weighted Enrollments	5,401,146	6,742,702	(862,193)	5,880,509	479,363
Performance Based Funding (SAI)	4,876,790	4,636,963	(780)	4,636,183	(240,607)
Minimum Operating Allocation (MOA)	4,576,000	4,576,000		4,576,000	-
Safe Harbor Wage Increases (net of COLA)	10,599,359	9,848,448	2,620,846	12,469,294	1,869,935
I-732 (Faculty) 3% COLA		796,662		796,662	796,662
Exempt / Non-represented 3% COLA		372,467		372,467	372,467
Classified - WFSE 3% COLA		596,333		596,333	596,333
Health Insurance	1,787,561	3,922,028		3,922,028	2,134,467
Pension	(617,347)	(919,736)		(919,736)	(302,389)
M&O Allocation	-	214,000		214,000	214,000
Other Line Item Provisos	10,321,603	5,131,955	4,109,114	9,241,069	(1,080,534)
Total State Allocation ^[1]	\$ 91,027,444	\$ 91,877,753	\$ (1,288,636)	\$ 90,589,117	\$ (438,327)
Resident Operating Fee ^[2]	23,390,567	25,825,571	893,212	26,718,783	3,328,217
International Operating Fee ^[3]	788,376	312,345	-	312,345	(476,032)
Prior FY Tuition & Unspent ISC ^[4]	3,187,082	2,000,000	1,474,663	3,474,663	287,581
Operating Support ^{[5][6]}	10,635,149	11,118,386	(1,079,239)	10,039,147	(596,002)
Strategic Investment Pool	3,000,000	3,000,000		3,000,000	-
Total Sources	132,028,618	134,134,056	-	134,134,056	2,105,437

Summary and Next Steps

- The initial budget was approved in June based on the preliminary allocation of state funds from the SBCTC and initial local revenue estimates.
 - Revenue assumptions have been revised to reflect adjustments included in the State Allocation #1 and an updated local revenue forecast based on updated enrollment targets and year-end spending estimates.
 - The colleges and central administrative units are continuing to refine their expenditure budgets to reflect the updated revenue assumptions and additional review of expenditure levels.
 - An updated budget will be presented again in the fall to reflect the final close out of FY 24-25, and additional allocations received from the SBCTC.
- 

**2026 State Appropriation, Tuition, Operating Support
Budget Distribution
Allocation #1**

7/17/2025

	Allocation	SCC	SFCC	Central Admin (a)	Institutional Shared Costs	Total
1 District Enrollment Allocation Base (DEAB)	<u>63,897,000</u>					
2 DEAB	\$ 48,804,308	\$ 22,308,257	\$ 13,136,563	\$ 13,359,488	\$ -	\$ 48,804,308
3 Weighted Enrollments	5,880,509	5,339,578	540,931	-	-	5,880,509
4 Performance Based Funding (SAI)	4,636,183	2,681,693	1,954,490	-	-	4,636,183
5 Minimum Operating Allocation (MOA)	4,576,000	2,331,654	1,138,345	1,106,001	-	4,576,000
6 ADJUSTED ALLOCATION - SUBTOTAL	63,897,000	32,661,182	16,770,329	14,465,488	-	63,897,000
7 SAFE HARBOR (EARMARKS AND PROVISOS)						
9 Safe Harbor Wage Increases	14,234,756	7,056,233	3,613,519	3,565,004	-	14,234,756
10 Foundational Support (c)	-	-	-	-	-	-
11 Health Insurance	3,922,028	1,804,133	1,058,948	1,058,948	-	3,922,028
12 Pension	(919,736)	(423,079)	(248,329)	(248,329)	-	(919,736)
13 M&O, Leases, and Assessment	214,000	-	-	158,046	55,954	214,000
14 Aerospace Enrollments - High Demand	438,085	438,085	-	-	-	438,085
15 College Affordability Program (c)	-	-	-	-	-	-
16 Guided Pathways	3,586,270	2,478,037	1,108,233	-	-	3,586,270
17 Worker Retraining	1,810,954	1,520,157	290,797	-	-	1,810,954
18 Equity and Access - SB5194	625,771	312,886	312,886	-	-	625,771
19 Diversity Bill - SB5227	164,108	82,054	37,745	44,309	-	164,108
20 Career Launch Enrollments	-	-	-	-	-	-
21 Aerospace Apprenticeships	80,000	80,000	-	-	-	80,000
22 Disability Accommodations	108,866	78,211	30,655	-	-	108,866
23 Opportunity Grants (ELTA)	513,042	290,001	223,041	-	-	513,042
24 Opportunity Grants (GFS)	85,782	29,411	56,371	-	-	85,782
25 Gold Star Families	-	-	-	-	-	-
26 Students of Color	46,020	30,664	15,356	-	-	46,020
27 Nurse Educators (e)	-	-	-	-	-	-
28 Nurse Education Enrollment Increase (GF-State)	138,528	138,528	-	-	-	138,528
29 High Demand (e)	-	-	-	-	-	-
30 Homeless Student Expansion	216,000	108,000	108,000	-	-	216,000
32 Cybersecurity Enrollments	180,000	90,000	90,000	-	-	180,000
33 Refugee Education	-	-	-	-	-	-
34 MESA Community College Programs	157,000	-	157,000	-	-	157,000
35 Student Needs SHB1559	130,058	65,029	65,029	-	-	130,058
36 SIM Lab Equipment	77,000	77,000	-	-	-	77,000
38 Student Assistance Grants (WEIA)	310,000	302,500	7,500	-	-	310,000
40 Workforce Development Projects	-	-	-	-	-	-
41 Health Workforce Opp Grants (ELTA)	125,312	81,608	43,704	-	-	125,312
Health Workforce Opp Grants (GFS)	11,046	-	11,046	-	-	11,046
42 Nursing Supply SB 5582	250,000	250,000	-	-	-	250,000
43 Nurse Education Enrollment Increases (WEIA)	162,000	162,000	-	-	-	162,000
44 Apprenticeship & Higher Educ ESSB 5764 (GF-State)	-	-	-	-	-	-
45 Apprenticeship & Higher Educ ESSB 5764 (WEIA)	-	-	-	-	-	-
46 Early Achievers Grant Supports	25,227	-	25,227	-	-	25,227
47 Incarcerated Students Grants SSB5953	-	-	-	-	-	-
48 Higher Ed Opioid Prevention 2SHB 2112 (c)	-	-	-	-	-	-
50 Guided Pathways (WEIA)	-	-	-	-	-	-
53 Sub Total Safe Harbor	26,692,117	15,051,457	7,006,728	4,577,978	55,954	26,692,117
54 Total State Operating Allocation	90,589,117	47,712,639	23,777,057	19,043,466	55,954	90,589,117
55a Resident Tuition Revenue	26,718,783	18,534,198	8,184,585	-	-	26,718,783
55b International Tuition Revenue	312,345	101,466	210,879	-	-	312,345
56 Central Administration Resident & International Tuition	-	(4,055,702)	(1,320,523)	5,376,225	-	-
57 Institutional Shared Costs	-	(5,239,971)	(2,559,076)	(1,201,429)	9,000,476	-
58 Total Tuition Forecast Budget Allocation	27,031,127	9,339,990	4,515,865	4,174,796	9,000,476	27,031,127
59 Total State Allocation & Tuition	117,620,245	57,052,629	28,292,922	23,218,263	9,056,430	117,620,245
One-time Distribution of FY25 Tuition Revenue over Budget & Unspent						
60a DMC	3,474,663	1,799,897	870,246	804,520	-	3,474,663
60b Operating Support FY26 (b)	10,039,148	(1,182,882)	8,338,226	2,883,804	-	10,039,148
60c Strategic Investments (d)	3,000,000	1,146,316	314,410	539,274	1,000,000	3,000,000
60d Operating Revenue Transfer from Other Sources	-	-	-	(424,860)	424,860	-
60e Total One-Time and Operating Support	16,513,811	1,763,331	9,522,883	3,802,738	1,424,860	16,513,811
61 Total State Allocation, Tuition, and Operating Support Budget Authority	\$ 134,134,056	\$ 58,815,960	\$ 37,815,805	\$ 27,021,001	\$ 10,481,290	\$ 134,134,056

**REPORT: STATE ALLOCATION MODEL REVIEW AND WACTC
UPDATE**

Presented by: Dr. Kevin Brockbank
Chancellor, Spokane Colleges
July 22, 2025



Review of the Current Allocation Model

Final Recommendations

Allocation Model Review Committee
(AMRC)
June 2025

ALLOCATION MODEL REVIEW COMMITTEE (AMRC) OBJECTIVE & GUIDING PRINCIPLES

OBJECTIVE & GUIDING PRINCIPLES

OBJECTIVE

- The Allocation Model Review Committee is charged with investigating, analyzing, and making recommendations on proposed changes to the current allocation model. Recommendations should align with the overall charge of the committee and in alignment with established guiding principles.

GUIDING PRINCIPLES

- Prioritize State Board vision of *leading with racial equity*
- Be stable and predictable, *in order to minimize harm to students whose colleges may be disproportionately impacted*
- Be understandable; use “*plain talk*” so that all constituencies can access the model
- Treat all colleges consistently and equitably, *in order to minimize harm to students*
- Recognize the interdependence of the colleges while allowing for individual college needs, so that students who attend any specific college or type of college are not disproportionately impacted
- Allow for flexibility in the use of designated funds, so that colleges can adapt to best serve their students and communities
- Achieve an appropriate balance between access/ enrollment & performance/student outcomes, so that students are not disadvantaged by a cost model that only addresses access, retention, or completion
- Continue to right-size enrollment averages, so that funding more closely meets the current-day needs of communities

CONTEXT SETTING & TIMELINES

CONTEXT SETTING

- The new model will redistribute existing funds rather than introduce new funding. (*Advocacy for additional funding will still be necessary.*)
- When evaluating the model, it's essential to view it through a system-wide lens, considering the collective impact across all colleges, not just individual institutions.
- The following areas were outside the committee's scope: State Board budget/staffing, centralized IT services, system reserves, and provisos.

CONTEXT SETTING

- Final recommendations remain principle-driven.
- Final recommendations include projected financial impacts, comparing FY26 allocations under the current model versus those under the recommended model.
- The final model approved by WACTC will serve as a formal recommendation to the State Board, which holds the authority to take final action.

TIMELINE (*KEY DATES*)

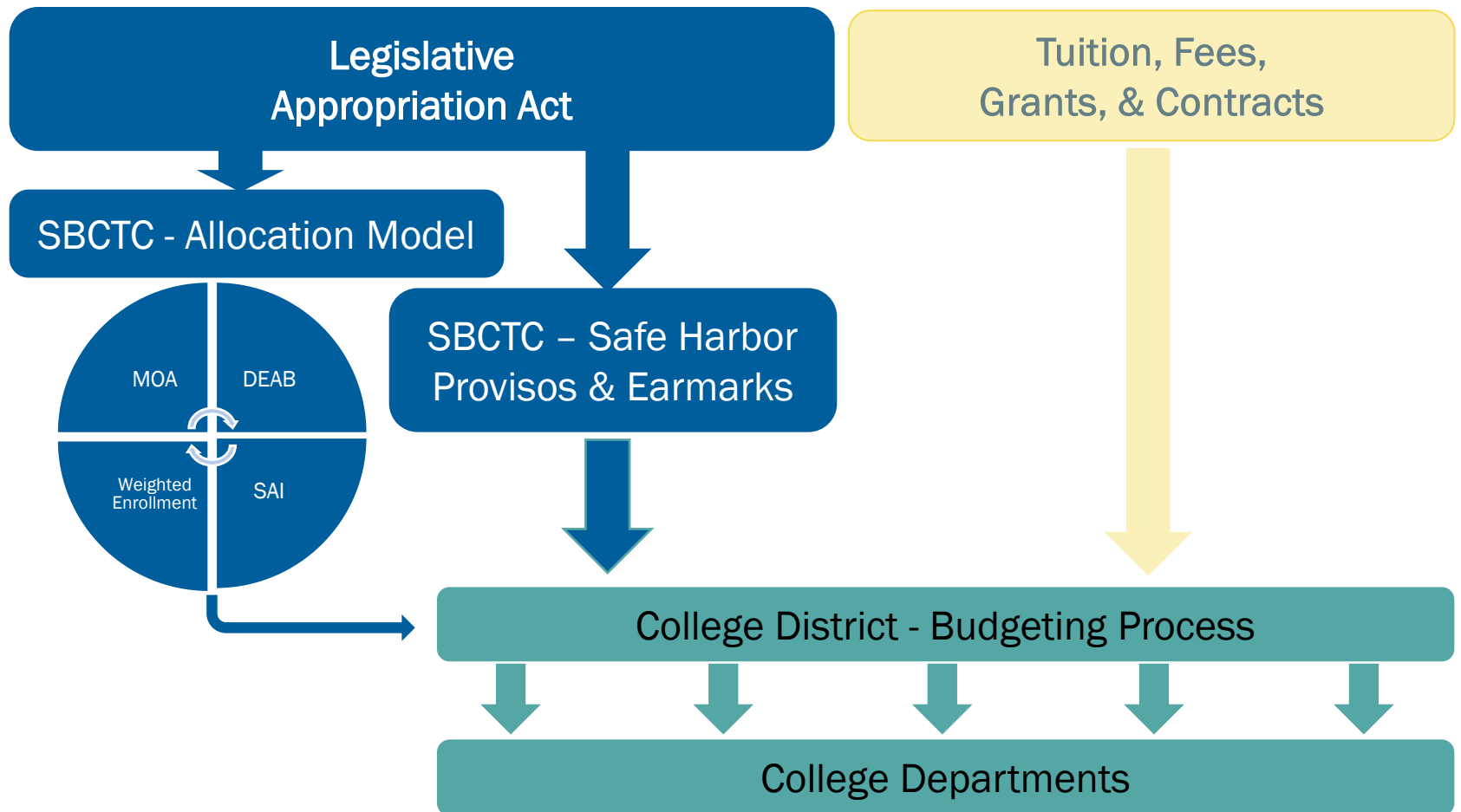
DATE	ACTION
Nov. 23, 2023	First AMRC Meeting
July 18, 2024	Presentation of Initial Recommendations
July 22 – Sept. 6, 2024	Survey of Initial Recommendations
Sept. 18, 2024	Survey Results of Initial Recommendations Released
March 27, 2025	Presentation of Semi-Final Recommendations
April 7 – May 5, 2025	Survey of Semi-Final Recommendations
May 16, 2025	Survey Results of Initial Recommendations Released
June 11, 2025	Last AMRC Meeting
June 16, 2025	Final Recommendations with Financial Impact Released to Presidents/Chancellors

VOTING

- Each college will receive 1 vote. (*34 total votes*)
- The whole model will be voted on at once, this includes: MOA, DEAB, SAI, Safe Harbor, Priority Enrollments, Skills Gap
- Earmarks will be voted by cluster (see below), with the exception of King County Regional Pay, which will be voted on separately
 - Maintain as Earmark
 - Roll Into the Allocation Model
 - King County Regional Pay
 - Continue Specific Purpose Funding But Stop Classification as an Earmark
- All Implementation Recommendations will be voted on separately.

CURRENT ALLOCATION MODEL

HOW THE DOLLARS FLOW...



4 KEY COMPONENTS - CURRENT ALLOCATION MODEL

MINIMUM OPERATING ALLOCATION

Minimum amount for operations -
\$2.85 million per campus

MOA

STUDENT ACHIEVEMENT INITIATIVE PERFORMANCE FUNDING

\$5.25 million in budget bill.
State Board policy allocates
5% of total state operating
appropriations

SAI

WEIGHTED/PRIORITY ENROLLMENT FTE

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

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

WEIGHTED
PRIORITY
FTE

DISTRICT ENROLLMENT ALLOCATION BASE

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

DEAB

OUTSIDE THE 4 KEY COMPONENTS – SAFE HARBOR

BUDGET PROVISOS

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

COMPENSATION M&O LEASES

- Compensation funding includes wage increases, health benefit rate changes, paid family leave and pension rate change
- Compensation funds are distributed based on each district's share of salary or benefit expenditures in the prior fiscal year
- Compensation, M&O, and Leases are held in safe harbor for four years.

STATE BOARD EARMARKS

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

FINAL RECOMMENDATIONS

MINIMUM OPERATING ALLOCATION (MOA)

In the current model

- \$2.85 million annually per college
- 34 total colleges
- System total of \$96.9 million
 - \$85.5 million from operating funds
 - \$11.4 million from capital funds

MINIMUM OPERATING ALLOCATION (MOA)

Recommendation for new model

- Keep Minimum Operating Allocation (MOA) in the model adjusted for Higher Education Price Index (HEPI) increases since 2015
- Recommend fixed amount of \$3.7 million annually per college
- System total of \$125.8 million
 - \$114.4 million from operating funds
 - \$11.4 million from capital funds

DISTRICT ENROLLMENT ALLOCATION BASE (DEAB)

In the current model

- Originally devised to let the “money follow the students” based on rolling three-year average of state FTE, excluding earmarked enrollments. Headcount does not factor into formula.
- Each district had an enrollment target
- Each district’s target is a share of the system’s base target (130,981)
- Includes some international

DISTRICT ENROLLMENT ALLOCATION BASE (DEAB)

Recommendation for new model

- Eliminate the “target”
- Use a true 4-year rolling average for distribution
- Allocate based on 50% FTE and 50% headcount
- Do not include international, corporate or continuing education enrollments

PERFORMANCE FUNDING (SAI)

In the current model

- Fixed 5% of total state operating appropriations
- Achievement measures include building towards college-level skills, retention, completion of college-level math and English, degree/certificate completion

PERFORMANCE FUNDING (SAI)

Recommendation for new model

- Preserve the fixed 5% of total state operating appropriation funding
- Maintain academic momentum points

WEIGHTED PRIORITY ENROLLMENTS

In the current model

- Four enrollment categories receive additional weight of .3 per student FTE
 - BEdA
 - STEM
 - Upper-level BAS
 - Skills Gap
- Funding fluctuates based on enrollments

PRIORITY ENROLLMENTS

Recommendation for new model

- Fixed 5% of total state operating allocations for two enrollment categories: BEdA & Skills Gap
- Allocate 50% to BEdA and 50% to Skills Gap

SKILLS GAP LIST

In the current model

- Current Skills Gap CIP code list is based on a 2013 report and hasn't been updated since 2017.
- Current list focuses on two-year degree graduates; baccalaureate programs have grown & need to be included.

SKILLS GAP LIST

Recommendation for new model

- Proposed model asks, “Is there a current need for an occupation and is that need expected to grow in future years?”
- Combine local with current & future demand
 - Uses supply/gap data to determine which occupations have higher employment gaps and long-term projections data to capture forecasted growth in job openings.
 - Local Component: broken out by Workforce Development Area

4-YEAR SAFE HARBOR EARMARKS

In the current model

- Includes new appropriations for compensation increases, benefit changes, maintenance and operation funding for new buildings that will be occupied within the fiscal year, and costs associated with new leases
- Amounts are held in safe harbor for 4 years before rolling into the allocation model

4-YEAR SAFE HARBOR EARMARKS

Recommendation for new model

- Continue holding appropriations for compensation increases, benefit changes, maintenance and operations, and leases in safe harbor for four years

EARMARKS OF THE STATE BOARD

Funds identified by the State Board for specific purposes, usually former provisos with continuing statutory obligations.

STATE BOARD EARMARKS

RECOMMENDATION: MAINTAIN THE FOLLOWING AS EARMARKS

- Aerospace Enrollments
- Centers of Excellence
- Disability Accommodations
- Goldstar Family Book Stipends
- Labor Education Resource Center
- Opportunity Grant
- Outreach Specialists
- Student Emergency Assistance Grants
- Students of Color
- Worker Retraining
- Workforce Development Grants

Note: The recommendation regarding Guided Pathways has been removed based on recent WACTC actions to keep the earmark for 4 years.

STATE BOARD EARMARKS

RECOMMENDATION: ROLL INTO ALLOCATION MODEL

- Aerospace Apprenticeship (*phased in to address current contractual obligations*)
- Employment Resources
- Hospital Employee Education & Training
- Maritime Industries
- University Contracts

STATE BOARD EARMARKS RECOMMENDATION FOR KING COUNTY REGIONAL PAY

- Move into 4-year Safe Harbor, then roll funds into the model.
- This recommendation aligns with:
 - The recent WACTC recommendation to place two other salary items (Nursing & High Demand) into 4-year Safe Harbor
 - The final recommendation to continue the current process of holding compensation increases, benefit changes, maintenance and operations, and leases in 4-year safe harbor.

STATE BOARD EARMARKS

RECOMMENDATION: CONTINUE SPECIFIC PURPOSE FUNDING BUT STOP CLASSIFICATION AS AN EARMARK

- ABE Enrollment
- Federal Basic Federal Education Grant State Match
- Department of Corrections (DOC) Compensation

IMPLEMENTATION RECOMMENDATIONS

- Implement the full model for FY27 (*starting on July 1, 2026*)
- Smooth-In (implement) the model over 4 years (*shift of $\frac{1}{4}$ of funds each year*)
 - *This does not include Safe Harbor, Earmarks and Provisos as they are designated outside of the model.*
- Review the model every 4 years, beginning July 2031
- Earmarks: Review at least 1 year prior to any full review of the allocation model, beginning July 2030
- Skills Gap:
 - Review data every 2 years, beginning July 2028
 - Review model methodology aligned with review of the full allocation model review, beginning July 2031
- SAI: Review at least 2 years prior to any full review of the allocation model, beginning July 2029

REPORT: STRATEGIC PLAN KICK-OFF

Presented by: Dr. Lori Hunt
Chief of Staff and Strategy, Spokane Colleges

Diane Welleser
25th Hour Communications

July 22, 2025



SPOKANE COLLEGES

Strategic Planning Process

Diane Walleser, EdD; Senior Strategist
July 22, 2025

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Overview

1

**The Planning
Process**

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**Higher Education
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3

**Business and
Industry Trends**

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**Board Insights
and Next Steps**

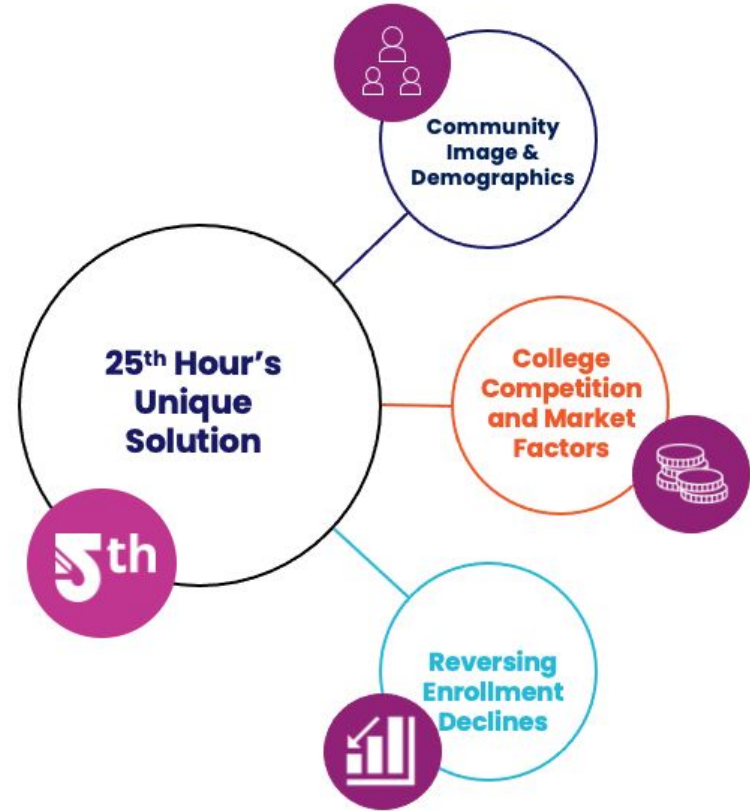


1

The Planning Process

25th Hour's Unique Support

We help community colleges **align their strategic vision** with the **evolving needs of their communities** so they can **build awareness and support, grow enrollment**, and ultimately **improve completion and success**.



College Partner Since 2022

- Issues and Opportunities Scans
- Student Surveys - Failure to Attend & Failure to Return
- Onboarding Communication Audit
- Student Secret Shopper
- CRM Inquiry Response Communications
- Redraft and Refresh of Student Communications
- High School Plus Student Journey Review
- Recruitment Model/Plan
- Math Placement Barriers
- Mapping of the Ideal Student Experience
- Media Preferences Survey

Spokane Colleges Strategic Planning Governance

- Endorses strategic priorities and final plan
- Provides High-level guidance on vision and institutional direction
- Ensures alignment with community needs and fiduciary responsibility

BOARD OF TRUSTEES

Oversight and Approval

- Determine strategic priorities
- Provide resources
- Support policy and practice changes

EXECUTIVE LEADERSHIP

CHANCELLOR KEVIN BROCKBANK

Leadership and Oversight

- Align goals with strategic priorities
- Assign and monitor work group progress
- Guide integration across work groups
- Advocate resource and support needs
- Identifies and mitigates risks

PLANNING STEERING COMMITTEE

Chair Lori Hunt

Leadership and Coordination

- Analyze data, gather stakeholder input, propose strategy and metrics
- Implement, track, and refine

CROSS FUNCTIONAL PLANNING TEAMS

Goal 1

Goal 2

Goal 3

Goal 4

Goal 5

Strategic Planning Timeline

STRATEGIC PLANNING TASK/TIMING	JUN 2025	JUL 2025	AUG 2025	SEP 2025	OCT 2025	NOV 2025	DEC 2525	Jan 2026	FEB 2026	MAR 2026	APR 2026
Discovery Meeting											
Pre-Visit Planning and Data Review											
On-Site Visit – Stakeholder Input											
Planning and Meeting Facilitation											
On-site Visit Team Kick-off											
Plan Draft											
Plan Approval and Rollout											
Plan Implementation Begins											



Beginning from a position of brand strength.





What We Stand For

Our mission, values, and vision are at the heart of who we are and what we do.





Our brand is more than a logo or a color scheme. It is the heart of everything we do.





Mission

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





Vision

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





Values

Access, Inclusivity, and Preparedness
are the core principles and priorities
that guided our actions.



2

Higher Education Landscape

Higher education faces a range of challenges in today's rapidly changing landscape.

The Pressure is On



Enrollment Shifts

Decline in high school feeder and adult return, particularly males
Workforce is new competition
New players in education space



Student Derailment

Life issues: Mental health, financial, and family concerns
College issues: Difficult internal systems and processes



Organizational Shifts

Leadership changes, budget and staff constraints



Doubting Value

Question, value of education (especially Gen Z) and continued stigma of community college



Trends in Higher Education

Risks Challenging Higher Education

Significant risks facing higher ed institutions

- Cyber breaches
- Faculty and staff attrition
- Student activism risks
- Mergers, acquisitions, and closures
- Shift in admin priorities impacting funding sources

Significant risk drivers to higher ed institutions

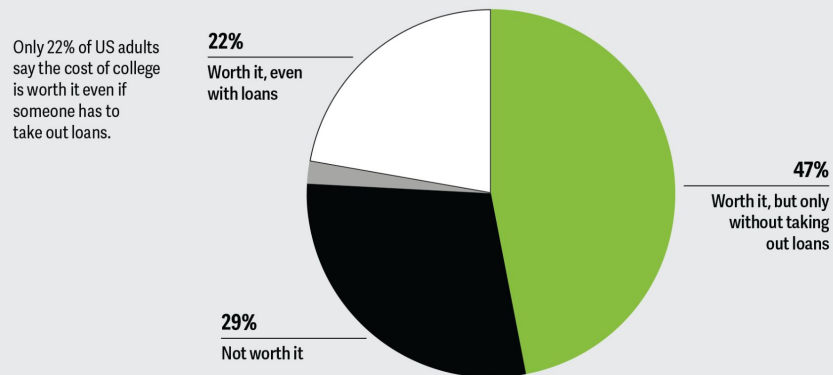
- Public perceptions of the value of higher ed
- Decline in US population growth
- Overdependence on tuition for revenue
- Declining student mental health
- Evolving demand for program offerings
- Lack of institutional agility in decision-making
- Deferred maintenance
- Politicization of higher ed

Source: Deloitte analysis

The future of the four-year degree

Fewer than half of US adults say the cost of college is worth it if students don't have to take out loans

Percentage saying the cost of getting a four-year college degree today is ...



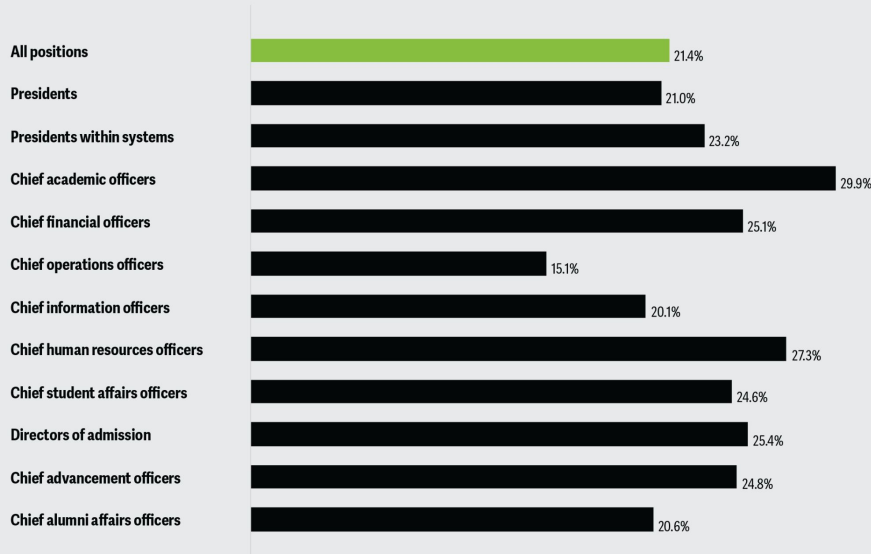
Note: Share of respondents who didn't offer an answer is shown but not labeled.

Source: Survey of US adults conducted between between Nov. 27 and Dec. 3, 2023; Pew Research Center, "Is college worth it?" May 15, 2011.

- Skepticism is rising over the cost and value of four-year degrees
- Institutions expanding flexible, skills-based credential options
- Growth in apprenticeships, certifications, and dual enrollment
- Competency-based programs emphasize skills over credit hours
- Only 22% view a loan-based four-year degree as worthwhile
- Trade and apprenticeship enrollments are increasing
- Success depends on aligning programs with employer needs
- Collaboration among faculty, accreditors, and industry is key

Changing workforce needs reflect broader changes transforming the academic enterprise

Average turnover rates in top leadership roles over the past decade hit an unprecedented high of 21.4%



Source: Higher Education Publications, Inc, "Turnover in top higher education administrators 2014–2024," 2024.

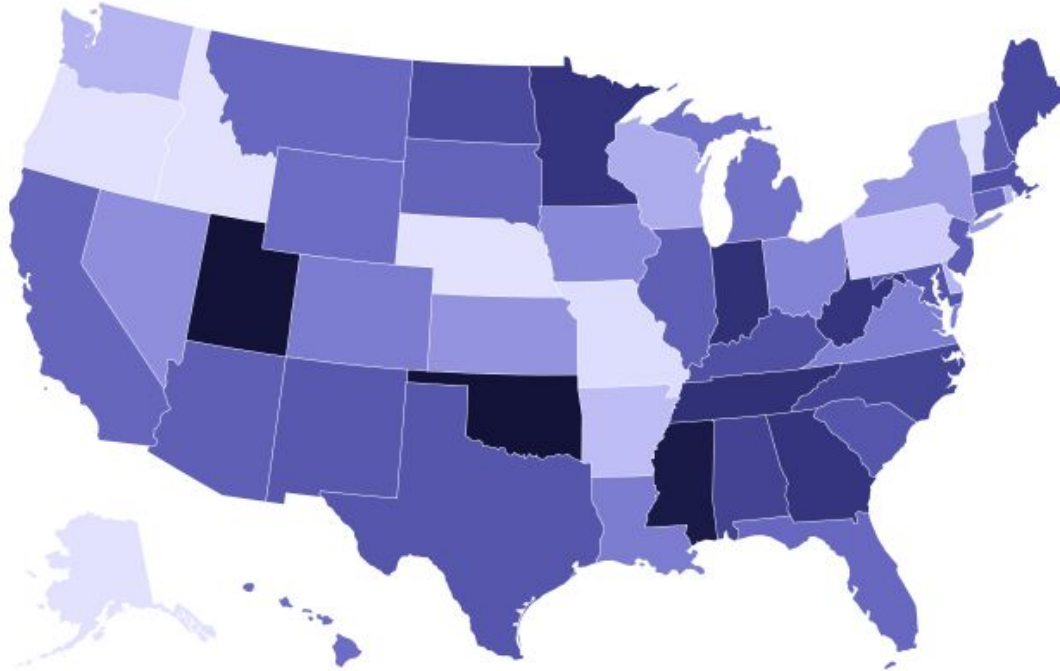
- Colleges are restructuring leadership and workforce roles to address mounting pressures and evolving student needs
- Leadership turnover is high, prompting increased use of multiyear interim roles due to limited succession planning
- Faculty roles are shifting toward mentorship and experiential learning to meet demand for career-ready graduates
- AI integration is reshaping staff roles, driving the need for upskilling and improved operational efficiency
- Institutions are enhancing student experiences with mentoring, internships, and on-campus jobs to build trust and align with workforce needs
- These shifts signal a broader move toward greater flexibility, innovation, and relevance in higher education

Embracing 'systemness'

- "Systemness" emphasizes coordinated collaboration among institutions to achieve greater collective impact
- Financial pressures are driving colleges to adopt shared services, academic partnerships, and strategic consolidation
- Systemness offers a scalable alternative to complex mergers and acquisitions, especially for state systems
- Success relies on strong leadership, change management, and a shift from independence to shared purpose
- Early adopters can lead in innovation, workforce development, and long-term institutional sustainability

"We have to think creatively about how we can collaborate with other universities, K-12 systems, and community colleges to achieve financial sustainability. It's about finding strategic partnerships that can help us share resources and reduce costs while still fulfilling our mission."

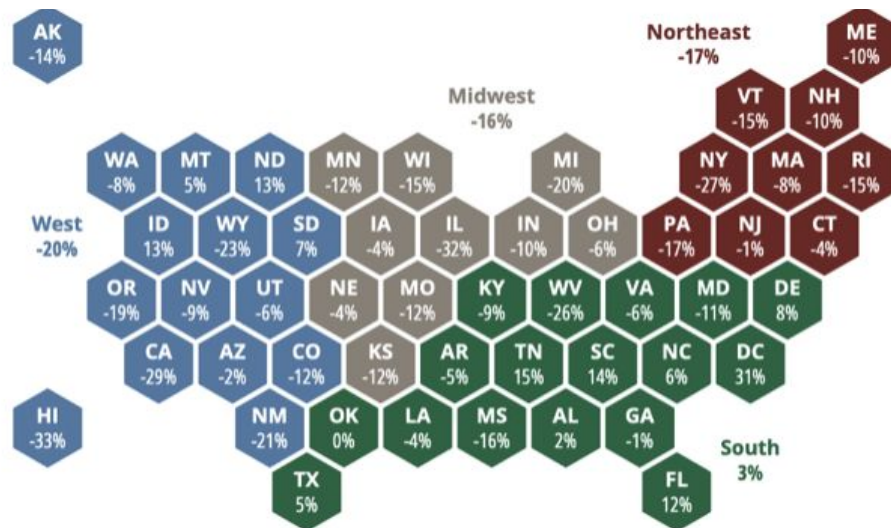
—Participant at the 2024 Forum on the New Era of Higher Education, Deloitte University



Fall 2025 Enrollment change year over year by state

Map: Laura Spitalniak/Higher Ed Dive • Source: [National Student Clearinghouse Research Center](#) • [Get the data](#) • Created with [Datawrapper](#)

THE Enrollment Cliff of Our Lifetime – Projected Change in High School Graduates 2023-2041



Notes: Total high school graduates include public and private schools. In these projections, the U.S. includes the 50 states and the District of Columbia. Future work will explore projected trends for the U.S. Territories and Freely Associated States.

Source: WICHE Projection of High School Graduates; December 2024

- The West region is expected to decline by 20% with -8% in Washington State
- Hardest hit will be colleges relying on traditional aged students
- Colleges will need to focus on expanding recruiting to re-engage adult learners and broaden appeal to high school grads
- More pressure to meet market demand in healthcare, education and technology with new types of credentials
- Improving student success and retention are imperative for sustaining enrollments

An increasingly diverse student mix

Fall 2025 enrollment growth by race and ethnicity

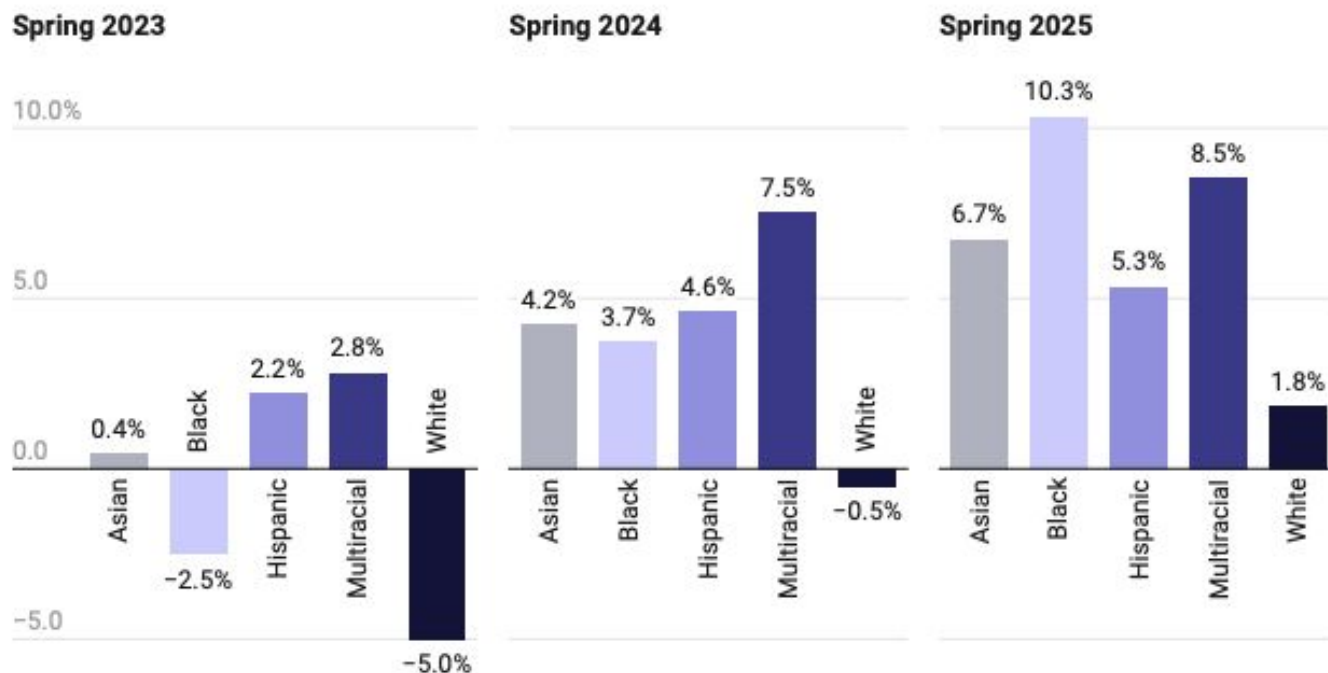
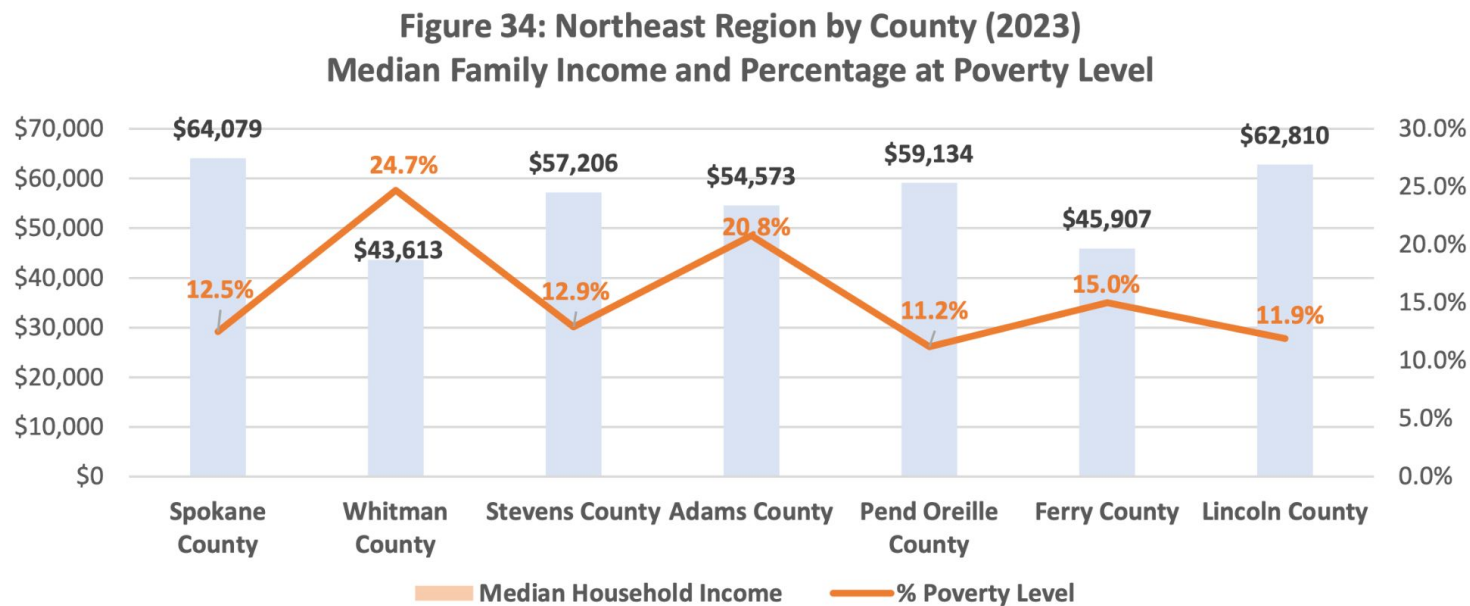


Chart: Laura Spitalniak/Higher Ed Dive • Source: [National Student Clearinghouse Research Center](#) • [Get the data](#) • Created with [Datawrapper](#)

3

Business and Industry Trends

Northeast Region: Median family income for each county

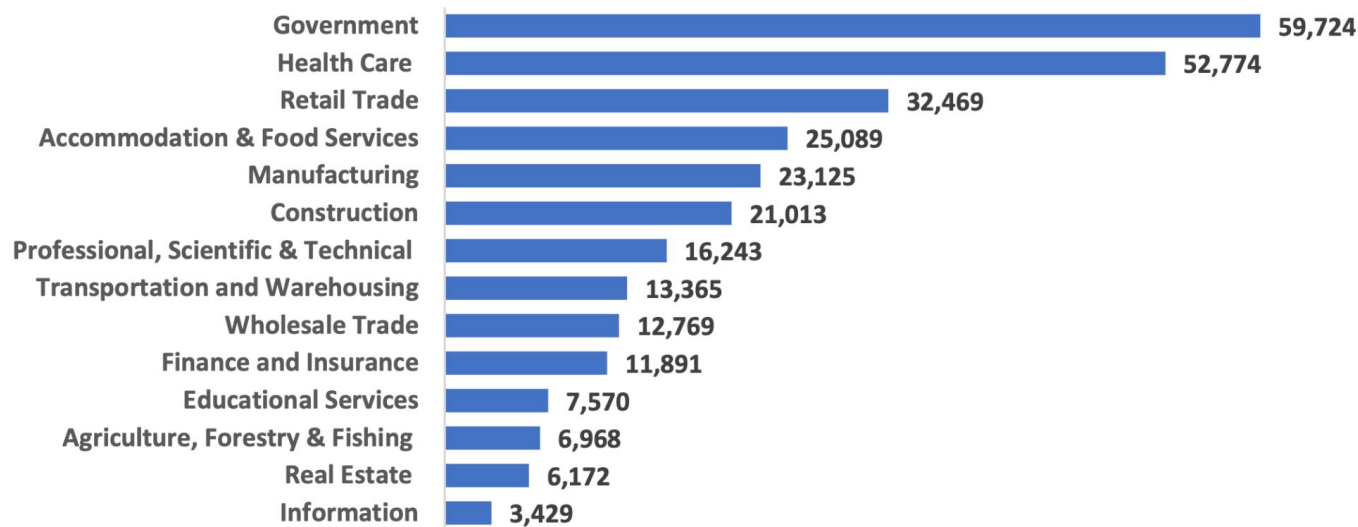


Source: Lightcast Q4 2023 Data Set; American Community Survey

- Median family incomes in the region range from \$43,613 to \$64,079, with poverty rates varying from 11.2% to 24.7%

Northeast Region: Top industries

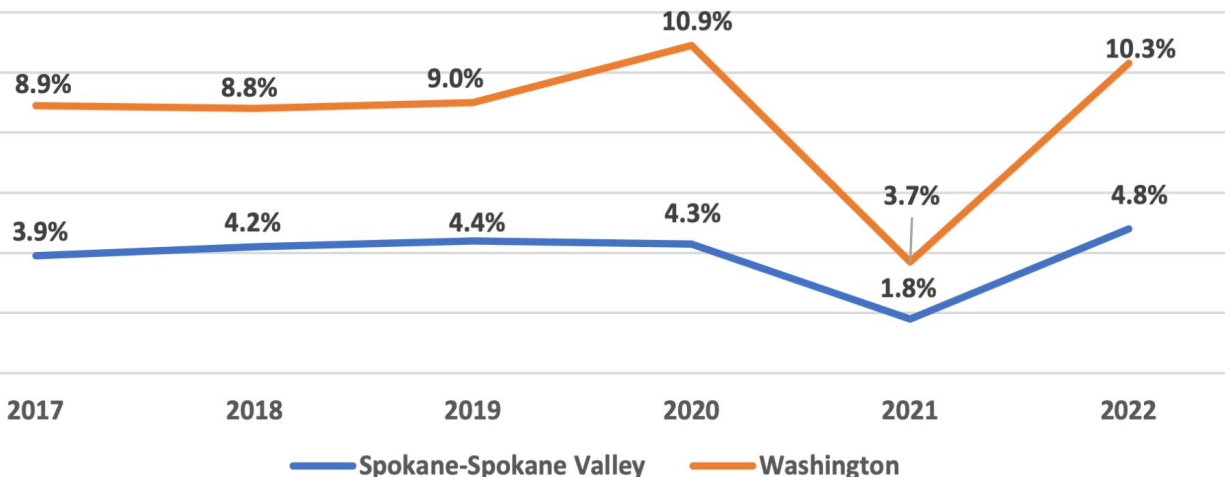
Figure 35: Largest Industries in Northeast Region 2023



Source: Lightcast Q4 2023 Data Set; Washington State Employment Security Department (ESD)

- Top industries in the Northeast region include government, health care, retail, food services, manufacturing, construction, & professional services

Northeast Region: The STEM Sector % of All Jobs



Source: AWB Institute Vitals 2023 Data Set

- STEM jobs in the Spokane-Spokane Valley metro area have grown from 3.9% of all jobs in 2017 to 4.8% in 2022, despite a dip in 2021 due to the pandemic
- While STEM job percentages remain below statewide levels, the region is seeing steady growth in STEM industry presence

Northeast Region: Postsecondary Institutions

Table 5: Northeast Region Postsecondary Institutions	Completions in 2022
Washington State University	8,206
Eastern Washington University	3,324
Gonzaga University	2,174
Spokane Community College	1,969
Spokane Falls Community College	1,248
Whitworth University	797

Source: Lightcast Q4 2023 Data Set; Integrated Postsecondary Education Data System (IPEDS)

- The Northeast Region has several postsecondary campuses, including both two- and four-year institutions
- These campuses are concentrated in Spokane and Whitman counties, limiting access for more rural areas
- Two-year institutions include Spokane Community College and Spokane Valley Community College
- Public universities: Washington State University (main campus in Pullman, branch in Spokane) and Eastern Washington University
- Private four-year institutions: Gonzaga University and Whitworth University, both located in Spokane

Northeast Region: Trend in Educational Levels

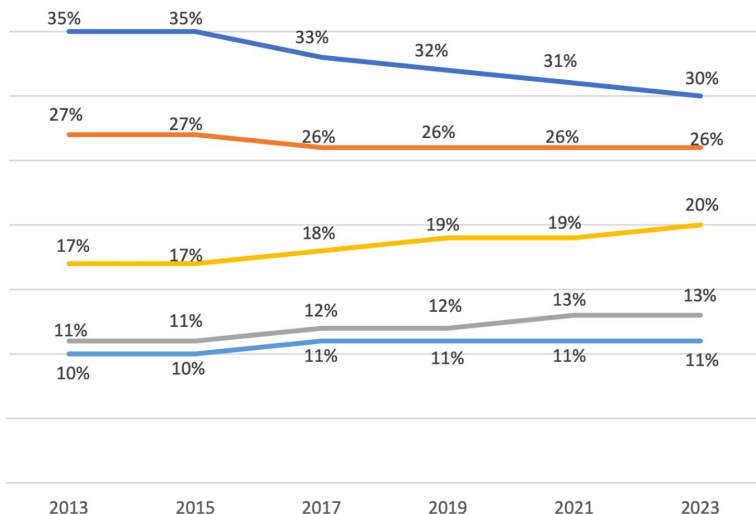
Figure 38: Northeast Region
Highest Educational Attainment Levels 2013-2023
(Population 25 and Over)

High School Diploma
or Less

Some College, No
Degree

Bachelor's Degree

Associate Degree
Graduate Degree



- Educational attainment trends have shifted modestly but positively over the past 10 years
- Percentage of residents with only a high school diploma decreased from 35% (2013) to 30% (2023)
- Residents with some college but no degree also declined
- Bachelor's degree attainment increased from 17% (2013) to 20% (2023)
- Overall, higher education levels are rising slowly but steadily

Source: Lightcast Q4 2023 Data Set; U.S. Census Bureau American Community Survey

Educational Attainment - Spokane County

Demographic characteristic	Total	Labor force participation rate	Unemployment rate
Population 25 to 64 years	284,592	76.7%	4.8%
Less than high school graduate	15,934	54.7%	11.9%
High school graduate (includes equivalency)	68,014	71.8%	5.9%
Some college or associate's degree	109,627	75.5%	5.4%
Bachelor's degree or higher	91,017	85.6%	2.7%

Source: U.S. Census Bureau, American Community Survey 5-year estimates, [S2301 | Employment Status](#) 

Source:

In-Demand Mid Level Occupations - Some College or Postsecondary Certificate

Job Title	Typical Education Needed For Entry Level Position	Median Hourly Wage
HVAC Mechanics and Installers	Postsecondary Certificate	\$29.29
Heavy & Tractor Tractor Truck Drivers	Postsecondary Certificate	\$28.21
Medical Records Specialists	Postsecondary Certificate	\$26.34
Automotive Technicians & Mechanics	Postsecondary Certificate	\$23.85
Bookkeeping & Accounting Clerks	Postsecondary Certificate	\$23.59
Medical Assistants	Postsecondary Certificate	\$23.44
Teaching Assistants: Preschool & K-12	Some College/Certificate	\$20.68
Nursing Assistants	Postsecondary Certificate	\$19.58

In-Demand Mid Level Occupations Requiring Associate's Degree

Job Title	Typical Education Needed For Entry Level Position	Median Hourly Wage
Computer Network Support Specialists	Associate Degree	\$39.91
Computer User Support Specialists	Associate Degree	\$31.94
Licensed Practical Nurses	Associate Degree	\$28.21
Electronic Engineering Technologists	Associate Degree	\$23.85
Dental Hygienists	Associate Degree	\$23.59
Massage Therapists	Associate Degree	\$23.44
Health Technologists	Associate Degree	\$19.58

Source: WSAC analysis of Lightcast Q4 2023 Data Set; ESD; BLS Typical education required for entry level

Key Features of Future-Focused Programs

- **Short-term credentials and certificates** that stack into degrees
- **Hybrid and flexible formats** for adult learners
- **Employer co-designed curricula** and embedded internships
- **Credential transparency** tied to real job outcomes
- **Focus on equity and access**, especially for underserved populations

State of Washington Labor Challenges

- More workers needed with postsecondary credentials
- Around 70 percent of all jobs in the state require some form of credential beyond a high school diploma, and its projected that in less than ten years it will be around 72 percent (Georgetown Center, 2023)
- Lack of credentialed workers is particularly felt is at the mid-level (postsecondary or associate's degree)
- Gap between the supply of STEM-skilled workers and STEM labor market demand, which is seen in all regions and across all education levels
 - Annual certificate and degree completions are not keeping pace with rising labor market demand in key fields, such as computer science and information technology, engineering, health, and other fields associated with science and technology
- Areas facing the greatest labor market pressures are the fields of computer & information technology, engineering, and health
- PreK-12 education is also facing recruitment and retention challenges in high-need fields—in areas like science, math, special education and in hard-to-staff schools in urban and rural districts

4

Board of Trustees Insights and Next Steps

Board Insights

1. *What do you see as the most important role this college should play in the community over the next 5 years?*
2. *What major changes or challenges do you anticipate will affect the college's future—locally, regionally, or nationally?*
3. *What strengths should the college build on, and where do you see the greatest opportunities for growth or improvement?*
4. *How can the college stay relevant and responsive to the needs of adult learners, employers, and underserved populations?*
5. *What kind of partnerships or innovations would you like to see the college pursue?*

Potential Planning Themes

- **Broadening Reach, Deepening Impact** *Welcoming and supporting non-traditional students through inclusive recruitment, enrollment, and retention strategies.*
- **Responsive and Relevant Programming** *Develop and deliver academic and workforce programs that are aligned with the evolving needs of students, employers, and the broader community.*
- **Driving Student Success and Completion** *Supporting students through to credential attainment and career/transfer outcomes.*
- **Leveraging Technology for Impact** *Using technology to strengthen existing initiatives, improve results, and enhance the student and staff experience.*
- **Advancing Affordability and Financial Wellness** *Ensuring students can access and afford college through support, transparency, and innovative solutions*

Potential Themes

- **Connected Pathways and Strong Partnerships** *Strengthen collaboration across educational, workforce, and community systems to ensure students experience coordinated support and clear transitions from education to employment. Deepen partnerships with K-12, universities, employers, and community organizations to align resources, reduce duplication, and expand opportunity.*
- **Operational Excellence and Financial Stewardship** *Ensure the college operates efficiently, plans strategically, and allocates resources responsibly to support long-term sustainability. Emphasize data-informed decision-making, smart forecasting, and continuous improvement to maximize impact while living within budgetary realities.*
- **Living Our Brand Promise** *Embed the college's new brand into every aspect of the student, employee, and community experience. Align programs, services, communications, and culture with the brand promise to build trust, strengthen identity, and ensure consistency in how the college shows up across all touchpoints.*

Next Steps

Key Actions:

-  Approve the strategic planning process and timeline (July 2025)
-  Participate in early visioning and priority-setting sessions (July 2025)
- Approve the planning structure and process (September/October 2025)
 - Review data collected in planning process
 - Endorse key themes and planning structure
- Review and approve the final strategic plan (February 2026)
- Monitor planning and implementation progress through regular updates (Ongoing)

Questions

Contact us at 25comm.com



Board Policy 2.20.01 provides “*Community Colleges of Spokane is committed to recruiting and retaining globally competent, highly qualified faculty and staff at all levels of the organization. Externally competitive and internally consistent reward systems, including salary and benefit structures and non-fiscal reward programs, shall be developed and maintained by administration. Salary schedules shall be approved by the Board of Trustees. (emphasis added) Compensation administration shall be objective and non-discriminatory in theory, application and practice.*”

The state 2025/26 budget provides a 3% general salary increase for non-represented employees effective July 1, 2025. Administrative Procedure 2.20.01–A, Professional/Exempt and Administrative Compensation Management, implements Board Policy 2.20.01 for exempt and administrator staff. Section 3.2 of that procedure provides:

“Implementation of general salary increases affecting the salary schedule will take effect on September 1st.”

Consistent with CCS’ implementing procedure, attached is a recommended salary schedule for professional-, confidential- and administrator-exempt and executive employees to be effective September 1, 2025. While executive staff are not covered by procedure 2.20.01-A, CCS has traditionally followed the same process and timelines. This remains our recommendation for this year.

Salary schedules for classified staff are delegated to the state collective bargaining process and were implemented July 1, 2025, by legislative action. Faculty schedules were negotiated and approved at March 18, 2025 meeting for academic year 2025/2026.

Recommendation

Approve the attached 2025/26 exempt, administrator and executive salary schedules to be effective September 1, 2025, and direct the Chancellor to take steps necessary to implement the action.

PE / CE	Step One	Effective 9/1/25 GSI 3%	Step Two	Effective 9/1/25 GSI 3%	Step Three	Effective 9/1/25 GSI 3%	Step Four
V	\$59,620	\$61,409	\$62,212	\$64,078	\$64,817	\$66,762	\$67,396
IV	\$65,497	\$67,462	\$68,344	\$70,394	\$71,912	\$74,069	\$74,041
III	\$71,375	\$73,516	\$74,478	\$76,712	\$77,579	\$79,906	\$80,683
II	\$77,249	\$79,566	\$80,609	\$83,027	\$84,816	\$87,360	\$87,325
I	\$83,128	\$85,622	\$86,740	\$89,342	\$91,268	\$94,006	\$93,969
S4	\$58,030	\$59,771	\$60,487	\$62,302	\$62,943	\$64,831	\$65,489
S3	\$63,122	\$65,016	\$66,210	\$68,196	\$68,581	\$70,638	\$71,728
S2	\$69,623	\$71,712	\$72,648	\$74,827	\$75,676	\$77,946	\$77,917
S1	\$75,793	\$78,067	\$78,297	\$80,646	\$82,382	\$84,853	\$85,678

ADMIN	Step One	Effective 9/1/25 GSI 3%	Step Two	Effective 9/1/25 GSI 3%	Step Three	Effective 9/1/25 GSI 3%	Step Four
5	\$91,711	\$94,462	\$95,380	\$98,241	\$99,514	\$102,499	\$103,495
4	\$97,774	\$100,707	\$101,685	\$104,736	\$106,092	\$109,275	\$110,335
3	\$104,237	\$107,364	\$108,406	\$111,658	\$113,105	\$116,498	\$117,627
2	\$111,127	\$114,461	\$115,572	\$119,039	\$120,578	\$124,195	\$125,402
1	\$118,460	\$122,014	\$123,198	\$126,894	\$128,126	\$131,970	\$133,251

Exec Level	Executive Schedule		Effective 9/1/25 GSI 3%
Ex 1	Chancellor	\$331,000	\$340,930
Ex 2	College President	\$252,350	\$259,921
Ex 3	Chief Financial Officer	\$201,258	\$207,296
Ex 4	CSO, CTD/HO, CSO, CHRO, CTRAO, VP Instruction/Learning	\$180,070	\$185,472
Ex 5	VP Student Affairs	\$163,457	\$168,361
Ex 6	VP Workforce	\$145,496	\$149,861